

Academy Trust Board

**Safeguarding Procedures
September 2024**

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Part A: The Practice of Safeguarding

Key Definitions

Safeguarding This is broader than child protection, and is defined in *Working Together to Safeguard Children* as:

- Providing help and support to meet the needs of children as soon as they emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Local Safeguarding Partners

The three local safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority, and the chief officer of police for a police area in the local authority area) make arrangements to work together with the appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. They have a shared and equal duty to work together to safeguard and promote the welfare of children. They should make arrangements to allow schools to be fully engaged, involved and included in this process. Detailed guidance on these arrangements can be found in *Working Together to Safeguard Children*.

LADO

Local Authority Designated Officer(s) for Child Protection. Each local authority should have designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children. The term 'LADO' in this document is used for convenience to designate these local authority designated officer(s) or other appropriate first point of contact for child protection concerns, whatever terminology the local safeguarding partners may use.

CADT

Central Advice and Duty Team provide a single contact point to the Department of Adult Social Services and Children and Young People's Department. They aim to answer any questions about how to get support from them. If you contact CADT, they will give you the advice and information you need to find out what support could be available to you. They have an out-of-hours emergency service which is run by a team who aims to make any situation safe until daytime services can be used.

A full list of key terms is set out in Appendix B1.

A1. Identifying and Responding to Pupils at Risk of Harm

Identifying and Recognising Abuse, Neglect and Exploitation

School staff who have day-to-day contact with pupils are particularly well placed to observe outward signs of abuse, neglect and exploitation such as changes in behaviour or developmental concerns. Staff are under an obligation to ensure that they are **alert** to signs of abuse, neglect and exploitation, and to **question** the behaviour of children and parents/carers without necessarily taking what they are told at face value. They should make sure they know where to turn to if they need to **ask for help**, and that they **refer** concerns to the Designated Safeguarding Lead if they suspect that a child is at risk of harm or is in immediate danger. Safeguarding children is everyone's responsibility, and it is better to help children as early as possible before issues escalate and become more damaging. It is important not to let other considerations, like the fear of damaging relationships with adults, get in the way of protecting children from abuse. If you have concerns to report, you should view this as the beginning of a process of enquiry, not an accusation.

The identification of child abuse is almost always arrived at through piecing together a variety of factors as in a jigsaw puzzle, rather than there being one definite sign, symptom or injury. It is dangerous to assemble check lists of indicators of abuse in the belief that this will make identification simple and straightforward. The key is always one of context, for example, the site and type of injury, the age and development stage of the child, how the parent(s) said the injury happened, what the child said and so on. *Many children will exhibit some indicators of abuse at some time and the presence of one or more should not be taken as proof that abuse is occurring.* However, if you suspect abuse has occurred you must always speak to the Designated Safeguarding Lead.

There are some common areas, which may indicate the possibility of abuse. Remember though that they should never be taken on their own as absolute proof that abuse has occurred:

- Does the explanation given tally with the injury sustained?
- Was medical help sought within a reasonable time scale?
- Is there a pattern of recurring injuries/problems with the child?
- What is the parents' general attitude towards the child?
- How do they react to you as a professional?

Bear in mind that some children may be more vulnerable to abuse. Children with disabilities, for instance, may be especially vulnerable because they may have an impaired capacity to resist or avoid abuse, or may have speech, language and communication needs which make it difficult to tell others what is happening.

Diagnosing child abuse is not a simple process. We know that child abuse does occur, and we must be willing, indeed have a duty, to take action to protect children from abuse. An awareness of possible indicators of child abuse means that we are more likely to be able to recognise it and help the child. Sometimes children may present with signs and symptoms of abuse. At other times there will not be obvious indicators. Some information on the signs of abuse are included in the school *Safeguarding Policy*. Fuller notes are set out below:

Some injuries are highly suggestive of abuse:

- Hand-slap marks
- Grip marks, often visible if a child has been shaken and sometimes the only physical indicator of sexual abuse if a child has been forcibly held by the abuser
- Bruising in unusual positions, including the genital area
- Black eyes, often caused by direct blow, although they may occur from an accidental bang on the bridge of the nose or forehead
- Bite marks, often evidence of bruising, and teeth marks

- A torn fraenum (piece of skin which attaches inside upper lip to gum) may be the result of a direct blow or of an object being forced into the mouth
- Multiple fractures or fractures of varying age
- Poisoning
- Injuries to the genital or rectal area, including unexplained soreness or bleeding, sexually transmitted diseases and pregnancy
- Poor physical care, including inadequate hygiene, inappropriate dress, constant hunger and lack of attention to medical need
- Restricted growth and development may be a result of non-organic failure to thrive

Similarly, children's behaviour may give clues that they are or have been abused (although it should be remembered that children show signs of distress for other reasons too, e.g. divorce of parents, death of a family member):

- A fear of adults generally or certain adults in particular
- Poor peer relationships with other children and an inability to make friends
- Aggression and acting-out behaviour
- Social isolation and withdrawal
- Pseudo-maturity
- Frozen awareness (a combination of lack of expression and watchfulness)
- Detachment
- Sleep disturbance
- Running away
- Eating disorders
- Psychological problems
- Psychosomatic complaints (that is, illness caused by hidden fear or anxiety)
- Low attainment or a sudden drop in school performance
- Self destructive behaviour, including substance abuse and suicide

Contact with parents (unless they are suspected of abuse) is an important component of recognising abuse – their attitudes, responses and explanations must be evaluated as part of the jigsaw of recognition. Children have the right to be protected from abuse. This applies regardless of parental circumstances and any sympathy one feels for the parents concerned.

Safeguarding incidents and/or behaviours should also be considered within the context in which they occur – that is, the wider environmental factors in a child's life that may be a threat to their safety and/or welfare. Local authority children's social care assessments should consider such factors so it is important to provide as much information as possible as part of any referral process. This will allow an assessment to consider all the available evidence and the full context of any abuse.

Categories of Abuse

Staff may become alerted to the possibility of child abuse by:

- Noticing signs and symptoms of abuse
- Allegations made by another person
- An admission from someone who says they are harming a child
- A child telling them or showing them that they have been mistreated.

The lists below are neither exclusive nor exhaustive.

Physical abuse

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

Possible signs

- Fractures or any bruising on a baby
- Bruises and scratches to face and head
- Pinch marks or bite bruises
- Bruising around both eyes simultaneously
- Torn fraenum (skin linking upper jaw and lip)
- Fingertip bruising on front and back of chest (gripping)
- Finger or hand marks on any part of the body
- Ligature marks on neck, arms, or legs
- Cigarette burns
- Linear shaped burns or bruises (e.g. iron, radiator)
- "Non-cascade" scalds
- Head injury, may be no outward sign of injury
- Poisoning
- Bald patches
- Recurrent unexplained/untreated injuries or lingering illness

Possible behavioural indicators of physical abuse

- Explanation inconsistent with injury
- Refusal to discuss injuries
- Fear of going home or parents being contacted
- Arms and legs kept covered in hot weather or fear of undressing
- Aggressive bullying behaviour
- Frozen watchfulness/cowering/flinching at sudden movements
- Withdrawal from physical contact
- Fear of medical help
- Admission of excessive punishment
- Running away
- Self destructive tendencies

Emotional abuse

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

Possible signs

- Speech delay, poor verbal ability, lack of communication skills
- Bed wetting, soiling (without physical cause)
- Lack of concentration, learning problems
- Unreasonable fear of new situations
- Eating disorders (over eating or under eating)

- Inappropriate emotional responses to stressful situations
- Low self-esteem
- Self-mutilation
- Alcohol, drug, solvent abuse

Possible behaviour

- Over-reacting to mistakes
- Obsessive behaviour (e.g. rocking, twisting hair, sucking thumb)
- Withdrawal from relationships with other children
- Fear of parents being contacted
- Extremes of passivity or aggression
- Attention seeking
- Chronic running away
- Compulsive stealing, scavenging for food or clothes
- Impaired capacity to enjoy life

Sexual abuse

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

Possible signs

- Cries hysterically when nappy is changed
- Wetting and soiling themselves
- Sudden drop in school performance/poor concentration
- Obsessed with sexual matters as opposed to normal exploration
- Changes from being happy and active to being fearful and withdrawn
- Unexplained sources of money/gifts
- Urinary infections, bleeding or soreness in the genital/anal areas
- Vaginal discharge – vaginal warts
- Soreness and bleeding in the throat
- Chronic ailments e.g. stomach pains, headaches without obvious cause
- Eating disorders
- Becomes severely depressed
- Has a poor self-image
- Uses alcohol/drugs to excess
- Not allowed to have friends around or go out on dates
- Fearful of undressing for physical education
- Venereal infection
- Pregnancy

Possible behaviour

- Overly compliant behaviour
- Behaves in a sexually inappropriate way in relation to their age
- Withdrawn and unhappy, insecure and “clingy”
- Plays out sexual acts in too knowledgeable a way for their age
- Say themselves that they are bad or wicked
- Arriving early at school and leaving late with few, if any, absences

- Excessive masturbation – exposing themselves
- Drawings of sexually explicit nature
- Attempts to sexually abuse another child
- Recurring nightmares and/or fear of the dark
- Had a “friend who has a problem” and then tells about the abuse of “a friend”
- Self-mutilation/attempted suicide
- Running away
- Prostitution

Neglect

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

- provide adequate food, shelter and clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment;
- provide suitable education.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Possible signs

- Unkempt appearance, poor personal hygiene
- Poor skin/hair condition
- Drop through height/weight centiles
- Small stature (where not a family characteristic)
- Constant tiredness
- Repeated accidents
- Untreated medical conditions
- Inappropriate clothing
- Constant hunger
- Frequent lateness or non-attendance at school
- Accidental self-poisoning
- Severe tantrums
- Isolation within school
- Lack of trust
- Unexplained tummy pains
- Eating problems
- Fear
- Self harm
- Depression or signs of withdrawal or regression

Possible behaviour

- Inability to form friendships/relationships
- Pseudo-mature or sexually explicit behaviour
- Air of detachment – “don’t care” attitude
- Chronic running away
- Compulsive stealing
- Scavenging of food and clothes
- Low self-esteem
- Neurotic behaviour (e.g. rocking, thumb sucking, hair twisting)
- Inability to make social relationships
- Tendency to destroy things

Neglect can be more difficult to recognise and name in affluent families. Children living in comfortable houses who are well fed and have access to high quality education do not present the more typical evidence of neglect, and parents can use their financial and social capital to obstruct interventions. A useful study of identifying and addressing 'affluent neglect' can be found [here](#).

Children absent from education

Regular school attendance is crucial for children educationally, but also important for their social and emotional development. Furthermore, a child missing or persistently absent from an education setting, particularly repeatedly, can act as a vital warning sign of a range of safeguarding issues. This may include abuse and neglect and such children are at risk of being victims of harm, exploitation or radicalisation. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly.

It is a regulatory requirement for EYFS setting to have a written procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting (Statutory Framework 3.82).

Promoting School Attendance

Schools should promote good attendance. Contact should be made with parents on the first day of an unauthorised absence, and explanations for absence should be followed up rigorously when the child returns to school. Any concerns regarding these explanations should be reported to the Head/DSL (depending on the nature of the explanation).

Requests for leave of absence should be very carefully considered by the Head and only granted in exceptional circumstances, in accordance with the DfE guidelines (*School Attendance* November 2016)

Monitoring Absence

Class teachers and tutors should review the attendance record of the pupils for whom they are immediately responsible on a regular basis. Extended, regular or patterned absence from school can be an indicator of a wellbeing or safeguarding issue, and should always be followed up. The attendance of pupils with known welfare and attendance concerns should be monitored particularly closely.

Types/patterns of absence of particular concern (e.g. those associated with FGM or forced marriage) should be covered in the school's regular safeguarding updates and further information can be found via links in *Keeping Children Safe in Education*.

The nature of action to be taken will depend on the age of the child and individual circumstances, but may well involve:

- An initial confidential discussion with the pupil herself
- A discussion with parents
- A discussion with the year group/key stage lead, pastoral deputy, nurse or DSL

Any concern and action taken should be recorded.

Child on child abuse

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). It can take various forms, including: serious bullying, relationship abuse, domestic violence, child sexual exploitation, youth violence, harmful sexual behaviour (see below), and/or gender based violence. It can happen both

inside and outside of school, and online. Even if there are no reports in the school, it does not mean it is not happening, it may be the case that it is just not being reported.

Abuse by another child or children should be taken as seriously as abuse perpetrated by an adult – don't be dismissive or set high thresholds. Child on child abuse, including verbal abuse, should be recognised as a potential safeguarding issue and never be tolerated or passed off as horseplay, teasing or 'banter'. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it and not coming forward to report it.

The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other case, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Also bear in mind that there may be a risk to young children / young people other than the current victim.

In cases of bullying (especially sexist, sexual and transphobic bullying due to the potential seriousness of violence), schools must always consider whether safeguarding processes need to be followed.

Key principles:

- Educate pupils to recognise and respond appropriately to child on child abuse
- Investigate any allegation of child on child abuse promptly and thoroughly
- Implement the safeguarding, behaviour and anti-bullying policies and procedures
- Seek advice from statutory agencies, and be prepared to make a referral if the case meets the threshold set by the local safeguarding partners
- Follow the advice for practitioners in *What to do if you're worried a child is being abused*
- A co-ordinated multi-agency approach is required
- Multi-agency assessment should be carried out in each case
- The needs of young people who abuse should be considered separately from the needs of the victim – and schools should be alert to the fact that a child who has harmed another child may themselves be a victim
- Good record keeping of related conversations, meetings, communications and any intervention is essential.

A young abuser should be the subject of a child protection conference (CPC) if s/he is considered personally to be at risk of continuing significant harm.

Sexual violence and sexual harassment between children

Detailed advice on this issue can be found in Part 5 of *Keeping Children Safe in Education*. Key points have been summarised below. However, the guidance itself should be referred to for more detailed information.

What is meant by sexual violence and sexual harassment?

- Sexual violence and sexual harassment can occur between two children **of any age and sex**, including within intimate personal relationships between peers, or between groups of children. All staff are advised to maintain an attitude of 'it could happen here'.
- Ofsted's Review of sexual abuse in schools and colleges revealed the prevalence of sexual harassment and online sexual abuse – the issues are so widespread that they need addressing for all children and young people.
- Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. Girlguiding's Girls' 2021 Survey found that 67% of girls and young women aged 13-18 surveyed have experienced sexual harassment at school from another student, and that 29% first experienced sexual harassment when they were just 11-13 years old.

- Children with SEND are three times more likely to be abused than their peers. Pupils who are LGBT or perceived to be LGBT, are likely to be more vulnerable
- Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Sexual violence refers to rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
- Sexual harassment is 'unwanted conduct of a sexual nature' and can include such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, upskirting; displaying pictures or photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (this list is not exhaustive)
- Sexual violence and sexual harassment exist on a continuum and may overlap
- Harmful sexual behaviours (HSB) in children are those which are developmentally inappropriate and may cause developmental damage. When considering HSB, ages and stages of the development of children are critical factors. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma, and it is important that they are offered appropriate support
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered¹
- Victims of sexual violence and/or sexual harassment are likely to be distressed and their educational attainment affected. This will be exacerbated if the alleged perpetrator(s) attend(s) the same school

A whole school approach

- Sexual violence and sexual harassment should be included in the school's broader approach to safeguarding and should be clear and easy to understand for staff, parents and pupils
- It should be clear to all that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it
- Well promoted, easily understood and easily accessible systems should be in place for children to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and feedback. All staff should be trained to manage a report.
- Sexual violence and sexual harassment, and the wider societal context such as sexist stereotypes and language should be included in staff training and age-appropriate PSHE
- Decisions and actions should be regularly reviewed and relevant policies updated to reflect lessons learnt; in particular, schools should look out for potential patterns of concerning, problematic or inappropriate behaviour and, where a pattern is identified, consider whether there are wider cultural issues within the school that enabled inappropriate behaviour to occur and what can be done to minimise the risk of it happening again

Initial response to reports of sexual violence and sexual harassment

- Schools should prepare for possible incidents, for instance by reviewing the specialist support potentially available

¹ For further support on HSB schools might refer to the [NSPCC Learning HSB resources](#) and [framework](#), the [Lucy Faithfull Foundation toolkit 'Stopitnow'](#) and the SWGFL [HSB support service](#) for specific advice

- Reports of sexual violence are often complex and require difficult decisions to be made – online concerns can be especially complicated
- It is important to note that children may not find it easy to tell staff about their abuse verbally. In some cases, the victim may not make a direct report: for example, a friend may make a report or a child's behaviour might indicate that something is wrong. Staff should act on any concerns about a child's welfare rather than wait to be told by the child in question
- Abuse that occurs online or outside the school should not be downplayed and should be treated equally seriously. The duty to safeguard pupils remains the same, and the same processes for action will apply
- Staff should not assume that someone else is dealing with the incident, and should discuss concerns with the DSL
- The initial response to a disclosure is important and schools should ensure the victim is reassured, taken seriously and supported. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or have their experience minimised. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them. How a school responds to a report is extremely important, because of the impact it will have on any future victim to report or come forward
- Victims may not disclose the whole situation immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. It may be helpful to ask the victim if they would like a designated trusted adult to talk to about their needs. The school may also need to protect the victim from bullying and harassment as a result of any report they have made
- Whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- It is essential that a written record is made of any report
- Schools should act in the best interests of the child. In any response, the needs and wishes of the child should be paramount (along with protecting the child), but must also be balanced with the school's duty to and responsibilities to protect other children
- General safeguarding principles apply in responding to incidents. Where an incident occurs off site, the school's duties remain the same
- Decisions are ultimately for a school to make on a case-by-case basis, with the DSL taking a leading role, and supported by other agencies such as local authority children's social care or the police
- Confidentiality should never be promised, as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others. There are no easy or definitive answers in situations where the victim asks the school not to tell anyone about the sexual violence or harassment, and if the victim does not give consent to share information, staff may still do so, if there is another legal basis under the UK GDPR that applies. Ultimately, the DSL will have to balance the victim's wishes against their duty to protect the victim and other children.² If a report is made against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.
- As a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering which staff should know about the report and any support that will be put in place for the children involved, and the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

² Cases where a victim has been subject to abuse but does not want the matter reported to police can be particularly difficult to assess. In such cases this checklist may be helpful: https://www.vwv.co.uk/images/documents/independent-schools/Checklist_for_reporting_peer_on_peer_allegations_against_a_pupil_s_wishes_-_tcc_-_642021.pdf

- Schools should make a risk and needs assessment in cases of a report of sexual violence (the need for a risk assessment following a report of sexual harassment should be decided on a case-by-case basis). The assessment should consider the victim, alleged perpetrator, any witnesses and other children at the school, be recorded and kept under review.³ The assessment should also consider whether there may have been other victims.
- Consideration should also be given to supporting other children who have witnessed sexual violence, which is likely to be traumatic. The school should also do what is possible to ensure that the victim, alleged perpetrator(s) and/or witnesses are not bullied or harassed, including online.
- A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that need addressing. Disciplinary action and support can and should occur at the same time if necessary. The school should be very clear as to which category any action they are taking falls into, or whether it is really both, and should ensure that such action complies with the law relating to each relevant category
- The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (and in certain cases of sexual harassment). If the alleged perpetrator attends a different school, the DSL/Head should make contact with the DSL/Head of that school first to discuss next steps. Parents should not be contacted however if there is a reason to believe this would put any child at additional risk. The question as to what information to provide should be carefully considered, in consultation with the relevant agencies.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology or by forcing children to watch sexual activities or behave in sexually inappropriate ways.

Child sexual exploitation is a crime with devastating and long-lasting consequences for its victims and their families. Any child, in any community may be vulnerable to CSE: it affects both boys and girls from all ethnic groups. Some key points to bear in mind are:

- It can affect any child or young person under the age of 18, including 16 and 17 year olds who can legally consent to have sex
- It can involve force, violence or threats of violence, or enticement-based methods of compliance
- It may occur without the victim's immediate knowledge (e.g. through posting images on social media). Some children may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship
- It can be perpetrated by individuals or groups, males or females, adults or children
- It can be a one-off incident or a series of incidents, and range from opportunistic to complex organised abuse
- The power imbalance typical of CSE may manifest itself in different ways: for example age, gender, sexual identity, cognitive ability, physical strength, status etc.

³ Cases where a victim has been subject to abuse but does not want the matter reported to police can be particularly difficult to assess. In such cases this checklist may be helpful: https://www.vwv.co.uk/images/documents/independent-schools/Checklist_for_reporting_peer_on_peer_allegations_against_a_pupil_s_wishes_-_tcc_-_642021.pdf

Children rarely self-report CSE, so it is important that practitioners are aware of potential indicators of risk, including:

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Isolation from peers/social networks
- Relationships with controlling or significantly older individuals or groups
- Concerning use of the internet and other social media
- Excessive receipt of texts/phone calls, multiple callers
- Inappropriately sexualised behaviour for age, sexually transmitted infections or pregnancy
- Changes in emotional well-being
- Increased secretiveness
- Misuse of alcohol and other drugs
- Going missing for periods of time or regularly coming home late, and
- Regularly missing school or education or not taking part in education

However, CSE can occur without any of these risk indicators being obviously present.

Detailed non-statutory guidance on CSE can be found at

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Some informative short films on CSE have been made available by the University of Bedfordshire at

<https://www.beds.ac.uk/ic/films>

Child Criminal Exploitation

Child criminal exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. CCE can include children being forced to work in cannabis factories, to shoplift or pickpocket, to commit vehicle crime, to threaten other young people, or to move drugs or money across the country (referred to as county lines – see below). They may be coerced into carrying weapons such as knives, or begin to carry a knife for a sense of protection. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, and they are not treated as victims despite the harm they have experienced.

CCE can affect a child or young person or vulnerable adult and is still exploitation even if the activity appears consensual. It can involve force or enticement-based methods together with threats of violence or actual violence. It does not always involve physical contact; it can occur through the use of technology. It can be perpetuated by individuals or groups, males or females and young people or adults. It typically involves some form of power imbalance, including gender, cognitive ability, physical strength, status and access to economic or other resources.

Whilst young people aged 15-16 years old are most commonly exploited, children as young as 12 are known to be exploited by gangs to act as drug couriers. Both males and females are exploited and it is important to note that the experience of girls who are criminally exploited can be very different to boys and the indicators may not be the same. Both boys and girls being criminally exploited may be at higher risk of CSE.

Factors that heighten a person's vulnerability include:

- having poor experience of neglect, physical and/or sexual abuse

- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues
- being in care (particularly those in residential care and those with interrupted care histories)

Some indicators of CCE involvement and exploitation include:

- persistently going missing from school or home and/or being found out-of-area
- unexplained acquisition of money, clothes or mobile phones
- excessive receipt of texts/phone calls
- relationships with controlling/older individuals or groups
- leaving home/care without explanation
- suspicion of physical assault/unexplained injuries
- misusing alcohol and other drugs
- parental concerns
- carrying weapons
- significant decline in school results/performance
- association with other young people involved in exploitation or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

If you are concerned about a child you should follow your local safeguarding partner procedures. If you believe a child is at immediate risk of harm you should contact the police.

NSPCC Childline and Mind can be sources of support for young people.

County Lines

County Lines Exploitation is the police term for urban gangs supplying drugs using dedicated phone lines or other form of 'deal line'. This activity can happen locally as well as across the UK – no specified distance of travel is required. It involves child criminal exploitation as the gangs use children and vulnerable people to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Social media is also being used increasingly for recruitment. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. The gang may establish a base by taking over a vulnerable adult's home. Issues involved include drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons.

Indicators for CSE and CCE as detailed above may be applicable to involvement in county lines. Some additional specific indicators are:

- going missing and subsequently being found in areas away from home
- being the victim or perpetrator of serious violence (e.g. knife crime)
- receiving requests for drugs via a phone line; moving, handing over and collecting money for drugs
- being exposed to techniques such as 'plugging', i.e. concealing drugs internally

- being found in accommodation the child has no connection with (often called a ‘trap house or cuckooing’) or hotel room where there is drug activity
- owing a ‘debt bond’ to the drug traffickers
- having personal bank accounts used to facilitate drug dealing

The Home Office has produced further guidance on County Lines, with the expectation that all frontline school staff will become familiar with the guidance. It provides:

- a definition of the term ‘county lines exploitation’
- describes the impact on young people
- describes characteristics of children who may be vulnerable
- sets out signs to look out for and how to respond
- provides useful case studies

The full guidance can be accessed here: [Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance](#). Schools may also wish to refer to The Children’s Society [Toolkit for Professionals](#)

If you are concerned about a child being at risk of county lines exploitation, you should follow local safeguarding guidance and share the information with local authority social services. If you believe a person is at immediate risk of harm, you should contact the police.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Schools recruiting international pupils should be aware of the risk of being used as a conduit for trafficking, whereby criminals obtain Child Student/Student visas sponsored by schools for children who then go missing within weeks or months of arriving in the UK. Such children are at risk of exploitation in nail bars, cannabis farms and brothels.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer to the National Referral Mechanism is available here:

<https://www.gov.uk/government/collections/modern-slavery>

Violence against Women and Girls (VWAG)

VWAG is an umbrella term which encompasses any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women or girls, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life. It encompasses violence against women within the family, within the general community, and that perpetrated or condoned by the State, wherever it occurs. Some of the more common forms of VWAG include domestic abuse, sexual harassment and bullying, sexual exploitation, sexual assault and FGM. It can impact on people from all backgrounds, ethnicities, religions, disabilities, ages, sexualities, social economic classes and gender identities. Guidance for schools on some of the forms of VWAG can be found in these *Procedures* below. The Home Office Strategy for [Tackling Violence against Women and Girls is another useful source of information.](#)

Domestic Abuse

Domestic abuse can be defined as ‘any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial, and
- emotional

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside the home. It is estimated that one in five children are exposed to domestic abuse. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Children witnessing domestic abuse is recognised as ‘serious harm’ in law. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse can also be a sign that children are suffering another type of abuse or neglect.

Domestic abuse can be difficult to identify as children often learn to keep their feelings to themselves and may feel like violence in their home life must be kept secret. However, the stress of living with abuse may lead some visible indicators which include:

- aggression or bullying
- withdrawal
- attention seeking
- anti-social behaviour
- depression or anxiety
- difficulties with school work
- eating disorders
- drug or alcohol abuse
- constant colds, headaches, mouth ulcers, asthma, eczema

Domestic abuse affecting young people can also occur within their personal relationships (sometimes referred to as ‘teenage relationship abuse’), as well as in the context of their home life. Young people experience the highest rates of domestic abuse of any age group, and 95% of young people experiencing abuse within their intimate relationships are female⁴. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass operates in the majority of police forces across England. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the incident, the police will inform the key adult (usually the DSL) in school before the child or children arrive at school the following day so that the school can arrange for appropriate support. Further information can be found on the website: <https://www.operationencompass.org/>

⁴ SafeLives Children’s Insights data. The full report can be found at <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Operation Encompass also offer free training to schools and education settings whether or not they are part of the scheme. For further details go to <https://www.operationencompass.org/operation-encompass-on-line-key-adult-briefing>

National Domestic Abuse Helpline 0808 2000 247 (24 hours)

<http://www.nationaldomesticviolencehelpline.org.uk/>

The website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe call from the team can be booked.

Women's Aid website for children and young people: <https://www.womensaid.org.uk/>

Female Genital Mutilation (FGM) and other forms of so-called 'honour based' abuse

So-called 'honour based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. This includes FGM, forced marriage and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, as is taking a British national or permanent resident abroad for FGM or helping someone to do this. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Most of the women and girls from practising communities live in the major UK cities, including London, Manchester, Sheffield, Liverpool, Birmingham and Cardiff. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM performed in the UK.

Schools have a legal duty to safeguard children at risk, and FGM is a form of child abuse with long-lasting harmful physical and emotional consequences. Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. Any indications that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures in the Safeguarding and Child Protection Policy. In support of this provision, schools are advised to raise awareness of FGM among staff, ensure that sources of information and advice are available to both staff and pupils (including signposts for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, and appropriate black and ethnic minority women's groups), include FGM in the curriculum in relevant classes, and create an open environment in which girls feel able to discuss such concerns without inhibition.

There is a range of potential indicators that a girl may be at risk of FGM, including:

- Being in a family where other members have undergone FGM
- Parents withdrawing the girl from PSHE or learning about FGM
- Parents planning to take the girl out of the country for a prolonged period
- A girl appearing anxious, depressed and withdrawn and her educational performance, aspirations or motivation declining
- A girl confiding that she is to have a 'special procedure' or attend a special occasion to 'become a woman'

Further information on warning signs can be found in the statutory guidance at <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

There is also a resource pack available:

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

A leaflet provided by the Home Office:

<https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

And guidance for schools produced by the National FGM Centre:

<http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf>

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- not to reveal to anyone other than the Designated Safeguarding Lead that their enquires might be related to FGM, as this could increase risk to the pupil
- not to engage initially with the pupil's parents or family, or others within the community
- to alert the Designated Safeguarding Lead to their concerns immediately. This member of staff will then activate local safeguarding procedures, liaising with the police and local authority children's or adults' social care. If a pupil has disclosed that she is at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes. In all situations the girl should be offered counselling and medical help, and an assessment should be made of other related females who may be at risk.

For further information on what to do if there are concerns that a student may be at risk of or has undergone FGM, or if a student stops attending school, see Chapter 9 of the Multi-Agency Practice Guidelines.

From October 2015, it became a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Unless a teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve local authority children's social care as appropriate.⁵

Information on when and how to make a report can be found at

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Further information and support materials can be found at:

- <https://www.gov.uk/government/collections/female-genital-mutilation>
- NHS Choices <http://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx>
- Foundation for Women's Health Research and Development (FORWARD) at <http://www.forwarduk.org.uk>

Forced Marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage (including non-binding, unofficial 'marriages' as well as legal marriages). Threats can be physical or emotional or psychological. In addition, since February 2023 it has been a crime to carry out any conduct the purpose of which is to cause a child to marry, legally or unofficially, before their eighteenth birthday, even if violence, threats or another form of coercion are not used. Further information can be found in the [government guidance](#). This provides step-by-step advice for professionals, including teachers. It includes an outline of the signs that those working in an education setting may recognise when a child or young person is at risk of forced marriage. The Government's Forced

⁵ A factsheet on the duty can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Marriage Unit can provide advice and support to individuals who are at risk of or who have experienced forced marriage, and to the professionals seeking to safeguard them. Forced Marriage protection orders (FMPO) may also be used. The court can make an order in an emergency so that protection is in place straight away. More information on how to apply for an FMPO can be found via the link: <https://www.gov.uk/government/publications/forced-marriage-protection-orders-fl701>

Other specific safeguarding issues

Guidance on other specific safeguarding issues (including fabricated or induced illness, faith abuse and teenage relationship abuse) can be found via the GOV.UK website – links can be found in *Keeping Children Safe in Education* Annex A. The TES website and NSPCC website are other good sources of information.

Impact of Abuse

Abuse in all its forms can affect a child at any age from nursery stage to sixth form. It is well documented that pupil performance and behaviour can be adversely affected. The effect can be so damaging that the consequences are felt throughout a person's life. For example, an adult who was abused as a child may be unable to, or have great difficulty in, sustaining stable trusting relationships or may develop an excessive and harmful use of drugs or alcohol. The adverse effects of abuse can be helped considerably by an appropriate response to handling disclosures by the professionals involved, therapeutic and/or professional support if required and, importantly, family support.

Historical Abuse

Reports of abuse that happened in the past still need to be reported in accordance with GDST/ATB procedures. A pupil reporting "historical abuse" may benefit from family support and may need specific therapeutic/professional help. In addition child protection agencies will need to consider whether or not to conduct a child protection investigation, as a crime may have been committed and other children with whom the alleged abuser is (or has been) living or working may have been abused or be at risk of significant harm.

Responding to Safeguarding Concerns

Taking Appropriate Action

Individual schools provide pupil support in a variety of ways, through comprehensive and effective pastoral care, specific support for pupils through the Special Educational Needs Coordinator (SENCO), whole school Anti-Bullying strategies, Personal Social and Health Education (PSHE) and Sex and Relationship Education (SRE) programmes, special whole school events, and specific intervention to meet the needs of individual pupils.

A safeguarding concern may come to the attention of staff/volunteers in a variety of ways, such as:

- A pupil may disclose that s/he is being abused at home, school or elsewhere;
- A staff member or volunteer may become suspicious that a child is being abused;
- A third party (e.g. another pupil, a parent/family member or colleague) may share their concerns with a member of staff/volunteer;
- A member of staff/volunteer may have general concerns about a pupil's health or wellbeing.

Responding to a disclosure/safeguarding concern

Staff must be aware that the way in which they talk to a child can have an effect on the validity of evidence which can be brought in any subsequent criminal proceedings.

Dos

- **Stay calm and listen carefully**

- Explain sensitively that you must inform the Designated Safeguarding Lead (use their name) so that s/he can make sure that they can be helped to stay safe. It is important for all pupils, including very young children, that they are reassured that the matter will *only be disclosed* to people who *need to know*. Guidance on confidentiality, information sharing and consent is set out in further detail below
- Allow the child to talk freely and listen without criticising
- Accept what the pupil says and do not ask for further detail
- Acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously
- Keep questions to a minimum: only use questions if you have to make sense of what the child is trying to communicate to you
- Ask **ONLY** open questions e.g. "Tell me what has happened" **NOT** "did she/ he/ do *** to you". " Who did this" **NOT** "Did *** do this to you"
- Reassure the child that they were right to tell you, that it is not their fault and explain whom you will have to tell (the Designated Safeguarding Lead) and why
- When you are recording the child's account of events, where possible use the child's *exact* words and phrases even if these are childish words, or you think it is rude or inappropriate language
- Note any external signs of possible injury or neglect but do not undress or examine the child
- Report your concerns to the Designated Safeguarding Lead immediately and well before the end of the same school day.

Don'ts

- **Do not promise confidentiality** (or make any other promises you can't keep)
- Don't interrupt the child who is freely telling their account of what happened
- Don't put words into the child's mouth (i.e. finish the child's sentences for him/her)
- Avoid asking the child for details
- Avoid making assumptions about the pupil or their family
- Avoid jumping to conclusions or speculating about what happened or might have happened or making accusations
- Try to avoid an overly emotional reaction, such as expressing disgust, shock or disbelief
- Don't attempt to undress the pupil in order to examine him/her in an attempt to determine the nature of any injuries/neglect, or take images of a child's injury
- Don't collude with any other person in relation to concerns about the pupil's welfare or hold on to significant information about the pupil's welfare
- Don't confront the alleged abuser
- Don't burden the pupil with guilt by asking questions such as "why didn't you tell me before?"
- Don't interrogate or pressure the pupil to provide information
- Don't ask any potentially leading questions
- Don't criticise the alleged perpetrator (this may be someone they love)
- Don't make promises that you cannot keep such as "I'll stay with you all the time" or "it will be alright now".

Staff should record any safeguarding concerns or disclosures, and report them immediately, well before the end of the same school day, to the Designated Safeguarding Lead. Clear communication arrangements must be in place for all staff working out of normal school hours to contact the Designated Safeguarding Lead and/or local child protection agencies.

It is not the role of the GDST/ATB (including Principals and the Designated Safeguarding Lead/s) to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

Multi-Agency Policy and Practice

The GDST/ATB recognises the critical importance of actively contributing to multi-agency safeguarding policy and practice. Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a duty to collaborate to identify concerns, share information and take prompt action.

In turn, *Working Together to Safeguard Children* recognises the pivotal role schools play in safeguarding children and promoting their welfare. Their insight and co-operation are vital to the successful delivery of multi-agency safeguarding arrangements. People working in education settings play an important role in building relationships, identifying concerns and providing direct support to children. They may be the first trusted adult to whom children report safeguarding concerns. The local safeguarding partnership is expected to establish close partnership working and relationships with education.⁶

Wherever a concern is raised with the Designated Safeguarding Lead, they should, in consultation with the Principal where possible, always consider seeking advice or guidance from the LADO, Social Services/CADT, or other local agencies involved in the safeguarding and welfare of children (such as an educational psychologist or CAMHS). This may be the case where there is a serious child protection allegation, or where there is a general concern about a pupil's well-being and health.

Early Help Assessment (formerly CAF)

Early Help is support for children of all ages that improves resilience and outcomes or reduces the chance of a problem getting worse. An Early Help assessment should identify what help the child and family need to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, SENCO, GP, family support worker and/or health visitor.

An Early Help Assessment is not a referral. The Designated Safeguarding Lead should discuss with CADT whether it would be more appropriate to undertake an Early Help Assessment or to make an immediate referral.

Decision to refer to Social Services

When making the decision to make a referral to social services which could activate a child protection investigation, **advice to determine whether it is appropriate to obtain consent, or notify parents in advance of making the referral** and, if applicable, how to approach gaining consent of parents and pupils concerned should be sought from the local child protection agencies, preferably CADT. Advice can also be sought from the Legal Department at Trust Office. Any advice received should be recorded. This advice can be sought without revealing the child's identity and can help the Principal decide whether or not to make a formal referral, and how to deal with the sensitive issue of consent. Generally, the consent of parents should be obtained before making a formal referral, unless to do so would place the child at significant risk of harm. **However, the decision as to whether, when and what to tell parents should be agreed in advance with CADT.** Please also refer to the Seven Golden Rules of Information Sharing which deals with the issue of consent.

In the event of a school making a referral to Social Services, they should **agree with Social Services exactly what the child and parents will be told, by whom and when.** The Designated Safeguarding Lead should also ask to be kept informed of the timing of any strategy discussions between Social Services and the police, which will decide *whether and how to investigate*. The Designated Safeguarding Lead (accompanied by or in close liaison with the staff member who knows the child best) should be prepared to contribute to the strategy discussion on the basis of the school's knowledge of the child.

⁶ *Working Together to Safeguard Children* December 2023 paras 60 and 76-81

Unsatisfactory response from Child Protection Agencies

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. The referrer should follow up if this information is not forthcoming. A record of each contact with Social Services, including the name of the officer with whom the School has spoken, and the date and time of the call, should be kept.

In the event of the school not being satisfied with the response, the Principal should liaise directly with the LADO to try to resolve a more satisfactory outcome for the pupil concerned. Failing this, the Principal should write to the Director of Children's Services. As a last resort, the Principal should request the Chief Executive to write to the Chair of the local safeguarding partners, whose role is to help ensure that all agencies are working effectively and collaboratively together to safeguard children and that any barriers to effective multi-agency working are properly addressed.

Duty to Report Concerns about the Management of Safeguarding

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise those concerns, and the duty of the senior leadership team to take them seriously. Staff and volunteers should be encouraged to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. The duty to report concerns about the management of safeguarding is part of the Code of Conduct and the whistleblowing procedure below can also be found in the Safeguarding Policy (section 9). It will also form part of staff induction training.

The member of staff or volunteer should bring their concerns to the attention of the Designated Safeguarding Lead, or in a case where the concerns relate to the actions or inaction of the Designated Safeguarding Lead, to the Principal.

However, where a member of staff or volunteer reasonably believes these reporting routes to be inappropriate, or has reported concerns and no action has been taken, they should contact the Company Secretary of the ATB or CADT directly. The NSPCC whistleblowing helpline is also available: tel. 0800 028 0285 (8am-8pm, Mon-Fri) email: help@nspcc.org.uk

A2. Confidentiality, Information Sharing, Consent and Record Keeping

In order to effectively safeguard children and enable intervention, secure and appropriate information sharing between agencies is essential. Schools have clear powers to share, hold and use information to protect children and promote their welfare, and **fears about sharing information must not be allowed to stand in the way of safeguarding**. Often, it is only when information from different sources is put together that risks can be properly identified. All staff should be proactive in sharing information as early as possible, and should not assume that someone else will pass on information that they think may be critical to keeping a child safe.

Where you have reason to believe that a child may be suffering or may be at risk of suffering significant harm, you should always consider referring to social services in line with local safeguarding partner guidelines.

It is important to recognise that significant harm does not simply arise from deliberate abuse or gross neglect. It can also arise where a child is failing to thrive for no known reason, for example because they are suffering from an undiagnosed medical condition. If parents refuse to provide medical information or to seek medical help, again information sharing may be justified. Where you have concerns that the actions of someone may place a child at risk of significant harm, it may be possible to justify sharing information with or without consent for the purposes of identifying people for whom preventative interventions are appropriate.

Seven Golden Rules of Information Sharing

1. Remember that the UK General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately. Staff should be confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal ('special category personal data'), and also be aware of the conditions under which personal data may be withheld
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible. In such cases it is recommended that advice is sought from the Legal Department.
4. Where possible, share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared. It is recommended that advice is sought from the Legal Department.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and wellbeing of the individual and others who may be affected by their actions. There may be situations where data must be withheld: for example, in a situation where a child is in a refuge or emergency accommodation, and the serious harms test is met. Where in doubt schools should contact the Legal Department for support.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared

only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

7. Keep a record of your decision and the reasons for it, whether the decision is to share the information or not. If you decide to share, then record what you have shared, with whom and for what purpose. This record should include the date, time and name of person making the decision and details of any relevant advice from CADT/the LADO/other agencies. The note should distinguish between fact and opinion where possible.

Sources of Advice

If staff have a safeguarding concern or a concern about the well-being of a pupil, and are unsure about whether or how to share information appropriately, guidance should be sought from:

- Contacting local authority children's social care (which can be on a no names basis) for advice
- *Information Sharing: advice for practitioners providing safeguarding services* May 2024
- *What to do if you are worried a child is being abused* 2015
- *Working Together to Safeguard Children* December 2023 (there is a guide to information sharing on p.18)
- The [Information Commissioner's Office](#) (ICO), which includes ICO GDPR FAQs and guidance from the department
- [Data protection in schools](#) February 2023

Specific guidance on confidentiality for **School Nurses/Welfare Leads** is contained in the Roles and Responsibilities: School Nurse section of these procedures.

Record Keeping

Good record keeping is essential for effective safeguarding practice and schools should therefore ensure that records of all concerns should:

- Be made as soon as possible and in any event within 48 hours
- Summarise the concern clearly and comprehensively
- Distinguish between fact and opinion
- Provide details of how the concern was followed up and resolved
- Note any action taken, decisions reached and the outcome
- Contain details of any advice received from CADT/the LADO or other agencies and their details

The Designated Safeguarding Lead must be informed. They will determine what information must be shared with which other staff and local agencies, in accordance with the [Information Sharing guidance](#). The record should be updated to reflect who the information has been shared with, the basis for the decision to share, whether there was consent, and any advice obtained in relation to sharing the information

Staff must be aware that their records may be used in criminal proceedings. Recording procedures need to be followed in conjunction with procedures relating to confidentiality, and information sharing requirements.

Secure storage, sharing and retention of sensitive personal information

Safeguarding and related pastoral care information concerning individual students should be recorded and held on CPOMS.

- Wherever possible safeguarding information concerning individual students should be recorded directly onto the online system
- Internal and external reports or medical documents received electronically or on paper should be scanned if necessary, uploaded onto CPOMS and the original destroyed or deleted.
- Should it ever be necessary to retain a paper record it should be stored in a locked filing cabinet
- There is no need to upload records that predate the introduction of CPOMS onto the system. Legacy documentation should however be stored in a locked cabinet.

Safeguarding and sensitive pastoral information should only be shared internally via CPOMS. It is also possible to share CPOMS data securely with some external organisations. Should it be necessary to email a document containing safeguarding or sensitive pastoral information externally, the document should be encrypted or password protected. Passwords must be shared separately.

In terms of retention, all data on the safeguarding file potentially forms part of the important story that may be needed retrospectively for many years. In terms of retention, all data on the safeguarding file potentially forms part of the important story that may be needed retrospectively for many years. The retention period for child protection and safeguarding records should be 75 years.

A3. Code of Conduct: Promoting Safe Practice

Procedures for promoting safe practice in this section are indivisible from and expected to operate in conjunction with other ATB and school policies, and applicable specific occupational standards, including:

- Equal Opportunities Policy
- Behaviour / Discipline Policies
- Anti-Bullying Policy
- Policies relating to Physical Intervention
- Disciplinary Procedure
- ICT Acceptable Use Agreement
- Social Media Policy
- Administration of Medicines Protocol
- Other codes of conduct

These Procedures incorporate guidance produced by the Safer Recruitment Consortium in the document [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#). Schools are recommended to refer to this guidance for more detailed advice on a range of issues including:

- Infatuations
- One to One Situations
- Transporting Pupils
- Educational Visits and After School Activities

Teachers are also expected to be aware of the standards of personal and professional conduct that form part of the UK [Teacher Standards](#).

Basic Principles

The ATB expects all staff and volunteers to:

- Treat pupils with respect, dignity, sensitivity and fairness
- Value and respect all pupils as individuals
- Demonstrate that they are willing to listen to pupils' views and opinions
- Provide suitable opportunities for pupils to be involved in decision making processes
- Actively promote the fundamental British values and principles in their work
- Provide positive encouragement and praise to all pupils
- Provide an example of good conduct for pupils
- Ensure that relationships with pupils remain on a professional footing
- Avoid behaviour that could lead a reasonable observer to question their conduct, intentions or suitability to care for children
- If they have concerns about other members of staff or volunteers, to report these as directed in the *Safeguarding Policy* section 6, or, if they have concerns about the management of safeguarding in the school, to report these as directed in the *Safeguarding Policy* section 9.
- Consider whether their own behaviour, relationships or associations with others outside of the workplace (including online) may have implications for the safeguarding of children in the school, and be aware that they should disclose any potential transferrable risk in order to help schools assess the situation and make any necessary arrangements to support them and ensure children's safety
- Alert the school as appropriate to any changes to their own personal circumstances which may affect their suitability to work with children. This includes informing the Principal of any medical condition, disability or medication that may affect their ability to do their job, and of any charge or summons to appear in court in relation to a criminal offence (other than minor road traffic violations) Staff and others who work with children in the early years or directly manage the setting are expected to disclose any

convictions, cautions, court orders, reprimands and warnings they have received which may affect their suitability to work with children (whether received before or during their employment at the setting).

Guidelines on Acceptable Behaviour of Staff and Volunteers

In the way you speak:

- Do not address a pupil by any name other than his/her first or preferred name
- Do not encourage or engage in inappropriate humour or chat or gestures (e.g. swearing, sexual connotation or innuendo)
- Do not allow pupils to use inappropriate language unchallenged. Positively challenge inappropriate chat e.g. racist/ sexist comments, swearing or sexual jokes
- Avoid excessive personal compliments about a pupil's appearance
- Do not dictate orders by shouting but request or provide direction to staff or pupils
- Do not enter into arguments or heated debates with, or in front of pupils or parents

In your conduct:

- Be mindful of how you touch pupils – your actions could be misconstrued. Do not carry a child unless absolutely necessary and try not to handle a child below the shoulder unless there is a justifiable reason for doing so
- Be cautious when comforting a distressed pupil with physical contact – which should never be in private. Whenever a teacher touches a child, she/he should be aware that the action may be misconstrued or cause offence. Bear in mind the pupil's age and ethnicity, the nature of the distress and her needs and the physical environment. Common sense dictates, however, there are some situations where appropriate physical contact is either necessary or reasonable action to take (see below). If a girl's reaction shows that she is uncomfortable with being touched, the teacher should adjust his/her behaviour accordingly
- If you need to talk to a pupil privately, make sure that this does not put you at risk, i.e., the room should afford privacy but still be in the view of others. If any physical contact occurs in a one-to-one situation, a prompt report should be made to the DSL
- Male staff and volunteers should avoid entering girls' toilets, changing rooms or showers except in an absolute emergency and ideally accompanied by a female member of staff/volunteer. Situations where male staff have had to enter these particular areas should be openly discussed with the staff member's line manager as soon as practical and if necessary recorded
- Do not offer car journeys to pupils unless in an *emergency* and ideally with parental permission. Transport should be undertaken with at least one adult additional to the driver acting as an escort. Always inform your line manager and log details and reason for the journey ASAP. Staff must ensure they have appropriate insurance in accordance with the information on school trips on the GDST staff intranet
- Take particular care when supervising pupils in a less formal setting, for instance during extra-curricular activities or on school trips
- Do not socialise with pupils online, or in person at school events approved by the Head (e.g., end of term celebrations, school concerts' etc.). If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, exercise your professional judgement and if deemed appropriate inform the Head or DSL as soon as possible. The Head should also be informed of any existing friendship with parents of pupils which could involve social contact with a pupil which might give rise to concern.
- The guidelines on social contact above also apply to former pupils until they reach the age of 21. This does not preclude contact with former pupils for school purposes via school email or social media accounts. Students due to leave the school who might wish to make contact with staff (e.g. for a reference) should be made aware of the appropriate channels for communication.

- Do not make visits to pupils in their homes or receive pupils at your home unless in an *emergency*, or in response to a specific situation (e.g. where a child is not attending school and has not been seen). Any visit should have parental permission other than in exceptional circumstances.
- If a home visit is considered to be necessary for any reason which is not an emergency, schools should follow the guidance in *Safer Working Practice*, including undertaking a risk assessment which must be approved in advance by the Head.
- Do not single out individual pupils for special gifts or favours or unnecessary individual attention
- Do not allow any allegations made by a pupil or third party to go unchallenged, unrecorded or not acted upon.

In your use of electronic communications/IT:

- Do not give pupils personal contact details (e.g. e-mail, telephone numbers or address), take personal contact details from pupils except in an emergency, (in which case a member of SLT must always be informed)
- It should not be necessary for staff to have pupils' personal contact details on a routine basis. Where staff might require such details e.g. for the organisation of school activities such as school trips, it is essential that the school provides a contact number for the pupils and it is made clear that whenever personal contact numbers are taken from pupils, the lists are destroyed after the trip and are never stored in any device belonging to a member of staff
- Exercise caution in use of social media, and ensure you are working within the confines of the GDST/ATB ICT Acceptable Use Agreement and any other GDST/ATB guidance on the use of social media
- Do not engage with pupils using personal social media channels. For example, staff must not become Facebook friends with current pupils (or former pupils below the age of 18) on personal accounts, and must not follow them, or communicate with them, on Twitter, WhatsApp, Snapchat or Instagram
- For their own personal wellbeing as well as a matter of good safeguarding practice, staff should not engage in communication with pupils out of normal school hours, other than in an emergency, even if using school email accounts/phone numbers etc.

The guidelines above do not apply in relation to the behaviour of staff when they are acting in their capacity as parents of their own children if these children are GDST pupils. Staff should refer to and observe the *GDST Guidance for Staff and Staff Parents of GDST Pupils* for further advice on appropriate behaviour and boundaries.

Use of Mobile Phones, cameras or other digital recording devices

In order to prevent allegations of inappropriate activities, including against EYFS staff, staff must not use personal digital recording devices for taking, editing or transferring images or videos of pupils.

Misuse of Alcohol and Drugs

All GDST staff and volunteers are not permitted to misuse, or be under the influence of, alcohol or illegal drugs, on GDST premises or whilst in charge of pupils at any other venue in the UK or abroad as they are expected to act as role models in their behaviour, and the impaired judgement poses a risk to pupils' safety. Staff and volunteers must ensure their conduct is professional at all times. For the avoidance of doubt, this means:

- Staff must not drink alcohol during the normal school working day as pupils are present and under their care and supervision.
- Staff must not drink alcohol under any circumstances if they are undertaking driving duties
- Drinking alcohol - in moderation - is acceptable **only** in the following circumstances:
 - When attending school productions and events, awards evenings, and staff social events – where the alcohol is served by the school as part of the function.

- During formal, supervised and approved occasions such as a House or 6th form dinner or other similar social events where pupils aged 16 or above are sitting eating a meal and where alcohol is controlled by designated members of staff at that meal.
 - On trips whilst not actively 'on duty' supervising pupils, although at *least one (possibly more, depending on the number of pupils on the trip)* member of staff must not drink any alcohol in case of emergency.
- Serving alcohol to students: any function during which alcohol is served to pupils should be risk assessed and staff must strictly follow the agreed protocols in order to supervise and limit students' alcohol consumption

Disciplinary Action may follow if these guidelines are not upheld.

Guidelines relating to pupils' alcohol consumption can be found in the GDST and individual academy Drugs and Alcohol Policies.

Low-level concerns

A low-level concern about the behaviour of a member of staff is one where such behaviour does not meet the 'harm threshold' and yet appears to be inconsistent with the staff code of conduct or professional boundaries.

It is crucial that any such concerns should be shared as soon as reasonably possible. This will maintain an open and transparent culture within the school, reinforcing its ethos and values; ensure that adults working in the school act within professional boundaries; and enable inappropriate, problematic or concerning behaviour to be identified and addressed early, minimising the risk of abuse.

Low level concerns should be reported as set out in the Academy's *Safeguarding Policy* (section 6).. Staff are encouraged to self-refer where, for instance, they have found themselves in a situation which could be misinterpreted, or on reflection feel they may have compromised the school's expected professional standards.

Reports about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

The Principal (or a nominated deputy) will investigate the concern, speaking to the person who raised the concern, the individual involved, and any witnesses. Consultation with the LADO may be triggered by local thresholds for action (see the academy's *Safeguarding Policy* para 6.11.4) or any doubt as to whether a low-level concern meets the harm threshold. The Legal Department at Trust Office should be notified of low level concerns referred to the LADO, and can provide advice if needed. The action to be taken will be determined by and proportionate to the nature of the incident, whether the report can be substantiated and whether any pattern of behaviour appears to be emerging. Support will be offered where appropriate and where needed to enable the member of staff in question to correct their behaviour in future.

The Principal must record all low-level concerns in writing, including details of:

- The concern,
- The context of the report,
- The name of the individual sharing the concern (requests for anonymity should be respected as far as reasonably possible);
- Action taken and the rationale for this.

This information will be kept confidentially on the member of staff's file, but it must have been investigated first and an outcome recorded. The information will be retained as per other staff safeguarding records.

Records of low-level concerns must be reviewed periodically in order to identify any patterns of concerning or problematic behaviour or wider cultural issues to be addressed. Should a pattern of behaviour be identified, the school will decide on a course of action depending on the nature of the concerns. This will include referral to the LADO if the harms threshold is met. The review of records will also consider whether these indicate any wider cultural issues in the school which should be addressed by revising school policies or providing further training.

Further guidance on low level concerns can be found in *Keeping Children Safe in Education* part 4, or section B6 of these *Procedures*.

Physical Contact between Staff and Pupils

Safeguarding pupils requires both pupils and staff to be clear about safe and acceptable physical contact. However, it is just as important for all staff and volunteers to feel comfortable in contributing to providing a safe and caring environment for all pupils, especially for very young children. Staff and volunteers need to feel comfortable in responding to pupils' practical and emotional needs.

It is important to avoid making assumptions about whether or not a pupil wants physical contact, even with very young children, or to assume that one response fits all circumstances. Members of staff should use their professional judgement in specific situations, taking into account the pupil's needs at the time, their age, stage of development, gender, ethnicity and background.

If a member of staff believes that an incident could be misinterpreted, they should inform the Designated Safeguarding Lead immediately.

When is Physical Contact with Pupils Acceptable?

The paramount consideration is the need of the child. Staff should use their professional judgement to comfort or reassure children while maintaining appropriate distance. Never do anything of a personal nature for children that they can do for themselves (e.g. help with toileting, putting on sun cream, drying after swimming or getting dressed).

There are times when it is appropriate for a member of staff/ volunteer to touch a pupil, for example:

- Young children in particular quite often need immediate physical comfort after a fall/ injury
- Helping very young children with personal care tasks (dressing/ drying after swimming) **see also acceptable behaviour above*
- Strapping seat belts for young children
- Some pupils with particular disabilities
- Providing first aid treatment
- Pupil recovering from an accident (e.g., pupils using crutches or in plaster)
- Pupils who are extremely emotionally upset
- To avoid accident or injury in an emergency
- Some contact sports see further Appendix B5
- Some arts activities see further Appendix B6
- Holding the hand of a child at the front/back of the line when going to assembly or when walking together around the school

If a child needs to sit on your lap, sit the child on your lap in a quiet area, in view of other staff or pupils and ask the child to sit 'side saddle', i.e., with his/her legs together, folded across your lap.

Responding to Pupils Making Physical Contact with You

Should a pupil of any age seek you out for physical contact or seem to want to establish an intimate relationship with you *always* discuss this with your line manager. It may be that other staff have experienced similar issues with the same pupil or group of pupils.

For example, a young child needs to be encouraged to demonstrate their affection in different ways in different situations. An older pupil may have developed a “crush” on you and this needs to be sensitively and openly managed with your line manager, to avoid leaving you open to allegations of misconduct or abuse.

In all situations where a pupil initiates inappropriate physical contact, it is the responsibility of the adult to distance themselves and help the pupil understand the importance of personal boundaries. It is important that the incident and the circumstances should be reported to the Designated Safeguarding Lead and recorded as soon as possible, and, if appropriate, a copy placed on the confidential file relating to that pupil.

Sexual Behaviour

Children of any age may behave in a sexual way.

Pupils may need guidance on:

- Self-Awareness
- Social Skills
- Establishing appropriate peer relationships
- Bullying
- Emotional support
- Information and advice about how their behaviour may be perceived by others and possible consequences of their behaviour

Older students may need guidance regarding sex and relationship counselling. At BHSA, the HWBM may be able to assist and guidance is given through PSHE and RSE programmes.

Sometimes, inappropriate sexual behaviour may require the pupil to receive advice and guidance from professionals outside of the school. It is also possible that inappropriate sexual behaviour is a sign that the pupil could be at risk of significant harm. These matters need to be considered under the school safeguarding procedures.

Abuse of Trust

Under the Sexual Offences Act 2003, it is a criminal offence for any person over 18 in a position of trust to engage in a sexual relationship with a pupil under 18; this constitutes ‘Abuse of Trust’. This is to prevent adults abusing their position of trust, for example by persuading, encouraging or intimidating pupils into certain behaviours or activities.

The law applies to anyone working in schools in a paid or voluntary capacity, including sixth formers and gap-year students, even if they do not teach the child and even if *pupils are of an age to consent to sexual activity* and applies *even if both parties consent* to the sexual relationship.

A sexual or intimate relationship between a member of staff or volunteer and a sixth former over the age of 18 is also unacceptable, even though not a criminal offence, and will be dealt with under the provisions of the ATB disciplinary procedure and is likely to be considered as gross misconduct.

Schools must ensure that all staff, volunteers and gap-year students are informed about the requirements and implications of “Abuse of Trust.” and that the GDST/ATB extends the requirements of staff behaviour and the consequences of non-compliance with these procedures to include inappropriate relationships with 6th formers who are 18 or over 18 years old.

Confidentiality

Members of staff have access to confidential, personal information in order to undertake their everyday responsibilities. This information must be handled responsibly and sensitively.

It is important to:

- Avoid sharing information casually in conversation or other than on a need-to-know basis
- Avoid holding sensitive discussions about pupils in public areas, such as corridors, dining areas or playgrounds
- Keep notes and records about pupils suitably secure
- Be careful about the kinds of personal information about pupils which are on view in staff rooms, work areas and offices, especially if these areas are used or visited by parents, visitors or contractors
- Make sure you are familiar with the Record Keeping section within the Safeguarding Procedures
- Ensure you are familiar with your responsibilities under the UK General Data Protection Regulations and Data Protection Act 2018 (further guidance is available on the GDST staff intranet)

In areas where confidentiality may be an issue, it is important to remember that it is the welfare and safety of the pupil which is the key focus.

Children need to be educated that other members of staff may have to pass information on to others in order to help them and keep them safe. In certain circumstances, it may also be the case that pupils themselves receive a disclosure, and should understand the importance of passing such information on, and who to speak to. It is important to reassure pupils, including very young children, that if their personal information is shared it will only be passed on to those who need to know and will not become common knowledge amongst other staff/pupils. This can be brought to the attention of pupils through:

- PSHE and RSE
- RS/RE discussions on ethical issues
- Assemblies
- Part of induction arrangements for new pupils
- Displays of material about external organisations which offer help and support
- Leaflets and other material telling pupils and parents/carers about pastoral care arrangements
- Discussions with parents/carers

Where applicable, include a clear and pupil-friendly statement about confidentiality within material produced by the School Nurse, Student Welfare Lead or Learning Mentor.

It is essential that staff avoid being pressured into promising that they will keep information 'secret' when pupils give them information about changes in their family, their concerns, worries or other possible indications of abuse. The dangers of keeping secrets are that this approach:

- helps perpetuate the cycle of secrecy and concealment which characterises much abusive behaviour
- leads to the child feeling a greater sense of betrayal when material has to be disclosed, again reinforcing a sense that adults cannot be trusted
- will put you into an impossible situation, for example, if the child then discloses evidence of extensive abuse or a situation in which a vulnerable sibling is clearly at risk of significant harm. See Section 2 for further guidance on Confidentiality, Information Sharing and Consent.

Behaviour Management

Individual schools are expected to develop policies relating to, and communicate clearly to all pupils and parents/carers, their model of positive discipline (including a hierarchy of sanctions) in order to encourage positive behaviour, respect for others and a sense of self-discipline appropriate to the pupils' age and understanding.

The Behaviour Policy or Code **must** include the promotion of good behaviour, self-discipline and respect, and show the place of rewards and sanctions. Regard should be had to the DfE Guidance *Behaviour and Discipline in Schools* which covers the following key areas:

- Duties under the Equality Act 2010 including issues related to pupils with disabilities and how reasonable adjustments are made for these pupils
- A consistent approach to behaviour management

- Strong school leadership
- Classroom management
- Rewards and sanctions; behaviour strategy and the teaching of good behaviour
- Staff development and support
- Support systems for pupils
- Liaison with parents and other agencies
- Managing pupils' transition
- Organisation and facilities
- Disciplinary action against pupils who are found to have made malicious accusations against staff.

Individual school Behaviour and Sanctions Policies should also reflect the following guidelines:

Sanctions that are permissible

- Removal from the group/class
- Withdrawal from break or lunch time activities
- Withdrawal from any school trip, sporting or arts event which is not essential to the curriculum
- Completion of assigned work
- Carrying out a useful task in school
- Detention (with 24 hours' notice and consideration of safe return home of pupil if outside school hours; it cannot be used informally at the end of the school day)

The requirement to give 24 hours' notice of detention has recently been rescinded. However, schools are **strongly advised** to retain previous practice and give 24 hours' notice of a detention and consider the safe return home of the pupil if after school hours.

It would be acceptable for staff or volunteers to help a pupil recognise and understand their behaviour by talking calmly about feelings and the consequences of their behaviour, including helping them to "put themselves in the other person's shoes".

Sanctions which are not permissible

- Physical violence e.g., punching, kicking, pushing, shaking or pulling limbs, hair or clothing
- Persistent or aggressive shouting (other than to ensure safety in an emergency)
- Throwing missiles e.g., objects, books, pencil cases, chalk, rubbers
- Humiliation (e.g., wearing distinctive or inappropriate clothes)

No forms of corporal punishment are permissible. Corporal punishment is defined as;

"Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation"

Controlling Anger and Responding to Aggression

In the unlikely event of a staff member or volunteer feeling threatened verbally by a pupil, s/he could:

- Point out to the pupil that their language is inappropriate and offensive and tell them to stop
- Direct the pupil to an activity, task or quiet area
- Request the pupil to report to a teacher / the Principal / wait in reception area (depending on the pupil's age and understanding) provided that you have considered the safety of the pupil
- Request the pupil to leave the room (depending on the pupil's age and understanding) provided that you have considered the safety of the pupil
- If a pupil removes him/herself from your charge, you should suggest a safe place for him/her to "cool off" and ensure that another staff member or volunteer checks that the pupil is safe
- If the pupil appears to be placing him/herself "at risk" you must contact another member of staff *immediately* to help you respond to the situation.

In the unlikely event of a staff member or volunteer feeling threatened physically by a pupil, you will have to judge whether it is best for you to:

- walk away and get further help, or
- calmly reason with the pupil

If you are so emotionally upset that you leave the pupils in your charge you *must inform* another member of staff *immediately*, to allow for the safe supervision of the pupils.

You should always report the incident to your line manager or supervisor so that you can be supported and the pupil can be sanctioned appropriately and receive guidance on her behaviour.

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions that may be used by teachers that involve a degree of physical contact with pupils.

The definition of 'reasonable' will always be a matter of personal and professional judgement that will need to be justified as **proportionate and necessary**. Safe methods of reasonable force must be used for the **shortest period of time** necessary and with the **minimum amount of force** necessary to achieve the desired result. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil. The use of inappropriate or excessive force could result in disciplinary action or criminal charges.

All members of staff (and other staff people whom the Principal has temporarily put in charge of pupils such as volunteers or parents accompanying students on a school organised visit and volunteers with the Principal's permission) are legally entitled to use reasonable force to control or restrain pupils but must not use force as a punishment. This entitlement applies not only whilst on school premises but also whenever the teacher (or other person with the Principal's permission) has lawful control or charge of pupils.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In schools, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- To prevent immediate danger/injury to the pupil concerned, any other pupils, staff, or volunteers
- To search for prohibited items (but not those banned by the school rules – for further information refer to the GDST *Drugs and Alcohol Guidance*)
- To prevent a pupil behaving in a way that disrupts a school event or a school trip/visit
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

Taking no action where the outcome is that a child injures themselves, or another, could be seen as negligence. However, taking action does not necessarily imply the use of force, and may include other interventions such as utilising de-escalation strategies or seeking help.

When using reasonable force in response to risks presented by incidents involving pupils with SEND, mental health or medical conditions, schools should carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments.

There is no legal requirement to have a separate policy on the use of restraint or physical intervention, however it is recommended that where this is not the case the school's behaviour policy addresses the use of force. In either case, the relevant policy should include:

- A statement that corporal punishment is forbidden and examples of what is regarded as corporal punishment
- Acceptable and unacceptable forms of restraint (note that locking pupils in a room for any reason is not acceptable and potentially illegal)
- Clear examples of when restraint may be used
- Acknowledgement of the legal duty to make reasonable adjustments for disabled children.
- A recording and reporting protocol for incidents when restraint was required, including guidance on when to report use of force to parents

The policy should also include sections on the following:

- the objectives of:
 - Maintaining the safety of pupils and staff
 - Preventing serious breaches of school discipline and serious damage to property
- Minimising the need to use force
- Staff authorised to use force
- Deciding whether to use force and should say that staff should only use force when:
 - The potential consequences of not intervening were sufficiently serious to justify considering use of force
 - The chances of achieving the desired result by other means were low; and
 - The risks associated with not using force outweighed those of using force
 - The policy should also emphasise the importance of only using the minimum force necessary to achieve the desired result
- Staff training
- Post-incident support

All incidents involving use of restraint must be reported and recorded in accordance with the school's own internal policies and procedures.

For further information schools should refer to the DfE guidance *Use of Reasonable Force in Schools 2013*.

Corporal Punishment

All staff, including volunteers, must be aware that corporal punishment is illegal and must not be used in GDST schools for any reason, whether or not on school premises. Teachers may use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person or child.

Knives or Weapons

The GDST/ATB will not tolerate the carrying or use of any weapons. Staff or volunteers who become aware of a knife, weapon or instrument they suspect may be used to cause harm to any person or to self-harm (e.g. blades), must inform their line manager or supervisor immediately.

The line manager/ supervisor must **immediately** assess the situation and consider if there is an immediate risk or danger to any persons in the vicinity. If so contact the police and:

1. consider if the pupil can be approached sensitively and asked to relinquish the weapon/ instrument safely;
2. direct other pupils to a place of safety if necessary, before approaching the pupil concerned.

If the weapon/ instrument is relinquished without further incident, the school pastoral support team will need to consider:

- The pupil's understanding of the situation and intent
- Communication with parents/ carers
- Disciplinary action or Pastoral Care Plan, including additional professional help depending on the context of the individual case
- Appropriate disposal of any weapon (possibly contact with the police)
- Developing a risk management strategy for the individual pupil concerned, in order to ensure the future safety and well-being of pupils, staff & volunteers at the school.

Appendix A1

Academy Record of Safeguarding Concern

This form should only be used when there is a safeguarding or welfare concern regarding a pupil at the school and CPOMS cannot be accessed to report this.

Safeguarding includes protecting children from maltreatment, preventing impairment of their **health or development**, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

This form should be completed as soon as possible after any specific disclosure **or** cause for concern and sent **immediately to the Designated Safeguarding Lead** with any contemporaneous notes. Completion of the form should **not** delay reporting to the Designated Safeguarding Lead.

Staff/Volunteer name Role.....

Pupil Form.....

Day & date..... Time.....

Disclosure OR Nature of concern

Record full details of conversation or reasons for concern (use continuation sheet if necessary):

- Where possible use the exact words and phrases used by the pupil, do not translate into “proper terms”, and note non-verbal behaviour
- Note any witnesses or others people who are aware of the situation
- Where there is a more general wellbeing concern state all facts giving rise to the concern
- Clearly distinguish between fact, observation, allegation and opinion

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The pupil's views and wishes

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Did you explain to the pupil that you would need to refer the matter to the Designated Safeguarding Lead, and that you could not promise confidentiality? YES/NO
What was the pupil's response? [Note exact words where possible]

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Action Taken/Follow up

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Signed Time and date

This completed form, together with any other note taken should be passed to the **Designated Safeguarding Lead immediately**. However if an allegation or complaint is made against the Designated Safeguarding Lead, this information should be passed directly to the Principal.

For use by Designated Safeguarding Lead/Principal (use continuation sheet if necessary)
Comments/Action taken and follow up (include feedback given, details of any agencies contacted and who at Trust Office has been informed)

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Signature of Designated Safeguarding Lead.....

Signature of Principal.....

Appendix A2 - Sources of Support for Staff and Volunteers

[to be completed with local details for staff reference]

Staff or volunteers may feel adversely affected by incidents of abuse they have been exposed to personally or professionally. Trust Office People/HR Department (contact no. 020 7393 6646) and/or the confidential staff Employee Assistance Programme (provided by Health Assured – contact no. 0800 028 0199) will be able to offer advice and help.

The following organisations may also be helpful sources.

Counselling Services

| Organisation | Contact Details |
|---|---|
| Your Local General Practitioner may be able to arrange free counselling through your local GP surgery | |
| Lists of professionally qualified counsellors and therapists in your area can be obtained from MIND or the British Association for Counselling and Psychotherapy (BACP) | www.mind.org.uk http://www.bacp.co.uk/ |
| Local Citizens Advice Bureau | Tel..... |
| Education Support Partnership | www.educationsupportpartnership.org.uk free helpline 08000 562 561 |
| The Women’s Therapy Centre | http://www.womenstherapycentre.co.uk/ Tel: 020 7263 7860 |
| Family Lives | https://www.familylives.org.uk/ Tel: 0808 800 2222 |
| The Samaritans | http://www.samaritans.org/ Tel: 08457 90 90 90 |
| The NSPCC Child Protection Helpline: (24-hour free service that will give advice and information) | help@nspcc.org.uk Tel: 0808 800 5000 |
| The NSPCC Whistleblowing Helpline | 0800 028 0285 help@nspcc.org.uk |
| The Professionals Online Safety Helpline (POSH) | 0844 381 4772 http://www.saferinternet.org.uk/about/helpline |
| Your Local Social Services | Tel..... |
| Your Out of Hours Social Services | Tel..... |
| Emergency Duty Team | |
| Other school contacts e.g. school counsellor, Student Welfare Lead Professional, Learning Mentor, Youth Worker | |

Appendix A3

Role of the Designated Safeguarding Lead

The **Designated Safeguarding Lead** (DSL) is the senior member of staff designated to take lead responsibility for safeguarding and child protection (including online safety) at the school, and to support all other staff in dealing with any child protection concerns that arise. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

Key aspects of the role include:

- ✓ Making sure that all staff adhere to the school's safeguarding policy and procedures and are aware of how to raise safeguarding concerns
- ✓ Ensuring that all staff understand the symptoms of child abuse and neglect
- ✓ Referring any concerns to social care
- ✓ Monitoring children who are the subject of child protection plans
- ✓ Maintaining accurate and secure child protection records
- ✓ Overseeing online safety (as outlined in the Online Safety Policy)
- ✓ Promoting a safe environment

The full role description for the DSL can be found in Annex C of *Keeping Children Safe in Education*. The broad areas of responsibility for the DSL are summarized below

Managing referrals and inter-agency working

The DSL is expected to:

- Act as a point of contact with the three safeguarding partners
- Refer all cases of suspected abuse to the local authority children's social care and:
 - The 'case manager' and designated officer(s) for child protection at the Local Authority concerns (all cases which concern a staff member);
 - The police (cases where a crime may have been committed)
 - The Channel programme (where there is a radicalization concern)
- Liaise with the Head to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult⁷ and of Government Guidance suggesting that schools should assess and balance the risk of a strip search to a pupil's mental health before calling in Police, and that such action should be taken only when absolutely necessary and after all other less invasive options have been exhausted.

⁷ Further information can be found in appendix B13 and the statutory guidance – [PACE Code C 2019](https://www.gov.uk/government/publications/searching-screening-and-confiscation) and <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Raising awareness

The DSL should ensure that the school's policies are known and used appropriately and is expected to:

- Ensure that the GDST's Safeguarding and Child Protection Policy and Safeguarding Procedures (as reviewed at least annually by the GDST) are customised with appropriate names and contact details; and that implementation is reviewed regularly. Work with Trust Office to ensure that documentation and procedures are reviewed in an annual audit
- Ensure that the Safeguarding and Child Protection Policy is available publicly on the school's website, and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Ensure that staff understand, and are kept informed of changes to, the *Safeguarding and Child Protection Policy*, the *Safeguarding Procedures* and other relevant legislation and guidance, in particular *Keeping Children Safe in Education*
- Work with Trust Office to ensure that documentation and procedures are reviewed in an annual audit
- Submit a termly safeguarding report to the School Governing Body (copied to the Compliance and Pastoral Manager at Trust Office)
- Link with the local safeguarding partners and Trust Office to make sure staff are aware of training opportunities and the latest local policies on safeguarding

Supporting staff and working with others

The DSL is expected to:

- Act as a source of support, advice and expertise for all staff on matters of safeguarding
- Organize staff training so that staff are confident in safeguarding in relation to their role, including how safeguarding and welfare are linked to academic and pastoral support. Detailed records of all safeguarding training should be kept
- Liaise with all relevant staff (including specifically the school nurse, Network Manager and SENDCO) on matters of safeguarding and pupil welfare
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. This could include ensuring staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; and supporting teaching staff to identify the challenges children in this group might face and the additional support that would best help them

- Encourage a culture of listening to children and taking account of their wishes and feelings and building trusted relationship which facilitate communication
- Promote supportive engagement with parents/carers, including where families may be facing challenging circumstances

Information sharing and managing the child protection file

The DSL is expected to:

- Understand the importance of information sharing within school and with other schools and colleges, the safeguarding partners, and other agencies, organisations and practitioners
Understand the relevant data protection legislation and regulations as set out in Part A Section 2 of this guidance
Keep up to date, detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include where referrals were or were not made to another agency

Preventing radicalisation

In accordance with the *Prevent duty*, the DSL has the following responsibilities:

- Acting as the first point of contact and providing advice and support for parents, pupils, teaching and support staff and external agencies in all matters relating to the *Prevent Duty*
- Co-ordinating *Prevent Duty* procedures in the School
- Assessing the training needs of all school staff in relation to the *Prevent Duty*, and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers; keeping records of such staff training
- Monitoring the keeping, confidentiality and storage of records in relation to the *Prevent Duty*
- Liaising with local *Prevent* co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstances relating to the *Prevent Duty*.

Training

The DSL should receive appropriate training updated every two years in order to:

- Understand the scope of the role, including how to identify, understand and respond to the specific needs of children, and the importance of inter-agency working
- Understand the local assessment processes for providing early help and intervention,
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference

- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this
- Be alert to the specific needs of children in need, those with SEND or relevant health conditions, and young carers
- Understand the unique risks associated with online safety, particularly with reference to vulnerable groups such as pupils with SEND, and be confident that they have the relevant knowledge and up to date capability to keep children safe online
- Understand the importance of information sharing, both within the school and with the safeguarding partners and other agencies
- Understand and support the school with regard to the requirements of the *Prevent* duty

In addition to the formal training, the DSL should update her/his knowledge at regular intervals and at least annually, in order to keep up with any developments relevant to their role.

Role of the deputy Designated Safeguarding Lead

The **Deputy Designated Safeguarding Lead** is the member of staff designated to deputise for the DSL in child protection matters at the school. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Deputy DSL's role may encompass two dimensions:

1. Deputise for the DSL in the latter's absence, covering all areas of responsibility described in the DSL Role
2. Lead on child protection responsibilities within a defined section of the school.

The deputy DSL must be trained to the same standard as the DSL.

Part B: The Management of Safeguarding

B1. Safeguarding Strategy Statement

The GDST/ATB Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all pupils, including those who may be over the age of 18 years. We believe that all pupils, regardless of sex, special needs or disability, race, religion or belief, gender identity and sexual orientation have the right to protection from all types of harm and abuse and the promotion of their welfare.

The GDST/ATB Safeguarding Strategy consists of:

1. *GDST/ATB Safeguarding and Child Protection Policy*
2. *GDST/ATB Safeguarding Procedures*
3. *GDST /ATB Model School Safeguarding and Child Protection Policy*
4. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of pupils.

The Safeguarding Strategy provides a clear framework within which individual schools will develop systems and local procedures to:

- Prevent unsuitable people working with children
- Identify pupils who are at risk of, and/or are likely to suffer significant harm and take appropriate action, and promote the welfare of pupils in need of additional support
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice.

Adherence to the GDST/ATB Safeguarding Strategy is mandatory for **all** staff and volunteers.

Schools have a legal obligation to have a written policy for safeguarding pupils and procedures for implementing the policy. Schools are required to adopt and customise the *GDST/ATB Model School Safeguarding and Child Protection Policy* for local use, with relevant additional information to support their particular situation and locality, e.g., names of relevant staff, school routine, local school and multi-agency procedures, and relevant contacts within the local child protection agencies. It is important that each school ensures that their own Policy and related procedures are compatible with and meet all requirements of their local safeguarding partners.

In the relevant section of its policy and procedures each school should include names, addresses and contact details of multi-agency child protection and safeguarding staff, as well as any additional sources of local support for both staff and pupils, including, for example:

- Local Authority Designated Officer(s) for Child Protection (LADO);
- Local Social Services Department⁸ (Children's Services) (of which the LADO will be part);
- Out of Hours Social Services Emergency Duty Team;
- Chair of local safeguarding partners;
- Other local agencies who may be able to provide additional help such as CAMHS (Child and Adolescent Mental Health Services);
- Other Child Protection Agencies such as the Police.

Individual schools are encouraged to establish positive communication with their local safeguarding partners to ensure compliance with any changes in local protocol and access to relevant support from their local safeguarding partners.

⁸ This may also be referred to as Children's Social Care or local authority children's social care, or Social Services

Relevant Guidance

Individual schools should have full copies of (or access to) all guidance documents including:

- The Children Act 2004
- *What to do if you are worried a Child is being Abused* March 2015
- *Working Together to Safeguard Children* December 2023
- *Keeping Children Safe in Education* September 2024
- *Safeguarding and protecting people for charities and Trustees* (Charity Commission, June 2022)
- *Disqualification under the Childcare Act 2006* September 2018
- *Information Sharing: advice for practitioners providing safeguarding services* May 2024
- DBS Referral Guidance (as may be amended from time to time)
- *Teacher misconduct- regulating the teaching profession* March 2014 (and related guidance)
- *Use of Reasonable Force in Schools* July 2013
- *Preventing and Tackling Bullying* July 2017
- *Statutory Framework for the Early Years Foundation Stage (EYFS)* September 2014
- *Prevent Duty Guidance* December 2023, *Channel Guidance* December 2023, and *Prevent duty guidance for those with safeguarding responsibilities* September 2023
- *The use of social media for online radicalisation* July 2015
- *Teaching Online Safety in School* January 2023
- *sharing nudes and semi-nudes: advice for education settings working with children and young people* UKCIS March 2024
- *EHRC Technical Guidance for Schools in England* September 2023
- *Supervision of activity with children which is regulated activity when unsupervised* September 2012
- *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings* May 2019 and relevant updates
- *Promoting the education of looked-after children and previously looked-after children* February 2018
- *Supporting pupils at school with medical conditions* December 2015
- *Searching, screening and confiscation: advice for schools* July 2022
- *Mental Health and Behaviour in Schools* March 2016
- *Counselling in schools: a blueprint for the future* February 2016
- *Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance* July 2017
- *When to call the police: guidance for schools and colleges* NPCC
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education*
- *Meeting digital and technology standards in schools and colleges* March 2022

In addition, it is best practice for schools to hold full copies of the relevant legislative and regulatory documents as appropriate, for example guidance issued by Ofsted.

Schools should also be aware of the relevant sections of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012, and the legislation restricting the publication of allegations of teacher misconduct incorporated by the Education Act 2011.

Equality

In meeting its safeguarding obligations schools should be mindful of their obligations under the Equality Act 2010.

B2. Roles and Responsibilities

GDST/ATB

The GDST/ATB has produced a Trust-wide *Safeguarding and Child Protection Policy* and *Safeguarding Procedures*, which have been made available to all schools and provide a framework for schools' own policies and procedures. Trust Office will also provide advice and support where required on all safeguarding issues. The GDST/ATB will ensure that the implementation of this framework by individual schools is regularly monitored and reviewed. Specific roles and responsibilities are set out below.

Academy Trust Board

As the proprietor, the ATB has the following responsibilities:

- To annually review the *GDST/ATB Safeguarding and Child Protection Policy and Procedures*, and approve any substantive changes.
- To oversee compliance with the *Safeguarding and Child Protection Policy* and other relevant audit processes as required
- To nominate a member of the ATB as 'Safeguarding Lead' to take leadership responsibility for safeguarding at the academies, delegating where appropriate to members of the GDST Senior Management Team
- To receive reports on the outcome of annual academy safeguarding audits.

In addition, the ATB shall receive an annual report on key regulatory changes and actions taken to address any emerging themes. A separate report will be made on any serious safeguarding issue. All members of the ATB receive appropriate safeguarding and child protection training at induction and regular updates thereafter.

Safeguarding Committee

The role of the Safeguarding Committee is to minimise the risk of harm to pupils, protect pupils and staff, and to promote and ensure best practice in safeguarding in GDST schools and academies, by:

- Monitoring and reviewing the effectiveness and implementation of the *GDST Safeguarding Policy and Procedures*
- Monitoring changes in legislation, policy, and Government guidance, together with developments in schools, and helping to coordinate further action and minimise the risk of non-compliance with respect to ISI and Ofsted inspections
- Coordinating the work of Trust Office departments responsible for aspects of safeguarding, and facilitating liaison between the central office and schools
- Where appropriate, making recommendations regarding policy or practice to the Executive Board

The committee is led by the Director of Innovation and Learning. Membership includes the Council Safeguarding Lead, representatives from the Innovation and Learning, Legal, HR and ITS departments, two representative DSLs and the Trust consultant nurse.

Chief Executive

The Chief Executive has overall responsibility for safeguarding across the Trust, which is delegated as set out in the *Safeguarding and Child Protection Policy and Procedures*. The Chief Executive also signs off on minor amendments to the *Safeguarding and Child Protection Policy*.

Director of Legal and Risk Assurance

The Director of Legal and Risk Assurance is the nominated GDST safeguarding lead with reference to responding to safeguarding incidents and allegations against members of staff, and thus:

- Is the first point of contact and leads the procedures in the event of an allegation being made against a member of Trust Office staff being reported by an individual;
- Is kept informed of cases of allegations/low level concerns which are referred to the LADO made against academy staff, supply staff, contractors and volunteers and provides the school with advice and guidance;

- Where required, collaborates with the school/HR Department in making a referral to the DBS where it is believed that an individual has engaged in conduct that harmed (or is likely to harm) a child, or if the person otherwise poses a risk of harm to a child;
- Alongside the HR Department, provides guidance to the school in considering whether it would be appropriate to make a referral to the Teaching Regulation Agency (TRA) in respect of serious misconduct by a member of teaching staff;
- Maintains a central record of allegations made against staff, reporting these termly to the Safeguarding Lead on Council
- Reports to the Charity Commission where required;
- Is the first point of contact for staff raising concerns under the duty to report concerns about the management of safeguarding, where it is necessary to consult outside the school;

Head of Governance

- Ensures the checks mandated by recruitment and charities legislation are carried out for Members of the Council of the Trust and the Academy Trust Board, and that Trustees and ATB members have safeguarding training appropriate to their roles

Director of People

- Ensures the checks mandated by recruitment and charities legislation are carried out for Heads, members of the Senior Management Team and Trust Office staff, and that Trust Office staff have safeguarding training appropriate to their roles

Director of Innovation and Learning

The Director of Innovation and Learning is the nominated GDST safeguarding lead, with specific reference to Policy, Procedures and compliance, and thus:

- Draws up the *Safeguarding and Child Protection Policy* (GDST/ATB and schools' template versions) and the *GDST/ATB Safeguarding Procedures*;
- Reviews the Policy and Procedures annually and as required by changes in legislation, guidance and practice;
- Keeps related policies (e.g. Anti-Bullying, Recruitment etc.) under review from the safeguarding perspective;
- Monitors the area of safeguarding and ensures the latest national guidance is reflected in GDST/ATB policy and practice;
- Recommends to the Chief Executive amendments to the Policy, Procedures (and related policies and procedures) as required by the outcome of annual internal review of policies and procedures, safeguarding audit processes, changes in legislation, issues raised and recommendations from other committees (e.g. Health and Safety Committee etc.);
- Signs off on amendments to the Procedures;
- Monitors and reviews compliance with the Policy and Procedures via the school safeguarding audit, and ensures any recommendations made are put into practice by schools
- Reports to the Education and People Committee on the outcomes of internal audit;
- Arranges for the provision of any further central training or support felt to be necessary to complement school and local safeguarding partner training.

Procedures for the annual internal safeguarding audit are set out in Appendix B10.

Principals

The Principal is responsible to the ATB for compliance with statutory requirements in relation to safeguarding. S/he should therefore ensure that:

- Sufficient staff are appointed to undertake the role of Designated Safeguarding Leads (DSL) and Deputy Designated Safeguarding Leads in relation to the size and composition of the school, the number of sites and the needs of pupils on each site. Schools that have separate sites or separate management

lines should have a designated person for each section. A designated practitioner should also be named to take responsibility for safeguarding children within the EYFS. The DSL should be on the school's leadership team and have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. Designated Safeguarding Lead(s) should have regular reviews of their own practice and opportunities to discuss any concerns they may have.

- The Designated Safeguarding Leads are provided with job descriptions which specify that they have lead responsibility for safeguarding and child protection issues, including liaising with the Local Social Services Department (Children's Services) "Social Services", representing the school in inter-agency working, online safety and liaising with parents (broad areas of responsibility for the DSL are set out in Annex C of *Keeping Children Safe in Education*). The role of Deputy DSLs must also be explicit in their job descriptions
- All Designated Safeguarding Leads have undertaken training to equip them to exercise their responsibilities effectively, including training on child protection and inter-agency working and training in the LCSB's approach to Prevent duties, refreshed at least every two years (and with updates at least annually). This training may be provided by the local social services department or an external welfare agency acceptable to the local safeguarding partners. It is recommended that the school obtains written confirmation from the local safeguarding partners that the training is at the appropriate level for a Designated Safeguarding Lead (some Local Authorities will refer to this as level 3 OR 'Signs and Symptoms' training). Deputies should be trained to the same standard as DSLs.
- A number of staff have undertaken safer recruitment training, so that at least one member of a recruitment panel involved in all stages of the recruitment process has been trained, and to allow a margin for staff availability/turnover. Staff are advised to refresh their training every three years.
- All schools' staff, supply staff, self-employed individuals and volunteers in roles involving contact with children follow the school's *Safeguarding and Child Protection Policy* and procedures, and sign the Agreement to Work in Accordance with the GDST/ATB Safeguarding Strategy, (a signed copy of which should be kept on the relevant member of staff's file), and complete the GDST Safeguarding Declaration annually (keeping records of completion).
- All staff, governors and volunteers (including the Principal him/herself) have undertaken up to date and appropriate training to equip them to carry out their responsibilities for safeguarding effectively, refreshed regularly (and with annual updates), in line with advice from the local safeguarding partners (this can be provided by the designated person as long as their inter-agency training is up to date). For inspection purposes, schools will need to demonstrate that they consult with their local safeguarding partners regarding the most appropriate schedule, level and focus for this training.
- All staff are informed as soon as possible of any changes to the Academy Safeguarding Policy or Procedures.
- Safeguarding training for all staff is included as a key area in all induction procedures and is regularly referred to when reminding staff of key procedures at the start of each academic year, noting any changes to the procedures or to the relevant contact details.
- Arrangements are made (if necessary through supply cover) to allow the Designated Safeguarding Lead(s) to attend strategy meetings, child protection conferences or to contribute to the assessment of a pupil 'In Need'.
- Procedures for dealing with allegations of abuse and low level concerns against staff/volunteers are followed and that all staff and volunteers are aware of them.
- The required referral is made to the DBS (and the TRA) in cases of teachers' serious professional misconduct) where the school ceases to use the services of any person for being considered unsuitable to work with children.
- The Local Governing Board is kept informed of school developments and the safeguarding strategy, although they have no formal role in relation to safeguarding.
- The Principal reviews the SCR regularly and at least termly to ensure that all regulatory appointment checks are carried out correctly. The HR department at Trust Office must also be notified in advance of

any change in the member of staff with responsibility for management of the SCR so that they may advise on recruitment and handover, and the new appointee's induction can be supported.

- Any deficiencies or weaknesses with regard to safeguarding matters in their school are brought to the attention of the Chair of the ATB and are remedied without delay.

Designated Safeguarding Leads

The main role of the Designated Safeguarding Lead (DSL) is to refer cases of suspected abuse or allegations to the local child protection agencies as appropriate and in accordance with local safeguarding partner procedures. The DSLs should keep the Principal informed about pupil welfare/child protection issues and ensure that there is always cover for their role (including for any out of hours/out of term activities) and that arrangements for cover are communicated clearly to staff. DSLs must:

- Have a working knowledge of how their local safeguarding partners operate, and have received training on how to identify child abuse and their local referral protocol, how to support children in need, and how to contribute effectively to a child protection conference; in addition to record keeping and promoting a culture of listening to children (see *Keeping Children Safe in Education* Annex C)
- Receive appropriate training in child protection and inter-agency working as advised by the local safeguarding partners at least every two years, and in addition to formal training, update their knowledge and skills at regular intervals and at least annually, in order to keep up with developments relevant to the role
- Undertake Prevent awareness training in order to be able to identify children at risk of radicalisation and provide advice and support to other members of staff protecting children from the risk of radicalisation
- Take lead responsibility for online safety, including the oversight of the academy's internet monitoring reports and understanding the filtering and monitoring systems and processes in place
- Be responsible for ensuring that all cases of suspected or actual child protection concerns are investigated and managed in accordance with appropriate guidance.
- Refer cases of suspected abuse or allegations to local Social Services as appropriate and in accordance with local safeguarding partner procedures.
- Ensure that they are aware of the latest national and local guidance and requirements in relation to safeguarding, and keep the Principal, staff and volunteers informed as appropriate.
- Act as a source of advice and support within the school in relation to safeguarding concerns.
- Ensure that all staff and volunteers have the relevant level of regular training in child protection and Prevent awareness, and keep an up to date, itemised record of such training, including induction, refresher updates (e.g. during INSET which covers child protection), updates to *Keeping Children Safe in Education*, and safer recruitment training.
- Ensure staff and volunteers have access to and understand their role in the child protection procedures, particularly part time staff, supply staff, self-employed individuals, newly qualified staff, newly appointed staff, before/after school care staff, catering staff, cleaning staff, caretakers, volunteers and gap year students.
- Work with Trust Office to ensure that the school's Safeguarding Policy is reviewed and updated annually, and that the latest version is available on the school web site.
- Submit a termly safeguarding report to the School Governing Board (copied to the Compliance and Pastoral Manager at Trust Office)
- Work with the Principal to ensure that any deficiencies or weaknesses identified in the school's policy or procedures are reported to the Director of Innovation and Learning without delay.

A role description for the Designated Safeguarding Lead and deputy Designated Safeguarding Lead can be found in appendix A3.

Local Governing Boards (Academies)

The Local Governing Board (LGB) needs to ensure that its members understand that the LGB has no formal responsibilities in relation to child protection and safeguarding, since these fall to the ATB, acting through the CEO and GDST staff. The LGB should however:

- Read, understand and follow the Academy's *Safeguarding and Child Protection Policy* and the ATB *Safeguarding Procedures*
- Attend safeguarding training on induction and regularly thereafter
- Satisfy itself that the academy has a whole school approach to safeguarding and promoting the welfare of children and all school systems, processes and policies operate with the best interests of the child at their heart
- Consider safeguarding as a standing agenda item at every LGB meeting
- Designate a member as a 'champion' for Safeguarding.

Clear arrangements should be in place for communication by the Vice Principal and Chair of ATB with the Chairman of Local Governing Board and LADO in the rare event of an allegation being made against the Principal.

In cases of allegations against staff, supply staff, contractors and/or volunteers, members of the Local Governing Board need to have accurate information in line with the agreed communication plan and ahead of public speculation or media interest. The information given should not breach the reporting restrictions introduced by the Education Act 2011, confidentiality or include unnecessary details.

The Student Welfare Lead

The Student Welfare Lead (HWBM)/school nurse plays a vital part in promoting the health, welfare and development of pupils and is in an excellent position to contribute to the effective delivery of the Safeguarding Strategy. The HWBM/nurse is guided by the Nursing and Midwifery Council's rules and codes of conduct, which allows them to provide confidential medical advice and treatment to pupils, including on matters relating to sexual health and treatment. The HWBM/nurse is however required to use her professional judgement in each individual case and to *encourage* the pupil or student to:

- Inform her parents/carers about treatment she receives or is considering;
- Carefully consider possible implications of such treatment in relation to the pupil's racial and cultural heritage and /or religious persuasion.

In addition, the HWBM/nurse must be aware of their duty to disclose information if they believe a child may be at risk of harm. If she has any cause for concern about a pupil's safety or welfare she **must report** this in accordance with the school's safeguarding procedures. Both pupils and staff need to be clear that the HWBM can offer confidential medical advice and treatment, including to pupils under 16 years, but that they **must report** any concerns about the welfare or safety of pupils to the Designated Safeguarding Lead. The HWBM/nurse should ensure that they fully understand their safeguarding obligations, and how this can override medical confidentiality, and be familiar with the provisions and guidance in relation to Information Sharing and Consent. Guidance on managing these competing duties can be sought from the Legal Department at Trust Office.

The HWBM/nurse's roles and responsibilities should be agreed and clearly communicated with staff, pupils and parents. School Nurses should receive Level 3 safeguarding training, as recommended by the GDST Safeguarding Committee at their meeting on 29 March 2017 and in the best practice guidance document 'Safeguarding Children and Young People: Roles and Competencies for Health Care Staff'. If the HWBM/nurse is providing counselling the Academy needs to ensure that she has received appropriate training on counselling skills and have access to consultative support and supervision, in accordance with the relevant professional guidelines issued by BCAP, BPS or an equivalent professional body. Given the nature of the HWBM/nurse's role and the possibility of one to one contact regarding personal issues, records must be fully and accurately maintained and be marked confidential. Accurate recording will help the HWBM/nurse demonstrate her decision making process when situations on a one to one basis with a pupil develop over a period of time and/or information needs to be shared with others or, if a pupil moves school, be transferred to the new school nurse/doctor.

Learning Mentor, Counsellors and Youth Worker

Schools need to ensure that Learning Mentors, school counsellors and Youth Workers are clear about the scope and nature of their role and that they receive adequate support and supervision, particularly if they are providing one to one counselling sessions to individual pupils. Expectations of recording should be the same as those set out above for the HWBM/nurse. If they have any cause for concern about the pupil's safety or welfare they **must report** this in accordance with the school Safeguarding Procedures. Schools need to ensure that systems are in place for the Learning Mentor, school counsellor or Youth Worker to liaise closely with the HWBM/nurse about any issue that is outside their areas of experience.

Special Education Needs Coordinator (SENCO)

When the Designated Safeguarding Lead is alerted to concerns about an individual pupil, s/he should consult with the Special Educational Needs Coordinator if the concern is about a pupil who is on the SEN Register. However, the DSL should not delay following the child protection procedures whilst trying to gather information from the SENCO. Consultation with the SENCO would be particularly helpful in cases where the pupil has communication difficulties or behaviour problems.

B3. Safeguarding Communication Plan

Schools need to consider a variety of media and means of communicating their safeguarding strategy.

Staff and Volunteers

All staff and volunteers need to be properly equipped to respond to pupils sensitively and in accordance with the *GDST/ATB Safeguarding Procedures*. Schools (i.e. through the named Designated Safeguarding Lead) need to ensure that all staff and volunteers are familiar with and understand the Safeguarding Strategy and Procedures, through induction programmes, supervision, and ongoing support and training.

All teaching and support staff, visiting teachers and volunteers should be made aware of and have access to a copy of the full *Safeguarding Procedures*, including those whose role requires them to work outside the normal school day e.g. before/after school care, and residential school trips. On appointment, all staff and volunteers receive a core set of information.

Step One

Staff/volunteers have a short briefing meeting with their line manager or supervisor about the Safeguarding Strategy and have an opportunity to clarify any queries.

Step Two

Staff/volunteers are given a copy of the core set of safeguarding information (via Net Consent or hard copy):

1. School Safeguarding Policy
2. Part One and Annex B of *Keeping Children Safe in Education*
3. Safeguarding Procedures Part A 'The Practice of Safeguarding'
4. Any other information relevant to their role and responsibilities.

For staff who cannot read English, or at all, schools should take steps to ensure they understand the key information.

Step Three

The staff member/volunteer must sign the Agreement to work in accordance with the School Safeguarding Policy (see Appendix B4a). A copy of this signed Agreement must be kept securely on the staff file.

There is a simplified version of the Agreement (see Appendix B4b) for staff who cannot reasonably be required to meet the expectations of the standard Agreement (e.g. because of limited English). The Designated Safeguarding Lead should take the decision on whether it is acceptable for specific members of staff to sign the simplified rather than the standard agreement, and ensure that the briefing the member of staff receives covers all the essential points of the policy and procedure documents.

Pupils

Pupils should be made aware of the Safeguarding Policy through their programme of PSHE work, contribution to developing Codes of Practice, School Councils and other means of sharing information appropriate to their age and understanding (e.g. Student Planners). Schools are encouraged to consult with pupils about strategies in order to make their school feel safe and inform day-to-day practice and the future development of the GDST/ATB Safeguarding Strategy.

Parents/Carers

Each school should communicate to parents/carers the scope and limitations of its responsibilities to ensure the well-being of pupils, and highlight that parents/carers also have responsibility for securing the welfare of their children. Parents/carers need to understand that the school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare, and that it may be necessary to do so without their consent. Schools should provide information about the range of ways the school delivers pastoral care and approaches safeguarding pupils.

Communicating regularly with parents/carers about personal safety, health matters, PSHE /SRE, and the Safeguarding Policy helps to build a good foundation and two way flow of communication, should more sensitive issues need to be raised for individual pupils or for the whole school.

Generally, schools should involve parents/carers at an early stage should welfare concerns be identified. If there could be any reason not to involve or notify the parent/carer (e.g. because the concern may relate to a parent/carer or other family member), advice should be sought from CADT in the first instance, to establish whether it is appropriate to involve or notify the parent/carer, or seek their consent at this stage. Further guidance is set out below in relation to Information Sharing and Consent, and the Legal Department can also provide guidance.

Schools need to work with parents/carers to ensure appropriate support is identified and the nature and sources of support are explored with parents/carers and the pupil concerned (according to their age and understanding).

Members of School Governing Boards should receive a copy of their school's *Safeguarding and Child Protection Policy and Procedures*.

GDST/ATB Council Members will be provided with a copy of the *GDST/ATB Safeguarding Policy and Procedures* by Trust Office.

B4. Related Safeguarding Procedures

Anti-Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms but the main types are physical, emotional, verbal and cyber bullying. Bullying can cause considerable distress to pupils to the extent that it affects their health and development or in extreme cases cause them significant harm.

A bullying incident should be treated as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.' In such cases the incident should be reported and dealt with in accordance with these Procedures.

All schools should have in place rigorously enforced whole school Anti-Bullying strategies based on the academy's Anti-Bullying Policy and the DfE Guidance Preventing and Tackling Bullying 2014.

Child Protection and Online Safety

The Internet offers a vital resource to pupils, staff and parents/carers in terms of education and learning resources and for communication networks across the globe. However we also know that new technology gives people who are sexually interested in children a new medium to network, share information and fantasies, explore new identities and normalise their behaviour. This adds another dimension to the degree and nature of the risks to children. Developments in technology happen considerably faster than legislation and best practice guidance can keep up with and so it is imperative to remain vigilant about ongoing developments in this challenging area.

The GDST/ATB ICT Acceptable Use Agreements for staff and pupils, the Information Security and Data Protection Policies, the school Online Safety Policy and the Social Media Policy aim to provide safeguards for the use of information technology both in and outside school. There is also a centrally managed system for filtering and monitoring internet use over the GDST network.

There is growing concern about how technology can be misused to bully or harass e.g. sending unpleasant e-mails or text messages, or posting comments or images on the Internet. The non-personal nature of communicating electronically seems to allow young people to behave in a way which would be far more difficult if they were having face to face contact.

To help address these problems **schools should ensure that they:**

- Educate pupils and parents of the potential dangers of the misuse of technology and how they can protect themselves through curriculum delivery, specific online safety programmes, and special whole school events
- Educate pupils about cyberbullying, and treat cyberbullying as a safeguarding issue where appropriate
- Educate pupils about sexting, and make it clear that this is regarded as a child protection issue
- Educate pupils about artificial intelligence, and the risks it poses as well as the opportunities it presents
- Ensure reporting procedures are accessible and well known to pupils
- Communicate any restrictions and consequent sanctions that may be imposed in order to promote the ICT Acceptable Use Agreement to all pupils (according to their age and understanding), parents and guardians
- Make pupils aware that the ICT Acceptable Use Agreement applies to behaviour towards staff and volunteers as well as pupils, both inside and outside school
- Encourage close liaison between school technical staff, the GDST central shared services team and Designated Safeguarding Leads in order to:
 - Be alert to guidance and best practice developments in this complex and evolving area

- Ensure systems are in place to monitor, identify and respond to issues/concerns raised or suggestions to improve practice in their school
- Periodically review/audit online safety systems and arrangements

Any concerns about the misuse of technology by pupils or staff should be reported:

- *Pupils* should inform their Form Teacher or the Designated Safeguarding Lead
- *Staff and volunteers* should inform their line manager/ supervisor or the Designated Safeguarding Lead
- *The Designated safeguarding Lead* should report to the Principal.

A number of further sources of guidance are available:

- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCCIS December 2020)
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Indecent images of children: guidance for young people
<https://www.gov.uk/government/publications/indecent-images-of-children-guidance-for-young-people/indecent-images-of-children-guidance-for-young-people>
- Guidance on financially motivated sexual extortion
<https://www.ceopeducation.co.uk/professionals/guidance/fmse-alert/>
- Harmful online challenges and online hoaxes
<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>
- Cyberbullying: understand, prevent and respond (Childnet)
- Cyberbullying: advice for headteachers and school staff (DfE)
- The Professional Online Safety Helpline (POSH) <http://www.saferinternet.org.uk/about/helpline>
Tel: 0844 381 4772
- The UK Safer Internet Centre www.saferinternet.org.uk Helpline: 0344 381 4772 email: helpline@saferinternet.org.uk
- Report harmful content online <https://reportharmfulcontent.com/>
- Report remove (Childline's service to help those under 18 get a nude image of themselves removed) <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/report-nude-image-online/>
- Take it down (a tool from the National Centre for Missing and Exploited Children for removing or stopping the online sharing of images or videos) <https://takeitdown.ncmec.org/>
- CEOP's Education website <https://www.ceopeducation.co.uk/>
- Internet Watch Foundation www.iwf.org.uk
- Childline www.childline.org.uk
- UK Council for Internet Safety (UKCCIS) <https://www.gov.uk/government/organisations/uk-council-for-internet-safety>
- Meeting digital and technology standards in schools and colleges (March 2022)
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges>
- Generative artificial intelligence in education (March 2023)
<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>

Radicalisation and violent extremism

Schools have a statutory duty to have due regard to the need to prevent people from being drawn into terrorism, known as the Prevent duty⁹, and the DfE have also produced guidance on the duty specifically for those with safeguarding responsibilities¹⁰.

Requirements and recommendations for activity within each statutory sector are grouped under the following themes:

Leadership and Partnership

There should be a designated person in a senior management role who is responsible for the delivery of Prevent, including ensuring that relevant staff have appropriate training and induction. Leadership is demonstrated by:

- Ensuring that all staff understand the risk of radicalisation and making sure they can access training resources and further guidance
- Building and promoting capabilities to deal with radicalisation concerns
- Promoting the importance of Prevent and the role staff play in countering terrorism

To demonstrate compliance with the Prevent duty, schools are expected to work in partnership with local Prevent leads, the police and local authorities.

Capabilities

Schools should have capabilities for:

- Understanding risk: e.g. via training, with frequency and type to be determined by an assessment of need, taking into account the local context and risk, and responsibilities and functions of relevant staff. Content should include understanding factors that lead people to terrorism, recognising extremist ideologies and susceptibility to terrorism, signs of radicalisation and how to escalate concerns. DSLs with Prevent responsibilities are recommended to have training every two years, with content to include extremist and terrorist ideologies, how to make referrals and work with Chanel panels. Training providers and resources should be appropriately vetted. A record should be kept of training.
- Managing risk (including online risk) – via a risk assessment and where applicable an action plan to mitigate identified risks, and processes for staff or pupils raising concerns and how these should be assessed/addressed (to be included in relevant safeguarding documentation).
- Sharing information- within the requirements of data protection legislation. The setting should have a policy on its approach to submitting a Prevent referral

Reducing permissive environments

Schools must be politically impartial and ensure a balanced presentation of political issues. Schools are also required to promote Fundamental British Values by, for example, providing a safe environment for debating controversial issues and helping students to understand how they can influence and participate in decision making. PSHE provides many opportunities to explore relevant topics.

Schools should have measures in place to prevent their facilities (e.g. event spaces, IT equipment) from being exploited by radicalisers. This does not preclude balanced discussion of sensitive issues.

IT policies should contain specific reference to the Prevent duty.

⁹ This can be found at <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

¹⁰ <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

External speakers and events should be vetted. Speakers should be appropriately supervised.

Additional support can be found from [Educate Against Hate](#) and LGFL's [Counter-Extremism](#) website.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are susceptible to being drawn into terrorism and consider the appropriate support required. The *Channel* guidance from HMG¹¹ provides further information.

School attendance, joining and leaving, action on absence, going missing

Registers and notification of pupils leaving and joining

Schools are required by law to have an admission and attendance registers. It is important that both registers are accurate and up to date. Schools should regularly encourage parents to inform them of changes when they occur. There are specific regulations governing the information that should be entered on each register, and when the school should inform the LA of a pupil's absence from school or when a pupil's name is added to or deleted from the admissions register. Further information can be found in *Working together to improve school attendance* (August 2024) and *Children missing education* September 2016. Schools should check with their local authority to ensure they are following the correct local procedures for transmitting this information.

For practical purposes, wherever reasonably possible the school should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice in that it provides additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

School attendance and safeguarding

School attendance affects pupils' attainment, wellbeing and life chances. Poor school attendance can be an indicator of a safeguarding issue, and for the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.

All schools are expected to:

- Have a clear school attendance policy
- Develop and maintain a whole school culture that promotes good attendance
- Have a designated senior leader with overall responsibility for championing and improving school attendance
- Regularly monitor and analyse data to identify pupils or cohorts that require support
- Put effective strategies in place

Reduced or non-attendance at school may in some cases constitute emotionally-based school avoidance (EBSA). This is where absence is due to complex issues linked with mental health and wellbeing, such as anxiety, depression, low levels of self-confidence, separation anxiety or having a special educational need or disability. EBSA does not just refer to not attending school at all. Staff may also observe pupils not going to some lessons, not staying in class or avoiding some physical spaces or people. There are both whole-school and targeted strategies schools can employ to address EBSA. One useful resource is the [Anna Freud guidance](#), and local authorities also produce guidance materials.

The local safeguarding partners must be informed immediately if absence amounts to a safeguarding concern. The school must also inform the local authority of any pupil who:

¹¹ <https://www.gov.uk/government/publications/channel-guidance>

- fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more, or
- Is likely to miss 15 days consecutively or cumulatively because of sickness.

Failure to report children missing from education would constitute non-compliance with the duty to have regard to *Keeping Children Safe in Education*.

Children who go missing

Children who go missing from school with no explanation, or who fail to return after a planned absence, will be regarded in the first instance as an immediate safeguarding concern. Every effort must be made to locate the child, liaising with the police and welfare officers as appropriate. EYFS settings must have a published procedure to be followed in the event of a parent/carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting (EYFS Framework 3.73) Schools should also be aware of the risk of modern slavery to international pupils who go missing (see Modern Slavery, section A1). A pupil on a Child Student/Student visa going missing should be reported to the relevant authorities including the local authority, the police and UKVI.

Schools must be aware of, and implement in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education which can be found at <https://www.gov.uk/government/publications/children-missing-education> Local procedures for notifying the local authority and parents should also be followed. As with other safeguarding issues, comprehensive records should be kept and shared between the relevant agencies to help and protect children.

Schools may also find it useful to refer to the government's missing children and adults strategy available at <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

Support materials for a range of audiences are available from The Children's Society at <http://www.childrensociety.org.uk/what-we-do/resources/protecting-young-runaways>

Failure to report children missing from education constitutes non-compliance with the duty to have regard to *Keeping Children Safe in Education*.

Provision of Information to a Pupil's New School

Where a child moves, information sharing is important to ensure they get the support they need through and after the transition.

All maintained schools are required to send a CTF (Common Transfer File) to a new school unless there are 'exceptional circumstances'¹². The school should also follow up by contacting the destination school to ensure the pupil has arrived.

In addition, a copy of any information which will assist the new school in promoting the pupil's welfare should be transferred to the school, via CPOMS if this is possible. Child protection files must be transferred securely between schools as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The file should be transferred separately from the main pupil file and schools should obtain a confirmation of receipt.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims or abuse and have that support in place when the child arrives.

¹² *Children missing education* 2016 para 41

Receipt of Information from a Pupil's Former School

Schools should in turn expect to receive information on new pupils from their previous school. A sample 'Pupil Record Request' form can be found in the Safeguarding/Best Practice folder in the Safeguarding section of the GDST staff intranet. Key staff such as designated safeguarding leads, Nurse and SENCOs should be informed of the new pupil's circumstances as required.

Elective Home Education (EHE)

If a parent/carer has expressed their intention to remove a child from school with a view to educating at home, it is recommended that the school, LA and other relevant professionals work together to coordinate a meeting to ensure they have considered what is in the best interests of the child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Further information can be found in the DfE guidance [Elective home education](#).

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Looked after children need particular care to ensure they are safe and thrive in school, and there is a higher likelihood that they will experience periods of mental ill-health as a result of their early experiences. Where a school has one or more looked after children on role, the Head will ensure that:

- Relevant staff have appropriate levels of skill, knowledge and understanding needed to keep looked after children safe – and in particular have a good understanding of attachment issues (the statutory guidance for the Designated teacher for looked-after and previously looked-after children can be found here: <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>)
- There are mechanisms to ensure the views and feeling of the child are taken into account
- Appropriate staff have the necessary up to date information regarding each child, including their legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements (including the levels of authority delegated to the carer) and most recent care plan, and details of each child's social worker/Personal Advisor (in the case of care leavers) and virtual school head¹³
- The school is aware of the statutory guidance to local authorities about how they are to support schools with the care and education of these pupils, *Promoting the education of looked after children* available here: <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Similar practice should be applied to any children on Child in Need or Child Protection Plans – i.e. these children would be subject to additional monitoring and records kept on arrival and collection times, a record of who drops off and collects, notes of late arrival and lack of attendance, record of existing injuries etc. Contact will be maintained with the relevant professionals.

Safeguarding on School Trips

The Safeguarding Policy and Procedures apply to off site activities as well as on the school site. In addition, schools should specifically address safeguarding considerations as part of the risk assessment for any trip,

¹³ The person discharging the local authority's duty to promote the educational achievement of its looked after children

and ensure that any incidents are communicated, shared and recorded in the same way as if they had happened at school.

Considerations for all school trips:

- Schools should request and scrutinise the Safeguarding Policy of any activity provider used
- Written confirmation must be obtained from activity providers that their staff are suitably vetted according to their responsibilities and level of contact with pupils
- Parent (and any other) volunteers must be subject to the correct level of safeguarding checks, and briefed on relevant safeguarding procedures
- The list of pupils due to go on a trip must be reviewed by the nurse and DSL well in advance of the planned date in case there are physical or mental health concerns the trip leader may not be aware of. Where a pupil's physical and/or mental health presents an additional risk, this should trigger a separate risk assessment, and arrangements must be discussed and formally agreed with parents. Schools should bear in mind the implications of the Equality Act in assessing the situation, and contact the Legal Department if advice is needed.
- Schools should ensure that the pre-trip briefing explicitly addresses safeguarding and personal safety, including, if travelling abroad, advice on differing cultural norms and communicating personal boundaries. This should be followed up with written guidance for reference.

Additional considerations for hosting arrangements:

- Host families in the UK must be vetted as required by Keeping Children Safe in Education (see Safeguarding Procedures section B5)
- The DBS cannot access criminal records held overseas. Host families in other countries cannot therefore be checked in the same way as those in the UK. Schools must ensure that any host school has a procedure in place to assess the suitability of homestays and obtain confirmation of this in writing. This should then be communicated to parents and carers with their written agreement obtained to confirm they are satisfied with the hosting arrangements and the way in which the hosts have been identified
- The list of pupils due to stay in a host family – or receive a return visit – must be reviewed by the nurse, DSL and Head at an early stage to check whether there are any health, pastoral, safeguarding or other concerns relating to the pupil or host family
- Families and pupils should be carefully matched for gender, age, diet, religious belief, special needs etc.
- Host families in the UK and abroad should provide suitable information about the home setup and any activities they may have planned for their guest during the homestay. It must be made clear that the pupil should have her or his own bed in a room of someone their own gender and age appropriate, or a separate bedroom
- Consideration should be given in advance to the additional needs of trans pupils in such cases. A preference for a single room should be accommodated where possible. In all cases there should be appropriate communication with any host school/family to ensure that both the trans pupil and the host family are comfortable with the proposed arrangements.
- Families must have been given the opportunity to contact each other prior to the acceptance of any arrangements, and should be made aware that they do not have to agree to these. Parental consent should be required for higher risk activities such as horse riding or sailing.
- Exchange visit leaders should have daily contact with all pupils. Pupils should have access to a phone at all times and provided with an emergency number they can call or text at any time. There should also be an agreed 'keyword' pupils can use which means 'I want you to visit me immediately'
- Ensure there are contingency plans in place in case it is necessary to move a pupil at short notice

School Security

A whole school approach to developing and maintaining school security can, as well as strengthening certain components of the school security procedures and systems, help make the Safeguarding Strategy more robust. This should include ensuring that:

- Systems are in place to meet current requirements and are rigorously adhered to, such as door codes, use of visitor passes etc.
- All concerns raised by parents and pupils or neighbours are properly recorded and addressed
- Access is controlled, particularly at vulnerable times of the day such as before and after school hours and during extra-curricular activities
- Staff working at vulnerable times of the day are adequately supported with sufficient numbers of adults, relevant information, access to keys, and mobile phones if necessary
- Re-evacuation procedures (i.e. getting pupils swiftly and safely back into the school building) have been developed and practised to respond to the unlikely event of an unwelcome intruder
- Staff/ volunteers (e.g. estate staff and playground supervisors, before/after school care providers) receive information and/ or training (as appropriate to their role) on how to deal with intruders
- There is a scheduled programme of checks for spy cameras in toilets and changing rooms¹⁴ (periodic checks will also be carried out by external contractors)
- The SLT are proactive in liaising with local police at sufficient level of seniority and work towards developing positive relationships and consistency of practice.
- Further information can be found in the Health & Safety 'Crisis Response, Business Continuity and Security' section on the GDST intranet, and the [DfE's School and College Security](#) guidance.

¹⁴ Notes of guidance on checking for spy cameras can be found in Appendix B12

B5. Preventing Unsuitable People from Working with Children

The guidance in this section focuses on the required safeguarding checks to be made on individuals who will be coming into contact with pupils at school, whether they are school employees, otherwise engaged, or working as volunteers. However, it should be borne in mind that safer recruitment is not just about carrying out the right recruitment and vetting checks: it starts with how the post is advertised, and carries on throughout the application and appointment process. For this reason, the guidance below should be used alongside the Recruitment guidance on the HR section of the GDST Intranet. Furthermore, good safeguarding practice extends beyond recruitment and appointment, and good practice in these areas should be an integral part of a whole school approach to ensuring the safety and welfare of children.

All staff involved in recruitment should be familiar with Part 3 of *Keeping Children Safe in Education* and the information in this section of the *Safeguarding Procedures*.

DBS Disclosures

Any person whose duties include *regularly* caring for, training, supervising or being in sole charge of children or who is in a position to build up a relationship of trust with a pupil, must have an enhanced DBS disclosure, with a Children's Barred List Check for the Child Workforce. A regular basis is defined as frequently, i.e. once a week or more often, more than 3 times in a 30 day period, or overnight¹⁵ (even if only one night is involved). However, schools should also bear in mind that there are some activities that occur less frequently but could allow a relationship of trust to develop, e.g. once a month over a prolonged period. In such cases an enhanced DBS check should be sought, although a Barred List Check is not available. The HR and Legal Departments at Trust Office can advise in the event of doubt.

When should schools apply for a DBS disclosure?

In most circumstances, the school should apply for the check as soon as practicable after an appointment is made. In cases where a member of staff is appointed a long time before they are due to start work, it is not prohibited for schools to apply for a check on appointment even if this is three months before the employee takes up their post. However, it would be seen as best practice to undertake the check closer to the date they start work.

How to apply for a DBS check – via an online application or a 'status check' from the DBS Update Service

All those requiring a DBS disclosure should be asked to apply for a new check, via the DBS application process, unless they are subscribed to the DBS Update Service by which schools may do an online check subject to certain conditions.

DBS online application process

This is by completion of an online DBS application form, completed by the individual and a designated administrator at the school. The GDST's online provider is Atlantic Data. Instructions and full details of the process are available from the HR Co-ordinator at Trust Office, who administers the contract with Atlantic Data. As part of the process, applicants must provide relevant and original documents, which are checked by a designated administrator at the school.

¹⁵ This definition has been amended from 3 or more days in a month in response to the Singleton Report. Ref. SI2010/1154 a1(1)

The job role selected on the online form determines the combination of checks carried out:

| Job role | Checks included | | | Notes |
|------------------------------|----------------------|------------------------|-----------------------------|---|
| | DBS (Enhanced level) | Children's barred list | Prohibition from management | |
| Independent school | Yes | Yes | Yes | To be used for: Trust Office SMT, Academy SLT/SMT, ATB members, HoDs and other staff considered by the school to be taking part in the 'management' of the school |
| Teaching & support (school) | Yes | Yes | No | To be used for: teaching and support school employees |
| Unsupervised person (school) | Yes | Yes | No | To be used for: self-employed individuals, unsupervised volunteers, individuals over 16 living on the school site, Trust Office staff |
| Supervised person (school) | Yes | No | No | To be used for: supervised volunteers where indicated by the risk assessment |
| Host family | Yes | Yes | No | |

Where (as for contractors) the checks to be carried out depend on the nature of the engagement and level of contact with children, select the combination of checks that fits the situation and then select the relevant 'person (school)' option.

For each job role option, there is an additional checkbox to specify whether the applicant is a volunteer or not.

The facility to do separate Barred List checks or Prohibition from Management checks using the Atlantic Data system is not available and the details of how to do these individually if needed is covered below.

Applicant only DBS Certificates: DBS certificates are issued only to applicants and copies are no longer sent to employers. Schools must therefore ask individuals for sight of their original DBS Certificate once it has been received. Copies of the certificate provided by individuals must not be accepted. Original certificates should be checked for authenticity. A DBS certificate contains a number of security features which can be used to verify its authenticity:

- an original DBS certificate has printing on both sides; the paper size is 209mm width x 404mm length which is larger than A4
- the personal information print colour on the certificate is purple
- a 'crown seal' watermark repeated down the right-hand side of the certificate is visible both on the surface and when holding the certificate up to the light
- a background design with the word 'Disclosure' appears in a wave-like pattern across both sides of the document – on the front of the certificate this pattern is green and on the rear of the document this is purple

Checking the certificate should also involve comparing any information disclosed on it with any information provided by the applicant during the recruitment process. Certificates should be treated as confidential information and handled only by countersignatories or nominated office staff as per the DBS Code of Practice.

What to do if there is a delay in obtaining the DBS Disclosure

Wherever possible, an enhanced DBS disclosure should be obtained prior to the individual starting work, and must in any event be obtained as soon as possible after the appointment. However, Heads/Principals may at

their discretion allow an individual to begin work (without confirming the appointment) pending receipt of the enhanced DBS disclosure provided that:-

- a. The Enhanced DBS application has been submitted in advance;
- b. A Barred List check for the Child Workforce has been undertaken¹⁶;
- c. All other possible checks have been completed; and
- d. Arrangements are made for appropriate supervision (see below).

In such circumstances a note should be added to the central register and evidence kept of the measures put in place.

Appropriate supervision whilst awaiting DBS clearance

Schools must take a risk based practical approach depending on the circumstances of the particular individual (taking into account factors such as their experience, the nature of their duties, references, the level of responsibility/contact with pupils they will have and the age of the pupils concerned¹⁷). The arrangements should be reviewed at least every two weeks until the DBS disclosure is received. A risk assessment should be kept on the individual's file of the factors considered, and the arrangements made, together with any evidence (a risk assessment form can be found in the Central Register Documentation folder on the Safeguarding section of the GDST staff intranet). This record should be updated at each review until the DBS disclosure is received. A note should also be added to the central register of appointments. The individual in question must be informed of the safeguards put in place in their case.

Using the DBS Update Service – doing 'status checks'

The DBS, from 17 June 2013, introduced an Update Service, which allows employers to check the status of criminal records online, providing the individual already had a DBS certificate, has subscribed to the Update Service and given consent for the check.

The online 'status check' will reveal if the DBS Certificate is up to date or if any new information has come to light since it was issued, without having to apply for another DBS Certificate through the normal application process. However, the service will not provide the facility to update employers automatically of any new criminal information throughout the individual's employment or period of engagement.

The service is free for employers and volunteers although other individuals are required to pay an annual subscription fee. The GDST/ATB will not reimburse individuals for the fee.

In order to do a 'status check', schools will need to see the original DBS certificate and must be entitled to obtain a DBS check of the level and type needed, e.g. enhanced DBS check including a Barred List check for the Child Workforce. If the DBS certificate is not at the appropriate level a new certificate must be applied for (to include the Barred List check). If the DBS certificate is at the appropriate level but does not include barring information for the children's workforce, a separate barred list check must be undertaken. Consent must be obtained from the individual, either verbal or written. An Applicant Consent Form for this purpose is provided (available in the Central Register Documentation folder of the Safeguarding section of the GDST staff intranet).

To make a 'status check' only the checker's name and the name of the GDST is needed, together with the applicant's name, date of birth and DBS certificate number. Schools should check that the original certificate matches the individual's identity and refers to the appropriate level of check and workforce. 'Status checks' should be done only by countersignatories or nominated office staff. Schools are advised to print and keep a record of the 'status check' result, which must be handled and kept confidentially following the DBS Code of Practice. If the status check indicates that there has been a change since the certificate was issued, the individual must apply for a new certificate.

¹⁶ Schools can obtain a Barred List check via <https://check-the-childrens-barred-list.education.gov.uk>

¹⁷ If the school has received official advance information from the DBS or a registered umbrella body that the DBS certificate has been issued and contains no information, it will be reasonable to take this into account when assessing safeguards which are appropriate

Full details of the Update Service, including a guide for employers and applicants, and frequently asked questions, may be obtained from www.gov.uk/dbis

The GDST/ATB does not require employees or volunteers to subscribe to the Update Service. However, since January 2014 we have required self-employed individuals to subscribe, to give consent for an annual check to be made. Schools must undertake annual DBS status checks on all these individuals; it is thought that the summer holiday period is the opportune time to do so, in advance of appointments re-commencing in September. The GDST does not reimburse the cost of the annual DBS subscription fee for self-employed individuals.

Can an existing DBS disclosure ever be accepted for a new appointment?

Schools are strongly advised to obtain a new DBS disclosure for all new appointments or, if the individual is subscribed to the Update Service, to do an online 'status check' as set out above. However, if the new member of staff already has an enhanced disclosure from a previous employer, but is not subscribed to the Update Service, this may be accepted provisionally, pending the arrival of the new disclosure **provided that**:

- He/she has not been out of the workforce of an educational establishment for more than 3 months AND;
- it is an enhanced disclosure;
- a separate Children's Barred List check has been completed (If there is a name-match, the person **must not** be allowed to commence in post until the paper DBS certificate is presented)
- the original enhanced disclosure is seen – photocopies are not acceptable;
- the disclosure was issued in the last 3 years;
- the applicant has not changed his/her name since the last disclosure was obtained;
- the applicant is still at the same address;
- there has been no gap in employment, or there has been no intervening employment which did not require a disclosure since the previous disclosure was issued;
- the disclosure was obtained by a reputable previous employer or umbrella body;
- satisfactory references have been received from the previous employer.

In all other circumstances a new enhanced DBS application will need to be made before the member of staff can be employed without appropriate supervision (see above).

You may need to check whether any "additional information" was included. An Applicant Consent form (available in the Central Register Documentation folder of the Safeguarding section of The GDST staff intranet) should also be completed. The previous employer will only be able to confirm whether the information on the copy of the disclosure provided to you by the applicant matches their records, and whether or not any additional information was supplied. If additional information was supplied, a new disclosure must be requested. In these circumstances, the applicant should not be informed of the reason why a new disclosure is required. If you experience any difficulties in obtaining disclosure information from a previous employer, you may wish to consider asking the applicant to make a fresh application.

What if the DBS disclosure contains information?

If the DBS disclosure includes information on offences committed by the applicant, the Head/Principal must undertake a formal written risk assessment as to whether to employ that person, being mindful of GDST policy on the employment of ex-offenders, and to seek advice from HR. A GDST risk assessment template for this purpose is available. The assessment should take into consideration any explanation from the applicant, including for example the seriousness of the conviction and relevance to the post in question, how long ago the offence occurred, whether it was a one-off incident or not, the circumstances of the incident, and whether the individual has accepted responsibility for their actions. A decision not to appoint somebody because of their conviction(s) should be clearly documented, so if challenged the school can

defend its decision. If the decision is made to confirm the offer of the post in question, the risk assessment must be kept securely on the relevant personnel file, together with a copy of the DBS certificate which in these circumstances must be retained in order to demonstrate safer recruitment practice for the purpose of safeguarding audits.

How long is a DBS disclosure valid?

DBS disclosures do not 'expire', but provide a snapshot of information that is available on the date of the certificate. As long as a school employee is in continuous employment they do not need to be rechecked unless there is a concern about their suitability to work with children. **However**, anyone out of employment for a period of 3 months or more must be re-checked - this will have implications for supply staff, exam invigilators, casual workers and the like. For these individuals, subscription to the DBS Update Service would be advantageous as, once the DBS certificate has been issued, periodic 'status checks' will be easy and quick to obtain. Alternatively, bringing in occasional workers periodically (i.e. within the three month interval) for training, for example, maintains our connection with them and means that a DBS recheck is not required. A teacher working for a supply agency is required to have a new DBS check every 3 years (or earlier if there are grounds for concern or a break in service for 3 months or more). Members of staff on maternity, shared parental leave or long term sick leave are not out of employment and do not need a new DBS disclosure to return to work. See below for advice on workers on zero hours contracts.

Should DBS certificates be retained or copies made and kept on file?

This is not a requirement, but it is permissible and schools may choose to make and keep copies for a limited time. If copies are made, they must be handled, kept confidentially and destroyed securely after six months, in accordance with the DBS Code of Practice. As noted above, since 17 June 2013, DBS certificates have been issued only to applicants and copies have not been sent to employers. In order to make the check schools should ask individuals for sight of their original DBS certificate.

The one exception to this rule is where a DBS contains information, and a risk assessment has been completed to determine suitability for employment. In such cases, a copy of the DBS should be retained indefinitely and placed on the personnel file along with the record of the risk assessment.

Circumstances where DBS Disclosures or Barred List Checks are not necessary:

- Some categories of volunteer (see below)
- Visitors to the school (e.g. children's relatives or other visitors attending a sports day). Heads/Principals should use their professional judgement about the need to escort or supervise visitors.
- Building and other similar contractors attending school who come onto site only to carry out emergency repairs or service equipment and who are not left unsupervised (health and safety reasons do not allow pupils in areas where builders are working and therefore builders should generally have little opportunity for contact with pupils). However, the school should ensure arrangements with the contractors are in place to make sure **any workers potentially coming into contact with children** have appropriate checks and/or are appropriately supervised at all times. (For further information on contractors see below)
- In certain circumstances, secondary pupils undertaking voluntary work experience with younger pupils in the school (or another school) – see below for further details. Sixth formers **from age 16** undertaking **paid work** with children **must** be DBS checked
- People on site before/after school hours when pupils are not present e.g. members of the public attending groups using the school as hired premises¹⁸
- Students (pupils) aged eighteen or over studying as pupils
- Existing regular volunteers continuing with old duties

All visitors to the school should be signed in at reception and wear a visitor's badge whilst on site. It is good practice for badges to include a statement of the school's commitment to safeguarding and child welfare, and information about what to do if the visitor is concerned about a child or receives a disclosure.

¹⁸ However see section below on Clubs regarding checks on groups hiring premises and their employees

Other Checks, Maintenance of the Single Central Record and Staff Files¹⁹

- **Schools must maintain a single central record** of safeguarding checks
- All schools are expected to use the designated GDST HR system to produce the SCR report. Further guidance can be found on the GDST intranet.
- All required columns on the register should have an entry for **every** member of staff. The entry should comprise the status of the check (i.e. 'satisfactory' or 'n/a'), the identity of the checker and **the date the check was carried out by the school (including for n/a checks)**
- Not applicable 'N/A' should be entered where the particular requirement was either not relevant to the appointment in question or was not in force at the time of the appointment. No evidence 'N/E' should be used where there is no evidence for a check having been carried out. However, where this is the case, and where it is possible to close the gap retrospectively, this should be done, and evidence put onto file. Do not leave spaces blank or put 'No' in a column, which indicates that a regulatory check was required but has not been carried out.

Categories of staff who should be included on the central register:

- Teaching Staff (full and part time), including the Head
- Support Staff (full and part time) - this includes those who do not work directly with children such as caretakers
- Agency workers (i.e. staff supplied by an employment agency)
- Self Employed (individuals such as peripatetic/visiting music teachers and sports coaches) including those brought into school to provide additional teaching or instruction (such as an artist in residence)
- Volunteers – this is not a statutory duty but a GDST requirement (for further information on volunteers see below)
- Members of School Governing Boards
- Proprietors (members of the Academy Trust Board)

Details of the employment checks carried out for Heads/Principals – including DBS checks – needed for the central register can be obtained from the HR department at Trust Office.

Checks required (some dependant on role):

- **Identity check** - Birth certificate / driving licence / passport
- Evidence of address
Ensure you cover name, date of birth, address, photographic identity
- **Right to work in the UK**
- **Children's Barred List** - this must be entered on the record where there is a separate date from the DBS check. Where dates are the same, do not leave the box blank – put the date of the DBS check or 'as DBS'
- **Enhanced DBS Disclosure** (also record date of certificate and unique reference number)
- **Overseas check**
- **Prohibition from teaching check**
- **Prohibition from management check**
- **Childcare disqualification**
- **Qualifications**
- **References**
- **Previous employment history**
- **Online search**
- **Medical fitness**

¹⁹ A summary list of all pre-employment checks and how to undertake them can be found in appendix B8b

Note that **all the above checks** must be completed **before appointment except the DBS check**. If the DBS check has not been returned before a person is due to start work, a separate Barred List check must be undertaken beforehand.

Different information must be checked and retained on file depending on the category of staff/individual and their date of appointment. A summary of the required checks is set out in grids for each category at Appendix B7.

Further information on the above checks:

Identity check

- An identity check forms part of the DBS check. As part of the DBS process, applicants must provide relevant and original documents, which are checked by a designated administrator at the school. Best practice is for one form of ID to be the birth certificate, if available, as this will flag a change of name. At least one document must include photographic identity, and one must include the applicant's current address. The checks must be performed in line with the government guidelines, which are available here: <https://www.gov.uk/government/publications/dbs-identity-checking-guidelines>
- If an individual does not have a 'group 1' identity document further checks will be necessary. Should schools need to do an external ID validation check via Route Two, they should contact the HR Coordinator at Trust Office. The GDST is registered centrally with an appropriate external organisation to provide validation checks, and a member of the HR team will be able to undertake the external ID check on behalf of schools.
- For European identity documents, PRADO at http://www.consilium.europa.eu/prado/en/prado-start-page.html?mc_cid=2ce14554eb&mc_eid=668cd8c8ad is a website created by the EU to help identify genuine identity documents with examples from across the world.
- Up to April 2014, it was Trust Policy **not** to keep copies of proof of identity provided for the purpose of appointment checks. From April 2014 *Keeping Children Safe in Education* has required evidence to be kept of the identity check. Copies of documents used to verify the identity of staff from April 2014 must be kept on the personnel file. Copies of identity check evidence for volunteers do not need to be kept. There is no requirement to produce identity check evidence for staff appointed before April 2014 retrospectively – if inspectors raise this please contact the Compliance Manager at Trust Office.
- Care should be taken to check whether the applicant has ever changed their name: ID check names (and spellings) should be cross-referenced with references, qualifications and other sources of information. Evidence should be provided for any name change (e.g. marriage licence, divorce papers). Subsequently, staff who change their name once appointed should also provide documentary evidence of this.

Right to work in the UK²⁰

- It is important to note that a DBS ID check **does not** provide evidence of a person's right to work in the UK. A separate Right to Work check must be carried out under the Home Office rules to make sure individuals are allowed to work in the UK. Failure to undertake a valid right to work check for all employees can result in a civil penalty and fine.
- The check must be performed on the day of the interview for **all** candidates, in order to ensure there is no discrimination in the process. Documents for the successful candidate should be uploaded to their People XD profile and the right to work UDF completed.
- Depending on Right to Work status, the check will be either manual or online:

Manual checks are conducted on the following documents:

²⁰ The full Home Office guidance for employers on right to work checks can be found here: <https://www.gov.uk/government/publications/right-to-work-checks-employers-guide> Schools will additionally need to be aware of their obligations under the Skilled Worker route when employing sponsored members of staff

- British or Irish passport
- A current passport with an endorsement inside the passport showing the holder is exempt from immigration control or has an indefinite or temporary right to work in the UK. You cannot accept an endorsement inside an expired passport.

The full list of acceptable documents for a manual check is provided in [Annex A](#) of the [Employer's Guide to Right to Work Checks](#). Additionally, this link can be used to check if a document allows someone to work in the UK: <https://www.gov.uk/legal-right-work-uk>.

The **manual** check consists of three parts: 1) **Obtain** original documents. 2) **Check** that documents are genuine, photographs and dates of birth are consistent across documents and with the person's appearance, expiry dates have not passed, and name changes are evidenced (e.g. marriage certificate). Any work restrictions should be noted. 3) Make a clear **copy** of the document, annotate (see below), and retain securely.

Online checks are conducted on the following documents/statuses:

- Biometric Residence Permit (BRP) / Biometric Residence Card (BRC)
(From April 2022, employers can no longer rely on manual checks of physical documents for anyone with a BRP or BRC and must undertake an online check)
- Status under the EU Settlement Scheme
- Frontier Worker Permit
- Anybody with a digital immigration status (eVisa)

To carry out an **online** right to work check, you will need the applicant's date of birth and share code, which they will have obtained online. You can then complete the check online at <https://www.gov.uk/view-right-to-work> and check that the personal details are consistent with the other details they have already provided. You should download confirmation of right to work as a PDF document to be retained on file, annotated as below.

- **Either** a photocopy of the original documents submitted, **or** a copy of the online check must be annotated as follows: *'the date on which this right to work check was made: [insert date]'*. This evidence - of the photocopy or online check printout - and the date on which the check was made must be available on request by the Home Office in order to establish a statutory excuse. The GDST may be liable for a civil penalty if the date when the check was performed is not recorded.
- Where an individual cannot provide original documents and/or evidence of right to work (e.g. because they have an outstanding application with the Home Office and their digital profile is not yet enabled to evidence this) the Employer Checking Service should be used to confirm their right to work. This service is accessed online at <https://www.gov.uk/employee-immigration-employment-status>. If you receive a positive verification notice (PVN), you can employ the individual for a period of six months from the date the PVN was issued. If the new documents have not been received before the expiry of the first PVN, then the Employer Checking Service should be accessed again for a new PVN. If a negative verification notice is received, employment must be terminated.
- Where an individual demonstrates the right to work in the UK only for a limited period, visa expiries should be monitored and a follow-up check must be made shortly before the expiry date to ensure that the employee can still work legally in the UK. Follow-up checks must be continued until either the employee can demonstrate an indefinite right to work or stops working for the school. This does not include employees with pre-settled status (see below).
- **Pre-Settled Status.** The Home Office no longer requires employers to carry out repeat checks on holders of pre-settled status. Providing you have evidence of a compliant online check showing pre-settled status, you do not need anything further.
- **Employment of students.** Individuals with leave to remain under the Student and Child Student routes have a restricted right to work and their conditions of leave (detailed on their online check) should be reviewed carefully. Students are not permitted to fill a permanent full-time vacancy, but can undertake a work placement or fill a casual vacancy where their immigration permission allows them to do so. In addition to the standard online right to work check outlined above, a copy of their term and vacation dates should be obtained from the sponsoring education provider and kept on file.

- **ITT students** are not employees and schools do not therefore need to undertake a separate right to work check for them. However, schools do need to seek assurance from the sponsoring education provider that a trainee teacher, who is not a British or Irish citizen, has the right to undertake a work placement. This assurance should be in the form of a letter addressed to you as the workplace provider confirming their immigration status and right to work, that the work placement forms an integral and assessed part of the course and does not, by itself or in combination with other periods of work placement, breach work restrictions. The letter must also include the terms and conditions of the work placement, including the work that the student will be expected to do, and how and when they will be assessed.
- For advice and guidance on specific cases schools can contact the Immigration Compliance Manager in the first instance.

Overseas check, including a check for overseas teacher sanctions and restrictions

- Under a requirement in force since August 2007, for staff recruited since September 2003, if the member of staff is **joining the school from overseas** or has **lived outside the UK for 3 months or more in the last 5 years (as a rule of thumb)**²¹ in addition to the above checks they should be subject to **further checks**, taking into account the relevant guidance.
- Where the DBS disclosure will not be sufficient (i.e. because it will not cover offences committed abroad) the school should if possible obtain criminal record checks from the country in question, certificates of good conduct from the relevant embassy, or other equivalent. The Home Office has published updated guides on what checks are available from different countries, which are available at <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>. If a country does not appear on the list, the relevant embassy or consulate may be contacted for advice. Normally, the check must be applied for by the individual not the school, however it is recommended to get written confirmation that the application has been made.
- **For teaching positions, in addition** to the overseas criminal records check, from January 2021 schools are required to ask the applicant to provide a letter from the professional regulating authority in the country in which they have worked confirming that they have not imposed any sanctions or restrictions, and/or that they are aware of any reason why they may be unsuitable to teach. For applicants who qualified abroad, a letter should be obtained from the relevant regulating authority confirming their status as a teacher. Ideally, this document should also confirm that the applicant's authorisation to teach has never been suspended, barred, cancelled, revoked or restricted and that they have no sanctions against them. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the [Regulated Professions database](#). Whilst it is the responsibility of the applicant to obtain the letter, schools will need to know when they should expect this to be produced. Details of this check should be recorded in the notes field for the overseas check.
- Where the above information is not available, schools should seek alternative methods checking suitability (such as an additional reference) and/or undertake a risk assessment in order to decide whether to proceed with the appointment. An Overseas Police Record risk assessment form is available on the GDST Intranet. It is recommended that a note from the Head is kept on file signing off on the combination of checks carried out, and that in complex cases correspondence with the various relevant agencies is kept on file.
- Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances of any sanction or restriction when considering a candidate's suitability for employment. Similarly, schools should also bear in mind that the criteria for disclosing offences in other countries often have a different threshold than those in the UK.

²¹ ISI considers this is 'a starting point for compliance' but that many schools have adopted a more stringent approach such as checking those who have lived or worked overseas for more than three months in the last 10 years

- **Where a member of staff has worked in a school since returning from overseas, the usual checks for school staff can be made for subsequent appointments** (if they worked in the UK since returning from abroad, but not in a school, overseas checks will have to be carried out).
- For compliance purposes, schools can be taken to have ‘had regard’ to the government’s guidance if the relevant application has been made before the person starts work, whether or not any response is received. However, in the absence of a response from official sources overseas, schools must obtain alternative further checks (e.g. additional references) before the person starts work.
- The DfE has published revised [guidance on recruiting teachers from overseas](#). This includes information on rules and charges on visas and immigration, and guidance on the standard safeguarding checks, but also recommends that it is good practice to carry out a risk assessment ‘recording the evidence you have gathered to reach your decision’. In practical terms, in straightforward cases this is likely to equate to the record of checks typically used by schools, although a separate document may be useful in specific circumstances.

Prohibition from teaching check (and other sanctions and restrictions)

For certain categories of staff and self-employed individuals, schools must also make a pre-recruitment check via [Check a teacher’s record](https://check-a-teachers-record.education.gov.uk/check-records/sign-in) <https://check-a-teachers-record.education.gov.uk/check-records/sign-in> to view the record of a teacher to check whether they have:

- Qualified teacher status (QTS) or early years teacher status (EYTS)
- Passed their induction
- National professional qualifications (NPQ) or mandatory qualifications for teaching pupils with sensory impairments
- Been prohibited from teaching by the Teaching Regulation Agency or General Teaching Council for England
- Been found guilty of serious misconduct but not prohibited from teaching

A person who is prohibited must not be appointed to a role that involves teaching work.

The check should be made on **anyone** carrying out ‘teaching work’. ‘Teaching work’ involves **any of the following**:

- planning and preparing lessons and courses for pupils
- delivering and preparing lessons to pupils
- assessing the development, progress and attainment of pupils
- reporting on the development, progress and attainment of pupils

“Delivering” includes delivering lessons through distance learning or computer aided techniques.

These checks apply not only to regular classroom teachers but also to others who carry out ‘teaching work’ – including peripatetic music teachers, sports coaches etc.

However, none of these activities is “teaching work” if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher. Teaching assistants are unlikely to need a prohibition check as it is likely that their work is carried out under direction and supervision. Schools should, therefore, decide on a case by case basis, in the light of their own practice relating to teaching assistants, whether their assistants require prohibition checks. Similar reasoning would also apply to those employed as sports coaches or similar posts.

Any member of staff undertaking teaching work – whether they are qualified as a teacher or not – should be checked.

Retrospective checks should have been undertaken for relevant staff appointed from 1 April 2012.²²

Prohibition from management check²³

From 12 August 2015, schools must make checks on individuals appointed (internally or externally) to relevant posts for the existence of directions made by the Secretary of State under s.128 of the Education and Skills Act 2008 barring individuals from taking part in the management of an independent school (including academies, which are in legal terms independent schools).

These checks apply to:

- members of proprietor bodies (in the GDST, these are Trustees or members of the Academy Trust Board)
- head teachers
- teaching and support staff positions on the senior leadership team
- teaching positions which carry a department headship²⁴
- Members of the School Governing Body (GDST policy, see below)

Other individuals such as teachers with additional responsibilities may be considered as taking part in the 'management' of the school – the individual's job title is not the deciding factor and it is up to the school to decide whether the check should apply depending on the nature of the position they hold. For this reason GDST policy is that from September 2019 new appointments to the School Governing Body should be checked for prohibition from management and these checks must be recorded on the SCR. There is no need to check existing members retrospectively.

Any s.128 directions made by the Secretary of State will show up on checks made with the Disclosure and Barring Service (if 'Independent School' is selected at 'job role' when the application is made) or the check can be made at <https://www.gov.uk/government/collections/individuals-prohibited-from-managing-or-governing-schools>

Which check to make:

- For individuals not in regulated activity, use the web link to the online list above
- For individuals in regulated activity, the DBS route can be used but a check against the online list also perfectly adequate and may serve as a useful alternative for schools since it is quick and free
- For a member of the proprietor body (i.e. Trustees or the Academy Trust Board) the online list should be used (these checks are carried out by Trust Office)

It is not necessary for schools to check existing staff or members of proprietor bodies, or staff recruited and vetted before 12th August 2015, for the existence of an s.128 direction, unless they are in future promoted internally to a post for which a check is needed.

Childcare disqualification requirements (applicable only in England)

Junior school staff, SLT members, and agency/supply staff will be subject to the disqualification provisions of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2018 if they provide relevant childcare, which means they:

²² This check was introduced in April 2014 as part of having regard to KCSIE and from January 2015 by the ISSRs. In late January 2015 the DfE asked schools to do this check on teaching staff appointed since 1 April 2012. For those appointed between April 2012-14 checks will not have been carried out pre-appointment through no fault of the school and schools should not be found non-compliant on that account.

²³ The DfE letter regarding the check can be accessed [here](#)

²⁴ There is no specific definition available of 'departmental headship'. Schools are expected to take 'a reasonable approach in the context'

- work in early years provision (which includes teaching or supervising children from birth until the 1 September following their fifth birthday) either during or outside school hours, including in school nursery and reception classes, **or**
- work in later years provision outside school hours for children who have not attained the age of 8. For this age group, only provision which would be considered 'childcare' (i.e. crèche-like facilities) is relevant. Co-curricular learning activities, such as sports clubs or a school choir, are not within the scope of the regulations, **or**
- are directly concerned in the management of such provision (for example as part of the school's SLT) even though they may not work in the early years or relevant later years provision themselves.

The disqualification provisions also apply to regular volunteers, self-employed contractors and casual workers who provide relevant childcare, but do not apply to caretakers, cleaners, drivers, catering or office staff who are not employed to provide childcare, nor to school nurses or staff who are not regularly required to provide relevant childcare.

Schools may not knowingly allow people to work in these settings, or to be directly concerned in their management, if they meet any of the following disqualification criteria:

- They have been placed on the children's barred list.
- They have been cautioned for, convicted of, or charged with certain violent and sexual criminal offences against children and adults, at home or abroad (relevant convictions will never be considered "spent" for these purposes).
- Other orders have been made against them relating to their care of children.
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering.

From September 2018, schools are no longer required also to establish whether relevant members of staff are disqualified 'by association'. Schools should no longer ask staff questions about cautions or convictions of those living or working in their household. These procedures and Form CDD (Appendix B10) have been updated accordingly.

Disqualification takes effect as soon as any of these criteria are met, for example, as soon as a caution or conviction occurs, even before the person is included on the children's barred list.

Disqualified staff may apply to Ofsted for a waiver from disqualification, but may not continue to work in (or manage) the early or relevant later years provision unless and until a waiver is granted.

Action required:

- Staff should be made aware of the [DfE guidance Disqualification under the Childcare Act 2006](#), which includes further details of the disqualification requirements and the process for obtaining a waiver, including Ofsted guidance. Attention should be drawn to the section that explains that staff are not required to disclose details of protected convictions, and should not provide details of any spent convictions.
- Schools are required to remind staff regularly of their duties to disclose any relevant information and undertake re-checks from time to time. In practice, the annual Safeguarding Declaration (see Appendix B4c) serves both as a reminder and a re-check. Schools must keep records of the completion of this declaration.
- Completion of childcare disqualification declaration form CDD (see appendix B10) is now part of the pre-employment checks undertaken on appointing new staff to affected posts. Applicants for a post must complete the form as part of their application (for details of the process see the HR section of the GDST staff intranet 'Recruitment and Selection'). If appointed the form must be kept as evidence on the member of staff's file. Person specifications will need to make it clear that affected posts are subject to the childcare disqualification provisions, and a change in post or job description that brings an existing employee within the scope of the provisions must also trigger a declaration.

- The Single Central Register report includes an additional field for childcare disqualification declarations. The field needs to be completed for all staff, with 'not applicable' for those staff not affected. Evidence of a declaration must be kept on the file of each member of staff subject to the check.
- Third party providers of childcare for under 8s on GDST premises (which may include before or after school clubs or activity camps) will be required to confirm that their safeguarding policies and procedures address the childcare disqualification requirements, and that they are not knowingly deploying disqualified staff. New contracts with these providers must include appropriate wording reviewed by the Legal Department at Trust Office.
- Supply staff agencies must confirm that staff they provide to work in a relevant childcare setting have been asked to inform the agency if they think they may be disqualified, and have been informed that they will be committing an offence if they work when disqualified (the check has been incorporated into the Agency Worker Vetting Record).
- If any member of staff or potential member of staff may be disqualified, schools should contact the Legal Department at Trust Office for urgent, confidential advice.
- Where a school is satisfied that a person working in a relevant setting meets one of the disqualification criteria, the school will inform Ofsted.
- Schools must ensure that no sensitive personal information, including details of cautions or convictions, is stored without the individual's consent, and that any information that needs to be retained is stored securely, for no longer than necessary, and access is limited on a strictly need to know basis. In the event of doubt, advice should be sought from the Legal Department.

Qualifications

Schools must check original evidence of qualifications that are a requirement of the post. When carrying out the checks, copies of qualification documents are only acceptable if properly certified. Any award of QTS and completion of teacher induction and probation should be verified via the Teacher Services system. Where relevant a note should be added to the SCR to confirm that the qualification check included the QTS check.

References

- *Keeping Children Safe in Education* notes that schools should obtain references **before** interview where possible, so that any concerns raised can be explored further with the referee and taken up with the candidate at interview. The DfE has clarified that it is acceptable for a candidate to request that references are not taken up until after interview. In such cases, or in the event that despite all efforts it has proved impossible to obtain one or both references before interview, the school should keep appropriate records, and ensure there is sufficient time for any necessary clarification or verification of references before appointment. All appointments should in any event be subject to satisfactory references.
- The number of references is not specified but it is implied that there will be more than one. For inspection purposes the usual expectation is that there will be a minimum of two, subject to any 'exceptional circumstances'. **Schools must not allow staff to start work until references have been received.**
- The date for the reference check recorded on the SCR should be the date of the **receipt of the second reference**. It is good practice to also record the date of the receipt of the first reference in the notes field.
- **Template reference requests for teaching and support staff are available in the HR area of the GDST staff intranet and must be used as they contain the relevant safeguarding information requests. Open testimonials and similar are not acceptable as references.** A telephone reference is acceptable, provided that detailed notes are taken, dated, signed and filed. Ensure in the notes that it is made clear who was spoken to.
- References should always be obtained from the candidate's most recent employer. They should always be requested directly from the referee and must be from a senior person with appropriate authority, not just a colleague. If the referee is school or college based, the reference should be

confirmed by the headteacher/principal as accurate in respect to disciplinary investigations. If the applicant is not currently working with children, schools should seek a reference from the last time they worked with children, and if they have never worked with children, ensure a reference from their current employer.

- Where a candidate is not currently employed, verification of their most recent period of study, volunteering or employment and reasons for leaving should be obtained from the school or other organisation at which they were employed, volunteered or were enrolled.
- **Suitability references should also be sought for internal candidates, and scrutinised as for external candidates. Internal references are permissible where appropriate: it can be more instructive to enquire of current colleagues whether they have any suitability concerns, particularly when colleagues from former employers are uncontactable due to passage of time.**
- References should include a request for any reason why the applicant should not be employed to work with children, details of any capability procedures in the previous two years and the reasons for these, details of any previous allegations (excluding those unfounded, unsubstantiated or made maliciously), and details of any current concerns which are not subject to the publishing restriction in the Education Act 2002. In relation to current allegations of misconduct against a pupil which cannot be published due to the restriction in the Education Act 2002, referees should be asked to inform the investigating authorities in order that the school may be informed separately of any concerns.
- References should be checked on receipt to ensure that they **have been signed** (electronically or manually), and all specific questions have been answered satisfactorily, with appropriate follow-up where required. Schools should not rely only on information provided by the candidate as part of the application process without verifying that the information is correct. Any information should always be verified with the person who provided the reference, and where electronic references are received schools should ensure they originate from a legitimate source.
- Any concerns arising from references must be resolved satisfactorily before confirming a position.

Previous employment history

This information is included in the standard application form. For self-employed individuals and others engaged but not employed by the school, instead of the application form use the 'Safeguarding Information Form' available in the Central Register Documentation folder in the Safeguarding section of the GDST staff intranet. CVs in isolation are not acceptable as a record of employment history.

Online search

The recommendation in the GDST Social Media Policy to carry out an internet search on job applicants as part of the shortlisting process is now a statutory requirement in *Keeping Children Safe in Education*. Searches must be carried out in accordance with the GDST's data protection and equal opportunities obligations and policy. Whilst it is not a requirement to record searches on the SCR, from September 2022 schools are strongly recommended to note the date of the search and the initials of the person who made it in the notes section of the employment history field on their SCR, so that checks are all recorded in one place and to provide evidence that the check was carried out. Practical guidance on how to do these checks can be found in the Recruitment Procedures section in the HR area on the GDST intranet.

Medical fitness appropriate to post

Anyone who will have regular contact with children must be medically fit. The school must satisfy itself that the individual has the appropriate level of physical and mental fitness before an appointment offer is confirmed. Appointees must complete and return the medical questionnaire (Form S4). Other individuals may complete a simple declaration such as 'I know of no reasons, on grounds of mental or physical health, why I should not be able to discharge the responsibilities required by my post.' Note that for directly employed staff as part of the Sickness Absence and Ill Health Procedure, which forms part of the employment contract, an existing employee should inform his or her Head if s/he considers that s/he is affected by a disability, medical condition or medication that affects his or her ability to undertake his or her work. If a staff member changes post within the school a new declaration may need to be made.

- For agency staff, evidence of appointment checks from the agency supplying the member of staff
- Interview with written record of outcome

Do checks on the central register ever need to be updated (e.g. for internal promotion)?

- Address: checking the member of staff's address is a pre-employment check, and the record of the check on the central register should not be updated if a member of staff subsequently changes address. Schools will of course need to have a record of the current address for a member of staff on file but this need not be entered on the register.
- Staff stepping up in post may require a new DBS check (see below), proof of additional qualifications, further references, a new medical declaration and a Prohibition from Management check
- Existing volunteers working in school on an irregular or supervised basis moving to a role involving regular unsupervised contact with children should be DBS checked (including a Barred List check)
- Any member of staff giving cause for concern about their suitability to work with children may be checked or rechecked.
- In all cases where checks are updated, information recorded on the Central Register must be **in addition to** rather than in replacement of the original information. **Original dates for checks must not be overwritten.**
- **It is no longer always necessary to obtain a new DBS disclosure for a member of staff who changes role in a school.** This is because when the updating service was brought in, the DBS changed the relevancy test which they use for releasing non-conviction information about an individual. A DBS disclosure now includes all information relevant to the workforce to which the DBS check is related (e.g. child workforce, adult workforce, both or other). Previously, to balance the demands of other legislation, only information relevant to a single position or role would have been released. If the DBS check for a member of staff was completed since the introduction of the update service in June 2013 they will have been submitted to the wider relevancy test and will not need a new check if stepping up in post. If their DBS check is dated before June 2013 a new DBS check should be made.

What can I do about historical gaps on the SCR?

- Refer to the grids in Appendix B7 for details of the checks required for different categories of staff, depending on their date of appointment
- **For any member of staff appointed since 1st May 2007, all checks must be completed and evidence filed, otherwise the school will be judged non-compliant.**
- Should schools discover historical instances of omitted checks which were **legally required** at the time of appointment, in order for the school to be judged compliant the school must be able to demonstrate that issues were identified outside of the inspection process, and that appropriate efforts have been made to fill gaps so far as possible. This may include, for example, seeking references from more recent sources where former colleagues may not be contactable. For staff with no other evidence of medical fitness, a simple medical fitness declaration should be obtained, e.g. 'I know of no reasons, on grounds of mental or physical health, why I should not be able to discharge the responsibilities required by my post' (schools should **not** ask staff to undergo a medical retrospectively).
- It is not necessary to fill gaps in relation to checks which were not obligatory at the time of the person's appointment.
- It is not necessary to apply for DBS disclosures for existing staff **not previously eligible** for DBS (including those recruited before the establishment of CRB/DBS checks) or to apply for a fresh DBS disclosure unless there are concerns about suitability or a member of staff moves to a post that involves greater responsibility for or contact with children. **However if it is found that a member of school staff has been working without the DBS clearance required at the time of appointment having been carried out, an application for a DBS disclosure must be submitted immediately and the member of staff must be checked against the Barred List (see above) and supervised until the DBS disclosure is obtained.**

What evidence of appointment checks should be retained?

It is GDST/ATB policy that **individual records of evidence (i.e. scans or photocopies of original documents) must be kept for the following checks:**

- Identity
- Children's Barred List (where made separately in advance of a full DBS check)
- Prohibition from teaching
- Prohibition from management of independent schools/academies (if relevant)
- Childcare disqualification (form CDD)
- Qualifications
- Right to work in the UK (see below)
- Overseas check including check on any EEA teacher sanction or restriction (where applicable)
- References
- Employment history (application form)
- Medical fitness (Form S4 or declaration)

Each piece of evidence must be checked and annotated, i.e. dated, with a note as to who carried out the check.

Schools do not have to keep copies of DBS certificates, but if they do, they must not be kept for longer than six months. As evidence of the DBS check schools must note the DBS reference number, level of disclosure, date of disclosure and name of checker. Evidence of an Update Service 'status check' in the form of a print off may be retained and must be handled and kept confidentially following the DBS Code of Practice.

How should documentation be stored?

Staff files should be held in a locked cabinet with restricted access to keys. Medical records should be kept separately and only be accessible by the Principal.

Digitised records are acceptable as long as a complete staff file is digitised - a mixture of paper and electronic records is not acceptable²⁵. It is still important that electronic records are annotated - i.e. initialled and date stamped (and with the prescribed formula for right to work checks). For the purpose of inspection, personnel files must contain recruitment information as defined in KCSIE. They can contain other information pertinent to the individual but there is no requirement for this.

For the purposes of inspection, it is helpful to keep all documents relating to appointment checks separately and easily accessible on an individual's file. A frontsheet (a sample Central Register Checklist for files is available in the Central Register Documentation folder in the Safeguarding section of the GDST staff intranet) helps to ensure and demonstrate that documentation is complete.

How long should staff files be kept?

In most cases, staff files should be kept for six years after a member of staff leaves in case any legal process requires them. However, if the file contains a record of any safeguarding concerns, the file should be kept until the person has reached normal pension age or for a period of 35 years from the date of the allegation if that is longer. **For records of safeguarding concerns see 'Record Keeping' in Section A2.** A summary staff record (i.e. period of employment and other basic information, including details of unpaid absences, pension related information, and records relating to an accident or injury at work) should be kept until the member of staff is 72. As a precaution, it is recommended that a SIMS central register report is run annually and a copy archived.

As noted above, UK Visas and Immigration requires that evidence of the right to work in the UK must be kept securely for the duration of the individual's employment and for at least a further two years after they leave employment.

²⁵ However it is acceptable for some complete staff files to be in paper format and others in digital format

Specific categories of staff, workers and volunteers

Staff who are permanently employed

Schools should complete all the required recruitment checks as detailed in this section. For further information refer to GDST Guidance on Recruitment and Selection on the GDST staff intranet.

Staff transferring between GDST academies

Since the GDST ATB is one employer, certain checks do not need to be repeated if an employee transfers from one GDST academy to another (this is not the case however between a GDST academy and a GDST fee paying school, or between an academy and Trust Office). If a transfer takes place the employment file of the member of staff should be sent securely to the academy, including all evidence of pre-employment checks. Dates on the SCR can also be transferred, but a note should be added to explain those dates which will therefore appear out of line with the start date of the new post.

Additional checks (e.g. prohibition from management, childcare disqualification) may of course be needed if the member of staff is moving to a new post requiring employment checks which were not relevant to their previous position. As part of the internal appointment process, schools should review the required checks to see what needs to be done. This might be particularly applicable for staff taking on greater responsibilities.

Checks that may be transferred:

DBS (including barred list check)²⁶
Prohibition from teaching
Prohibition from management
Right to work in the UK
Qualifications
Previous employment history
Medical declaration/form²⁷
Childcare disqualification

Checks that should be redone:

Identity
References

Workers on casual or zero hours contracts

If there is a break of less than three months between periods of work, a new barred list check will be required when work is re-commenced. Where the gap is longer than three months, an enhanced DBS check will be required. Schools may wish to suggest the worker subscribe to the DBS Update Service if it is envisaged that periods of time between work assignments will regularly exceed three months. The continuing value of other checks the school has made previously can be risk assessed (e.g. ID is unlikely to have changed, medical fitness for the role might have). References could be refreshed again after a break (three months again as an unofficial rule of thumb) e.g. colleagues who have worked with the returner could be asked to confirm by email whether they have concerns about suitability.

Volunteers

- Volunteers working in the school **regularly** (for the definition of regular see above) **and unsupervised** are in regulated activity and **must** obtain an enhanced DBS disclosure including a Barred List check.
- There are circumstances in which schools may obtain an enhanced disclosure (without a Barred List check) for volunteers **who are supervised** (and therefore not in regulated activity) even though this is not legally required. It is up to the school to make the decision, based on a risk assessment²⁸, whether to obtain the disclosure or not, and whether any alternative or further checks would be advisable. From 3 September 2018 details of this risk assessment should be recorded (a pro forma

²⁶ Unless the post involves an additional level of contact with pupils and the previous DBS is dated before June 2013

²⁷ Unless there is a significant difference to the requirements of the role in which case a new medical declaration should be sought

²⁸ For further detail on the risk assessment see *Keeping Children Safe in Education 2022* para 306

is available in the Central Register Documentation folder in the Safeguarding section of the GDST staff intranet). A risk assessment is **not** required for a volunteer in regulated activity, who will be checked as above as a matter of course.

- Supervision must be by a person in ‘regulated activity’²⁹ (school employee), on a regular and day to day basis, and ‘reasonable in all the circumstances to ensure the protection of children’. The statutory guidance on ‘supervision of activity with children which is regulated activity when unsupervised’ can found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/280881/supervision_of_activity_with_children_which_is_regulated_activity_when_unsupervised.pdf
Further advice is available from HR and Legal departments.
- A volunteer who has not obtained an enhanced DBS disclosure with Barred List check **must not** be left unsupervised with children
- It will be for schools to judge whether the required level of supervision will always be in place. Where there is any doubt, **GDST guidance is to err on the side of caution and ensure that an enhanced DBS with Barred List check is carried out.** Where checks are not carried out, schools will need to be able to demonstrate how they have assessed the level of supervision provided and will ensure that the proper level of supervision is always available. DBS checks and registration with the Update Service are free for volunteers
- Regular and unsupervised volunteers joining the school since May 2007 should also have two references and an informal interview³⁰ which includes safeguarding questions (forms are available in the Central Register Documentation folder in the Safeguarding section of the GDST staff intranet). References should be sought in a similar way as for prospective employees (i.e., from current/most recent employer, an employer where the role involved working with children etc.) – although in some cases flexibility may be needed as volunteers may not be in paid employment or have previous experience of working with children. In such cases ‘next best’ equivalents should be acceptable. A note on file that no concerns have been raised by others in the school community should also be made.
- Volunteers who are subject to DBS checks should complete the Safeguarding Information Form for Volunteers (also available on the GDST staff intranet) and be entered on the central register. Schools should expect to be able to justify the level of check that has been undertaken. Volunteers who are not subject to DBS checks do not need to be entered on the SCR
- Schools do not need to DBS check existing regular and unsupervised volunteers continuing with previous duties unless they have cause for concern or the volunteer changes duties to include increased contact with children. In such cases schools are recommended to record N/A on the register and put a note on the file giving the reasons for the check not being considered necessary
- Where volunteers are recruited from another institution (e.g. GirlGuiding), the school should obtain written assurance from that institution that the person has been subject to a recruitment process that includes the necessary safeguards.

Schools should also:

- Familiarise volunteers with key aspects of the school’s Safeguarding and Child Protection Policy as part of their induction
- Ensure that regular unsupervised volunteers sign the ‘Agreement to Work’ form and the Annual Safeguarding Declaration (see Appendix B4)
- Issue guidelines on how to deal with the disclosure or discovery of abuse (e.g. advice on communicating with children about their concerns, and the Record of Safeguarding Concern Form)
- Provide adequate support and appropriate training – the extent and level is at the discretion of the school. Regular volunteers should, as a minimum, know the identity of the DSL, how and when to contact them, and understand expectations of their own behaviour.

²⁹ As a rule of thumb, this will be a school employee

³⁰ This is a GDST recommendation not a requirement.

Self-employed individuals

It is a GDST requirement for self-employed individuals to subscribe to the DBS Update Service. Schools must undertake annual DBS status checks on all such individuals; it is thought that the summer holiday period might be the opportune time to do so, in advance of appointments re-commencing in September. There is no requirement to do the annual check on a rolling basis, but schools may do so if they prefer. The cost of the annual DBS subscription fee for self-employed individuals is not reimbursed.

All self-employed individuals should also be interviewed (including specific safeguarding questions) for general suitability to be engaged and, once engaged, receive appropriate safeguarding training and be required to sign the Agreement to Work and Annual Safeguarding Declaration (see Appendix B4).

Visiting music teachers and those in similar roles who are engaged on a self-employed basis must also be issued with a GDST email account which is the only means to be used for all direct electronic contact with pupils. In any such contact, parents must be copied into the message. The template Agreement includes this condition and schools should take steps to ensure adherence to this rule.

Trainee Teachers

Initial Teacher Training ('ITT') providers are required to ensure that all entrants to ITT have been subject to a DBS and/or any other appropriate background checks. ITT providers take full account of information contained in DBS disclosures when recruiting trainee teachers and will not offer places to those with any convictions that suggest they might pose a risk to children and young people. Schools should not ask to see the DBS disclosure of trainees but should seek written confirmation from the ITT provider that **all** appropriate checks - including Childcare Disqualification where relevant - have been carried out, that such checks do not disclose any matters of concern, and that the trainee has been judged by the provider to be suitable to work with children. For trainee teachers who are not British or Irish citizens, this should also include a letter confirming right to work and terms and conditions of the work placement (see Right to Work Checks section above for further details). If applicable the provider should also confirm that the trainee has been screened in respect of Childcare Disqualification Regulations. This written confirmation should be retained on file – schools are not required to obtain or record the DBS certificate number or date of issue. The school must however carry out its own identity check on arrival. ITT trainees do not need to be entered on the SCR. If they are the notes field should be used to record that the school has confirmation of the checks.

The situation is different for trainees on an employment-based teacher training route. They are employed by the school and should therefore be subject to the full range of safeguarding employment checks by the school, these being recorded on the central register in the same way as other directly employed staff.

All trainee teachers should receive an appropriate safeguarding induction and be required to sign the Agreement to Work and Annual Safeguarding Declaration (see Appendix B4) to confirm that they will work in accordance with the school's policy and procedures.

Host Families

Keeping Children Safe in Education Annex E contains specific advice on safeguarding arrangements in relation to school exchange visits. In circumstances where a school arranges for a visiting child to be provided with care and accommodation in the UK (including where a company is engaged to make these arrangements) in the home of a family to which the child is not related, the responsible adults will be in regulated activity for the period of the stay and therefore a DBS enhanced certificate with barred list information should be obtained for each individual in regulated activity. As long as the hosting arrangement is unpaid, the check should be free of charge. Schools are free to decide whether it is necessary to obtain further DBS enhanced certificates for anyone over 16 in the household other than those in regulated activity.

Where children of one school (A) in the UK are hosted in homestays arranged by another (B) in the UK, school B would be the regulated activity provider with responsibility for vetting checks. Schools will not be able to obtain checks on host families abroad as the DBS system does not exist outside the UK. Instead schools should work with partner schools or the organising company to establish a shared understanding of the arrangements in place, in order to ensure that these are appropriate and sufficient to safeguard pupils on the trip.

In addition to formal vetting checks, it is expected that exchange arrangements will involve other measures to safeguard UK or overseas pupils participating, documented in the risk assessment. This may include pupils being seen by a member of staff every day while away from home, having access to a mobile phone with signal and knowing who to contact and how if they have any concerns about their own safety, and providing parents and pupils with information about risks and protective measures in place in advance of the trip.

Schools should notify the LA of UK homestays for children under 16 (or under 18 if the child has disabilities) which last 28 days or more, as this may constitute private fostering under the Children Act 1989.

Guardians of overseas pupils

If a school makes arrangements for finding a guardian for an overseas pupil, it takes on the full welfare responsibility for the arrangements it makes. All adult members of the host family (i.e. over 16) should undergo the same recruitment checks as staff. A nominated member of staff should monitor arrangements regularly.

School Governing Boards

Members of School Governing Boards are required by the Trust/ATB to have an enhanced disclosure. Legislative changes introduced by the Protection of Freedoms Act 2012 mean that disclosure applications for board members acting **solely in their capacity as governors** should not include a barred list check. **However**, the GDST/ATB advises that in most circumstances a barred list check **should be requested** within the DBS application, on the basis that given their role governing board members are likely to come into regular and unsupervised contact with children. From September 2019 new appointees should also have a prohibition from management check.

Agency/ Supply staff

These guidelines apply to staff offered for supply by an employment business, i.e. a supply (temping) agency. Supply staff could perform any function, not only teaching. Staff directly employed by the school to provide supply cover on a casual or zero-hours' basis must be treated as school staff for the purposes of safer recruitment checks.

Schools must:

- Include agency staff on the SCR from their first day of work, irrespective of how long they work at the school (however agency staff used occasionally do not have to be taken off the SCR and then re-entered at a later date)
- Check the member of staff's identity on arrival, and include this check on the central register
- Check that the agency's contract states that they operate safer recruitment procedures, that they will provide confirmation of all relevant safeguarding checks in relation to each employee supplied to the school, and will provide a copy of the original DBS disclosure. Such contracts will be subject to review as part of school inspection. It is also good practice to ensure that the agency's approach to interviewing recruits is sufficiently rigorous.
- The school should inform the agency of its process for managing allegations. This will include inviting the agency's HR manager (or equivalent) to meetings and keeping the agency up to date with information about the school's policies
- Before the individual starts work, obtain written confirmation from the employer/supply agency detailing all the recruitment checks carried out, and retain this confirmation on file. The template Agency Worker

Vetting Record Form (which is available in the Safeguarding section of the GDST staff intranet) can be used to confirm that all appropriate checks have been completed.

- Checks should include an enhanced DBS disclosure, which should be dated **within the last 3 months** unless the 'three-month rule' applies (i.e. that the agency worker has moved from one placement to the next within the school workforce without a break in employment of three months or more). Note that a teacher working for a supply agency should have a fresh DBS check every 3 years (or earlier if there are grounds for concern or a break in service of 3 months or more). **The school must see a copy of the DBS certificate. It is not permissible to put supervision arrangements in place pending DBS clearance for agency staff.** If the DBS certificate contains information, the school should expect to see a corresponding risk assessment from the agency in order to make a decision as to whether the individual can work at the school.
- For teaching supply staff, schools are strongly recommended to request copies of references in addition to the copy of the DBS certificate
- Ensure that the Principal or a directly delegated member of staff has assessed that the member of staff is suitable for the work for which they have been supplied
- For all agency staff the central register must contain entries for post and date of appointment, the date of written notification from the supply agency for the following recruitment checks: identity, enhanced DBS with Barred List check (with the DBS number and date of issue), overseas check(s), and prohibition from teaching and prohibition from management checks (where relevant), disqualification from childcare (if appropriate), right to work in the UK, references, declaration of medical fitness, qualifications (where relevant) and previous employment history. The school must also record whether the agency has supplied a copy of the DBS certificate, the date of sight of a copy of the certificate and show that the school has carried out its own photographic identity check.
- Agency staff engaged for more than a week should receive a copy of the school's Safeguarding Policy and part A of the Safeguarding Procedures, and sign the Agreement and Annual Safeguarding Declaration (see Appendix B4). They should also be provided with relevant training in relation to safeguarding, with a record kept of such training.
- Agency staff engaged for a week or less should receive a copy of the school's Safeguarding Policy and a safeguarding briefing. They should confirm in writing that they have read the policy, understood the safeguarding briefing and are conversant with the *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*.

Employees of contractors

Employees of contractors are individuals who are employed by another company or organisation but are working in or for the school. This covers a wide range of roles, from occasional operatives who come in to repair or service equipment, to cleaners and caterers who work every day in school and would be seen by pupils as school staff. There are some guidelines that apply to all contractors, but other matters must be decided by the school depending on each individual or group's level of access to children.

- Any contractor who does not have an enhanced DBS check for the child workforce cannot have unsupervised access to children. This means they must either be supervised in school, only work in areas without access to pupils, or work outside school hours. The level of supervision is at the discretion of the school.
- Suitability checks must be carried out on contractors who could have unsupervised access to children. The minimum requirement is an ID check and enhanced DBS check. This would be sufficient for occasional or short-term workers with limited access to children (e.g. repair and servicing jobs). Workers in school more regularly or with greater access to children (e.g. sports instructors) are likely to need additional checks, as determined by the school according to their role. Individuals in school on a long-term basis (e.g. cleaners and caterers) should be subject to all those checks which would be applicable to a school employee in the same position.
- The employer (i.e., the contractor organisation) must carry out the checks specified by the school and provide the school with the details. This will usually take the form of a written list of names, checks and dates. An un-particularised assertion that 'we check all staff' is not sufficient. Template

wording for a request for vetting information and the format of a confirmation letter from the contractor are available on the GDST intranet.

- The school does not need to see the original DBS certificate but any information on an employee's DBS must be declared and discussed with the school in advance. Occasional workers may present their DBS on arrival as an alternative to the information being provided in advance by the contractor. The various forms of the 'three-month rule' which apply to staff and agency staff do not apply by law to contractors. This means that the school can determine what is acceptable in terms of the date of a DBS check.
- Employees of contractors are not required to be entered on the SCR but the school can choose to include them.
- Where an individual runs their own business and is also the person providing the service, it is not reasonable or advisable to accept their own assurance that they have carried out checks on themselves. In such circumstances the school should carry out the required checks and enter this information on the SCR. Existing DBS certificates are acceptable providing they are at the right level and for the children's workforce. An update check should be carried out for those signed up to this service.
- The school should take a risk-based approach to the level of information and safeguarding training provided to employees of contractors, depending on their role and level of contact with children. Regular contractors should, as a minimum, know the identity of the DSL, how and when to contact them, and understand expectations of their own behaviour.

Transfer of employees under TUPE

If there is no break in working between employment with the transferring organisation and the school under TUPE arrangements, there is a requirement for information to be passed on to the new owner. If the details are fully in order, the new employer enters them on its own central register, including the number and date of the DBS checks, and adds a note to the register that the details have been accepted under TUPE arrangements. There must have been no three-month break in employment. However, if the information is incomplete, it is necessary to undertake a new DBS check, a new right to work check and to include the other necessary checks.

Contract workers engaged by the GDST

All suppliers engaged by the Estates team and larger suppliers engaged by the Procurement team (e.g. caterers, cleaners and drivers) adhere to a contract which includes a comprehensive supplier safeguarding schedule.

In summary, the supplier is required to:

- Produce and maintain its own safeguarding policy and procedures, managing allegations against staff policy, staff code of conduct and whistleblowing policy, and to provide these to the GDST or the school on request
- Ensure its personnel are aware of, receive training related to, and otherwise comply with KCSIE, other applicable statutory guidance and the school's own safeguarding policy and procedures
- Obtain the name and contact details of the DSL and inform the DSL of any safeguarding concern relating to its personnel
- Apply a suitable safer recruitment process for its personnel, including a DBS check for any individual with the opportunity of regular contact with children, a DBS with barred list check for any individual in regulated activity, and any further checks specified by the school, according to the nature of the work to be carried out
- Ensure that DBS checks are dated no more than 3 months before the start of the individual's engagement with the supplier, and that the GDST/the school is informed of information on any DBS certificate
- Provide the GDST and the school with written details of recruitment checks carried out on its personnel (as a minimum name, type and date of each check)

- Ensure that the same recruitment checks and procedures are carried out for personnel working for any subcontractor or agency engaged by the supplier
- Ensure that any member of its personnel without the required checks is supervised as appropriate in the circumstances
- Ensure that personnel provide evidence of identity to be checked on arrival at the school

The Procurement/Estates departments will liaise with the school to ensure these contractual requirements are fulfilled.

For contract workers engaged outside these arrangements (e.g. smaller suppliers engaged by the Procurement team or occasional visitors engaged by other departments (e.g. photographers, auditors), where such individuals could have unsupervised access to children, schools should require:

- Confirmation from the relevant Trust Office department that appropriate vetting checks have been carried out, and ID check on arrival, OR
- Production of a DBS certificate at the appropriate level for the children's workforce and ID check on arrival.

Before/After school care and extra-curricular activities

Where the school provides such services or activities directly under the supervision or management of school staff, all requirements (such as vetting checks and record keeping) are the same as for school staff, and the school's arrangements for child protection will apply.

Where a third party is responsible for running the services, there should be clear lines of accountability and written agreements setting out responsibility for carrying out the recruitment and vetting checks on staff and volunteers, which should include all standard safer recruitment checks including identity and enhanced DBS checks. The third party should provide details of the checks carried out following the procedure for contract employees (see above). The agreement should also set out responsibility for health and safety. Schools should only work with providers who can demonstrate that they have effective procedures, training and vetting arrangements for their staff, appropriate child/adult ratios and contingency arrangements for the unexpected.

Safeguarding requirements for providers hiring school premises

Where the school premises are used by clubs, summer schools, community groups etc., the school should ensure that appropriate arrangements are in place to keep participants safe, regardless of whether or not GDST pupils will attend. .

The government has published guidance called '[After-School clubs, community activities and tuition: safeguarding guidance for providers](#)': this is non-statutory, but the DfE is encouraging providers to follow it, and schools should make adherence to the guidance a condition of use of their premises. The various recommendations in this guidance have accordingly been incorporated into Schedule 3 of the Terms and Conditions of the Facilities Hire (Lettings) agreement.

In addition to formal agreement with the Terms and Conditions, the school should check that the provider has a safeguarding policy (or a set of policies and procedures) which covers:

- Stated compliance with relevant statutory guidance, including *Working Together to Safeguard Children* and *After-school clubs, community activities, and tuition: safeguarding guidance for providers*
- Reference to relevant Local Authority Safeguarding Children/Adults Procedures
- Name and contact details of a named Designated Safeguarding Lead who has appropriate training
- Recruitment procedures in line with Safer Recruitment Practice (incl. DBS checks, referencing, ID etc.)
- Induction and update training for all personnel
- Behaviour guidelines/code of conduct
- Procedures for acting on concerns and making referrals

- Procedures for managing allegations against staff and volunteers
- Procedures for raising internal concerns about the management of safeguarding (whistleblowing)
- Procedures for children, young people and families to raise a safeguarding concern

These requirements, together with other health and safety requirements, are incorporated in the Hire Agreement Checklist.

Whilst the provider should have a written procedure for handling allegations, should the school receive an allegation relating to an incident that happened when an individual or organisation was using the school premises, the school's Safeguarding Policy and Procedures should be followed, including informing the LADO.

In addition to the above, in accordance with the Prevent Duty, schools should also have measures in place to prevent their facilities being exploited by radicalisers. This includes seeking to ensure that any event spaces or IT equipment are not being used to facilitate the spread of extremist narratives which encourage people into participating in or supporting terrorism. Such measures will help to limit access to platforms that can be used to radicalise others.

Off site providers (directly employed by the school or by an external organisation)

The school must ensure that off site individuals (i.e. those who come into contact with pupils but do not work at the school – e.g. DofE providers, rowing coaches, riding school instructors etc.) are suitably checked. Off site workers employed directly by the school must be checked by the school and entered on the SCR. For individuals employed by an umbrella body, the school must obtain written confirmation from the employer that it has carried out suitable checks (listing those checks) on relevant employees. Prohibition orders prohibit those subject to them from carrying out teaching work in schools, children's homes and sixth form colleges, so off site workers do not strictly require this check. Employees of other organisations do not have to be entered on the SCR (although the school may choose to do so).

Individuals not in regulated activity

Some individuals, such as artists in residence and sports coaches, may come onto the school site on an infrequent basis and therefore do not meet the definition of regulated activity. Where they are supervised by suitably checked school staff, the full range of checks is not required although schools will be expected to have in place suitable supervision arrangements which are fully documented, agreed with the individuals concerned, and are regularly reviewed. The school may decide what checks to undertake to be assured of the suitability and competence of the individual (i.e. references or qualifications), and should always check identity on arrival.

Drivers

Minibus drivers employed directly by the school should be checked as for other school employees. Schools should require confirmation from bus/coach companies who supply drivers for the school run or school trips that they have carried out the child protection checks required for contract staff, including obtaining an enhanced DBS disclosure and Children's Barred List check. Similarly, taxi drivers used frequently or regularly by the school who are alone with pupils are in regulated activity and should be fully checked.

In some cases buses/coaches are arranged by parents, with no involvement from the school. In such cases, whilst the school/GDST are not directly arranging the coaches, there is a link to the school from a publicity point of view, and this could be crucial if a company was found to be transporting pupils with drivers who had not been properly checked. It is therefore recommended that in relevant circumstances schools make parents aware of the GDST guidelines on hiring coaches or taxis (available on the GDST staff intranet), and encourage them to follow these.

Parental lifts arranged independently of the school are personal arrangements outside the scope of the legislation. However if a parent provides frequent or regular unsupervised lifts which are arranged by the school, this is regulated activity and the parent would need to be checked and entered on the SCR.

Visiting professionals

For visiting public sector staff (e.g. social workers, police officers, doctors and nurses) in some areas, locally issued guidance specifies the checks that should be carried out when they visit a school. In the absence of such local guidance, schools should confirm that the visit has been pre-arranged with the school (for example, the DSL or School Nurse is aware of the visit taking place). They can then accept:

- Production of official ID, AND (if they request unsupervised access to the relevant child/children which the school):
- An email or letter from the public sector employer confirming the relevant vetting checks, OR
- Production of a DBS certificate at the appropriate level for the children's workforce, OR
- The school can complete a check against a professional register (e.g. Social Work England, NMC)
- For subsequent visits, an ID check is sufficient.

Should Police Officers request to meet with a child, schools should report this to the DSL/Head and, where applicable, ensure they are acting in accordance with the requirements of KCSIE and the Searching, Screening and Confiscation Advice for Schools (DfE). Children should not be questioned without an Appropriate Adult being present.

For CCF instructors, sports referees and equivalent professionals supplied by a central body, schools should obtain written confirmation that a DBS check and any other appropriate checks have been performed, and check identity on arrival.

Visiting Speakers/Organisations

Speakers who visit the school on an occasional basis and are supervised will not be eligible for Barred List checks and may not be eligible for DBS checks. However such visitors may fall within the scope of the *Prevent* duty and schools are expected to have a protocol for the vetting, invitation and supervision of any visiting speakers. Guidance on producing a protocol can be found in Appendix B12. In brief, schools should have procedures to ensure that any visiting speaker or organisation engaged by pupils or staff to speak at the school, whether this is a part of the school programme or an external event, is suitable (via for example a reference or recommendation from a trusted source, an internet search or other relevant means), that the material they plan to use is suitable, age appropriate, and of educational value, and that they are supervised during the visit.

Supervised speakers who visit on a one-off basis or occasionally do not need to be entered on the SCR. In other cases schools should exercise discretion and decide on a case by case basis which formal checks are required and must be recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment (if any), and whether speakers are employed by another organisation. Inspectors will be looking to see whether schools have thought through their chosen approach and are implementing their protocol rigorously.

Ofsted Inspectors

For the purpose of DBS checks, inspectors should be regarded as visitors according to the school's policies, for example they may be asked to register on arrival and wear a visitor's badge. As a registered body, Ofsted ensures that checks are carried out on all its inspectors.

Gap year staff and Language Assistants placed via The British Council

Gap year staff and British Council Language Assistants must be DBS checked and are subject to all other safer recruitment checks like other school staff in regulated activity. It is possible for a school to submit a DBS disclosure form while the applicant is still overseas. The registered body needs assurances of the applicant's identity from the student's overseas school. It is advisable to start the process well in advance of starting work. In this way staff can have checks complete before they take up their duties. Schools should also ask for

a reference, including a request for any reason why the gap student should not be employed to work with children and details of any concerns regarding working with children.

Work Experience – both GDST pupils doing work experience offsite and students/adults doing work experience at the school

It is not possible to request an enhanced DBS check with barred list information for staff supervising children aged 16-17 on work experience. However, barred list checks by the DBS might be required on some staff who supervise a child under 16, depending on the circumstances. If a person working with a child is unsupervised and in frequent contact with the child, the work is likely to be regulated activity and the school should ask the employer to ensure that that person is not on the children's barred list. Schools should also ensure that any placement provider has policies and procedures in place to protect children from harm.

Pupils participating in work experience should be given clear advice about who to contact if they are worried about their surroundings or if they suffer abuse. Additional advice and guidance about identifying and responding appropriately to situations that may give rise to concern in the workplace may be appropriate, as this will be a very different environment to their familiar school community and there may be particular considerations in some situations (e.g. with trans students³¹). Pupils should also have a named contact person from school whom they can contact and be given opportunities to raise any concerns they might have.

If a student over 16 undertakes work experience in a 'specified place' such as a school or nursery, she may need to be DBS checked (depending on the nature and frequency of the work undertaken).

Similarly, schools should consider whether students or adults from other establishments undertaking work experience in their setting should be subject to safeguarding checks.

School pupils undertaking paid work for the school

Some schools employ existing pupils in paid roles – e.g. as helpers at certain clubs or as school bus 'nannies'. In such circumstances, for safer recruitment purposes pupils count as 'staff'. They should undergo the same checks as staff (including a DBS check), be entered on the SCR and have an appropriate level of safeguarding induction training

Family members and resident guests of resident staff members

Enhanced DBS checks (with Children's Barred List check) must be carried out on all persons living on the school site, including all family members over the age of 16, and any resident guests. There is no requirement to include such persons on the central register (although schools may do so). It would be reasonable for evidence of the checks to be kept in a paper file along with other relevant documentation.

³¹ See the GDST Gender Identity Guidance for further information.

B6. Safeguarding Concerns and allegations made about staff, including supply teachers, volunteers and contractors

This section of the guidance reproduces Part 4 of *Keeping Children Safe in Education*

Section one: Allegations that may meet the harms threshold

362. This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm³² if they continue to work in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

363. The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

364. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

365. It is important that policies and procedures make clear to whom allegations should be reported and that this should be done without delay. A “case manager” will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

The initial response to an allegation

366. Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact local authority children’s social care and as appropriate the police immediately as per the processes explained in Part one of *Keeping Children Safe in Education*.

367. There are two aspects to consider when an allegation is made:

1. **Looking after the welfare of the child** - the designated safeguarding lead (or deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children’s social care as described in Part one of *Keeping Children Safe in Education*.
2. **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

³² The harm test is explained in the Disclosure and Barring service [Guidance: Making barring referrals to the DBS](#) and Section 31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002

368. When dealing with allegations, schools and colleges should:

- apply common sense and judgement;
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

369. Schools and colleges should ensure they understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations
- did the individual, or could the individual have, come into contact with the child
- are there any witnesses and,
- was there any CCTV footage?

370. These are just a sample of example questions. Schools and colleges should be familiar with what initial information the LADO will require. This information can be found in local policy and procedural guidance provided by the LADO service.

371. When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate local authority children's social care and the police.

372. If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or local authority children's social care will be convened in accordance with the statutory guidance *Working Together to Safeguard Children*. If the allegation is about physical contact, for example restraint, the strategy discussion³³ or initial evaluation with the LADO should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Further information about the use of reasonable force can be found at paragraphs 166-168 in Part 2 of *Keeping Children Safe in Education* and on GOV.UK.

373. Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the designated safeguarding lead (or deputy) and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to local authority children's social care.

374. Where it is clear that an investigation by the police or local authority children's social care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the LADO should discuss the next steps with the case manager.

No further action

375. Where the initial discussion leads to no further action, the case manager and the LADO should:

- record the decision and justification for it; and,
- agree on what information should be put in writing to the individual concerned and by whom.

Further enquiries

³³ The purpose of a strategy discussion and those likely to be involved is described in *Working Together to Safeguard Children*

376. Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to schools and colleges when considering allegations against adults working with children. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, local authority Children's social care, the school or college, or a combination of these. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's or college's staff.

377. Where there is a lack of appropriate resource within the school or college, or the nature or complexity of the allegation requires it, the allegation will require an independent investigator. Many local authorities provide for an independent investigation of allegations for schools that are maintained by the local authority, often as part of the HR/personnel services that schools and colleges can buy in from the authority. It is important that local authorities ensure that schools and colleges in that area have access to an affordable facility for independent investigation where that is appropriate. Colleges, academies and independent schools should also ensure they secure the services of a person who is independent of the school or college.

378. The case manager should monitor the progress of cases to ensure that they are dealt with as quickly as possible in a thorough and fair process. Wherever possible, the first review should take place no later than four weeks after the initial assessment.

379. Dates for subsequent reviews, ideally at fortnightly (and no longer than monthly) intervals, should be set at the review meeting if the investigation continues.

Supply teachers and all contracted staff

380. In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply because agencies will have their own policies and procedures, for example, supply teachers or contracted staff provided by an employment agency or business.

381. Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the supply agency or agencies where the supply teacher is working across a number of schools and colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school or college, whilst they carry out their investigation.

382. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or local authority children's social care. The school or college will usually take the lead because agencies do not have direct access to children or other school or college staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address such issues as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are considered by the school during the investigation.

383. When using a supply agency, schools and colleges should inform the agency of the process for managing allegations but also take account of the agency's policies and the duty placed on agencies to refer

to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Organisations or Individuals using school premises

384. Schools and colleges may receive an allegation relating to an incident that happened when an individual or organization was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

Governors

385. If an allegation is made against a governor, schools and college should follow their own local procedures. Where an allegation is substantiated, they should follow the procedures to consider removing them from office.

Suspension

386. Suspension should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college, or until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school or college is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. If in doubt, the case manager should seek views from their personnel adviser and the LADO, as well as the police and local authority children's social care where they have been involved.

387. Where a school or sixth form college is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at a school or sixth form college, they should take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual must not carry out teaching work. School and colleges should have clear policies on pay arrangements whilst the person is suspended or where there is an interim prohibition order in place.

388. In many cases, an inquiry can be resolved quickly and without the need for suspension. The employer will decide on whether the individual should continue to work at the school or college, based on consultation with the LADO who will provide relevant information they have received from the police or local authority children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case.

389. Based on advice from the school or college's HR provider and/or a risk analysis drawn up with the LADO, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school or college so that the individual does not have direct contact with the child or children concerned; providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school or college so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or college or where available, work for the local authority or academy trust.

390. These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unfounded, unsubstantiated, malicious, or false.

391. If immediate suspension is considered necessary, the case manager should record the rationale and justification for such a course of action. This should also include what alternatives to suspension have been considered and why they were rejected.

392. Where it has been deemed appropriate to suspend the person, written confirmation should be given within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

393. Local authority children's social care or the police may give their view to the LADO but they cannot require the case manager to suspend a member of staff or the removal of a volunteer, although the case manager should give appropriate weight to their views. The power to suspend is vested in the governing body or proprietor who are the employers. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by the local authority children's social care, and/or an investigation by the police, the LADO should canvass police and local authority children's social care for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

Supporting those involved

Duty of care

394. The welfare of a child is paramount (how children should be protected and supported is set out throughout this guidance) and this will be the prime concern in terms of investigating an allegation against a person in a position of trust. However, when an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject to the investigation, and potentially for their family members. It is important that an employer offers appropriate welfare support at such a time and recognises the sensitivity of the situation. Information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

395. Employers have a duty of care to their employees. They should:

- manage and minimise the stress caused by the allegation;
- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
- advise the individual to contact their trade union representative, or a colleague for support;
- appoint a named representative to keep the person informed about the progress of the case;
- provide access to counselling or medical advice where appropriate. For staff in schools maintained by the local authority this may include support via the local authority's occupational health arrangements; and
- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

396. Parents or carers of the child or children involved should be:

- formally told about the allegation as soon as possible³⁴. The case manager should consult the LADO and where involved local authority children’s social care and/or the police on what information can be disclosed;
- kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member; and
- made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act.

Confidentiality and Information sharing

397. In an allegations management meeting or during the initial assessment of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim, see paragraphs 114-122 in Part two of *Keeping Children Safe in Education* about information sharing.

398. Where the police are involved, wherever possible the school or college should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer’s disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delaying the conclusion of their investigation or any court case.

399. Local authority children’s social care should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

400. The school and college must make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 amended the Education Act 2002, to introduce reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher³⁵ in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

401. The reporting restrictions apply until:

- the point that the accused person is charged with a relevant offence; or
- the Secretary of State³⁶ or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation.

402. The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a court lifts the reporting restrictions in response to a request to do so.

403. The legislation prevents the “publication” of material by any person that may lead to the identification of the teacher who is the subject of the allegation. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public.” This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public). In circumstances where schools need to make

³⁴ In deciding what information is disclosed, careful consideration should be given to the provisions of the Data Protection Act 2018, the law of confidence and, where relevant, the Human Rights Act 1998.

³⁵ Section 141F of the Education Act 2002 only applies to teachers in schools and does not apply to colleges

³⁶ Carried out by the Teaching Regulation Agency

parents aware about an allegation, they should make parents and others aware that there are restrictions on publishing information.

404. In accordance with the Authorised Professional Practice published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. In exceptional cases where the police wish to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted.

405. The case manager should take advice from the LADO, the police and local authority children's social care to agree the following:

- who needs to know and exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if, and when, it should arise.

Allegation outcomes

406. The definitions that should be used when schools and colleges determine the outcome of an allegation are set out below:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

407. Ultimately the options open to the school or college depend on the nature and circumstances of the allegations and the evidence and information available. This will range from taking no further action, to dismissal or a decision not to use the person's services in future.

Following a substantiated allegation

408. If the allegation is substantiated and:

- the person is dismissed; resigns, or otherwise ceases to provide his or her services; or
- the employer ceases to use the person's services.

409. In the case of a member of teaching staff at any school, sixth form college, or 16-19 academy the case manager³⁷ must consider whether to refer the matter to the TRA to consider whether the individual should

³⁷ A referral to the TRA should be drafted and submitted by the Head of school after consultation with the Legal and HR departments at Trust Office who can provide support and guidance on whether matters meet the threshold for referral. The obligation to refer cases to the TRA is at an employer's discretion taking into consideration whether the conduct is sufficiently serious. The test of seriousness is whether an individual's behaviour is fundamentally incompatible with being a teacher. Each case will turn on its own facts but the GDST's broad approach (in line with guidance from the TRA) is that referrals should be made if a teacher is dismissed for gross misconduct and that conduct breaches Teachers' Standards or raises doubts about a suitability to work with children. Schools should keep a record of all referrals that are made, as well as of any borderline cases where the decision was ultimately made not to refer, together with the reasons for those decisions.

be prohibited from teaching (see paragraph 357-358 of *Keeping Children Safe in Education* for further information)³⁸.

410. There is a legal requirement for employers to make a referral³⁹ to the DBS where they consider an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child (paragraph 353-356 of *Keeping Children Safe in Education* for further information).

Following a criminal investigation or a prosecution

411. The police should inform the LADO and the employer immediately when:

- a criminal investigation and any subsequent trial is complete,
- it is decided to close an investigation without charge, or
- it is decided not to continue to prosecute after the person has been charged.

412. In those circumstances, during the joint assessment meeting the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or local authority children's social care should also inform that decision. The options will depend on the circumstances of the case and the consideration should take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

Unsubstantiated, unfounded, false or malicious allegations

413. If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

414. If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Returning to work

415. Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Guidance and advice are usually provided via HR or the LADO. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the school or college.

Managing the situation and exit arrangements

Resignations and 'settlement agreements'

416. 'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, should not be used, where there are allegations that indicate the

³⁸ Teacher Regulation Agency – guidance on [Referrals to the TRA](#)

³⁹ Disclosure and Barring Service – guidance on [Referrals to the DBS](#)

person is a risk or poses a risk of harm to children or deemed not suitable to work with children. Such an agreement will not prevent a thorough police and/or school or college investigation where that is appropriate.

417. Schools and colleges should not cease their investigations if the person leaves, resigns or ceases to provide their services. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate.

418. Wherever possible, the accused should be given full opportunity to answer the allegation and make representations about it. The process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated or otherwise on the basis of all the information available, should continue even if the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record an outcome wherever possible. The person concerned should be notified of the conclusion of the allegations and sanctions that might be posed.

419. Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome should be made clear when providing references to prospective employers. This is particularly important where the person moves into another position involving working with children.

410. It is not appropriate to reach a settlement/compromise agreement if the person subject to the allegation resigns or their services cease to be used. However, in limited circumstances schools and colleges sometimes use settlement agreements to end the employment relationship on agreed terms, but not where there is an allegation that the individual poses a risk to children.

411. Where a settlement/compromise agreement is used, schools and colleges should not let it prevent the employer from:

- fulfilling their legal duty to refer cases to the DBS where the referral criteria are met – see paragraph 353 of *Keeping Children Safe in Education*. Non-compliance of this duty is a criminal offence; or
- providing a reference to potential employers when requested; or
- considering whether to make a referral to the TRA where the criteria are met - see paragraph 357 of *Keeping Children Safe in Education*.

Record keeping

422. Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, i.e., substantiated, unfounded and unsubstantiated it is important that the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and the outcome i.e., substantiated, unfounded or unsubstantiated;
- a copy provided to the person concerned, where agreed by local authority children's social care or the police; and,
- a declaration on whether the information will be referred to in any future reference.

423. The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information

from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

424. All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

425. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

References

426. Cases in which an allegation was proven to be false, unfounded, unsubstantiated or malicious should not be included in employer references. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should also not be included in any reference. See paragraph 229 of *Keeping Children Safe in Education* for further information on references. Substantiated allegations should be included in references, provided that the information is factual and does not include opinions.

Learning lessons

427. Throughout the process in handling allegations and at conclusion of a case in which an allegation *is* substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school or college's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

428. For all other cases, where the allegation concluded to be either unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

Non recent allegations

429. Where an adult makes an allegation to a school or college that they were abused as a child, the individual should be advised to report the allegation to the police. Non recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with local authority children social care and the police. Abuse can be reported no matter how long ago it happened.

Section Two: Concerns and or allegations that do not meet the harm threshold

430. Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold, referred to in this guidance as 'low-level' concerns. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

Low-level concerns

431. As part of their whole school or college approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

432. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- enable schools and colleges to identify inappropriate, problematic and concerning behaviour early;
- minimise the risk of abuse; and
- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low-level concern?

433. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone, contrary to school policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- humiliating pupils.

434. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

435. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

436. It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

Staff code of conduct and safeguarding policies

437. As good practice governing bodies and proprietors should set out their low-level concerns policy within their staff code of conduct and safeguarding policies as set out in Part two of *Keeping Children Safe in Education*. They should make it clear what a low-level concern is and the importance of sharing low-level concerns, and an explanation of what the purpose of the policy is – i.e. to create and embed a culture of openness, trust and transparency in which the school's or college's values and expected behaviour which are set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

438. As set out in Part two of *Keeping Children Safe in Education*, the governing body or proprietor should ensure their staff code of conduct, behaviour policies and safeguarding policies and procedures are

implemented effectively, and ensure that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

439. Schools and colleges can achieve the purpose of their low-level concerns policy by, for example:

- ensuring their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others;
- empowering staff to share any low-level safeguarding concerns (see below);
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- handling and responding to such concerns sensitively and proportionately when they are raised; and,
- helping identify any weakness in the school or colleges safeguarding system.

Sharing low-level concerns

440. Schools and colleges should ensure that their low-levels concerns policy contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL (or a nominated person (such as a values guardian/safeguarding champion)), or with the headteacher/principal is a matter for the school or college to decide. If the former, then the DSL should inform the headteacher/principal of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The headteacher/principal should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools/colleges, the headteacher/principal may wish to consult with the DSL and take a more collaborative decision making approach.

441. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

442. If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

443. Schools and colleges should ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Recording low-level concerns

444. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

445. Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

446. Records should be reviewed so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour

moves from a low-level concern to meeting the harms threshold, in which case it should be referred to the LADO (as per Section one above). Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

447. It is for schools and colleges to decide how long they retain such information, but it is recommended that it is retained at least until the individual leaves their employment.

References

448. Part three of *Keeping Children Safe in Education* is clear that schools and colleges should only provide substantiated safeguarding concerns/allegations that meet the harm threshold in references. Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) meets the harm threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

Responding to low-level concerns

449. The school or college low-level concerns policy should set out the procedure for responding to reports of low-level concerns. If the concern has been raised via a third party, the headteacher/principal (or a nominated deputy) should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously; and
- to the individual involved and any witnesses.

4. The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken.

444. A good low level concerns policy will simply be a reflection and extension of the school's or college's wider staff behaviour policy/code of conduct.

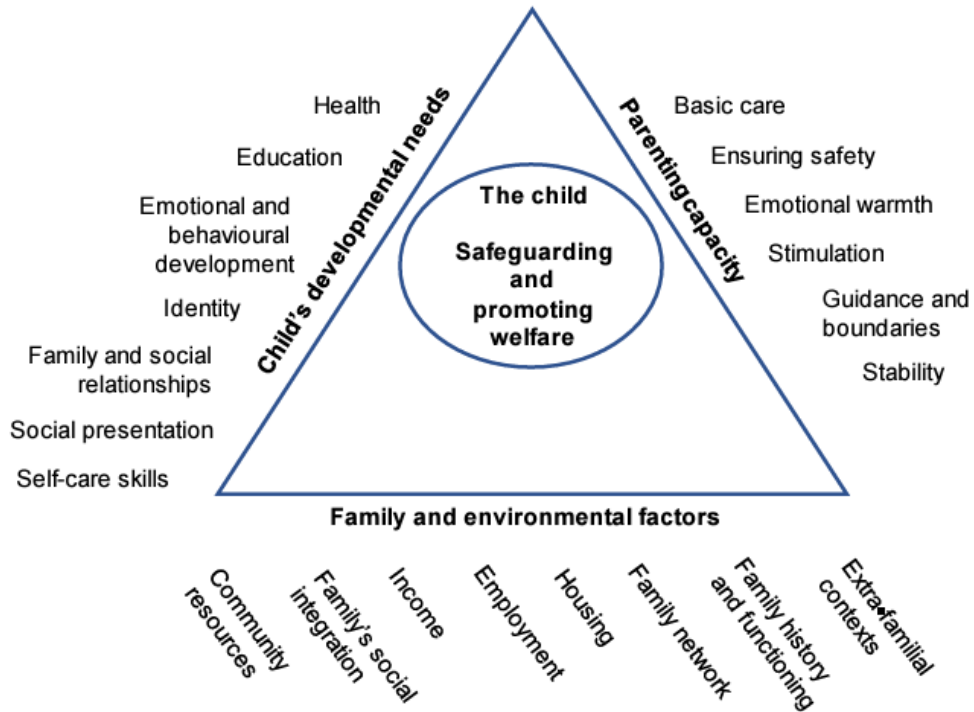
445. More detailed guidance and case studies on low-level concerns can be found in *Developing and implementing a low-level concerns policy: a guide for organisations which work with children* (farrer.co.uk).

Appendix B1 - Useful Definitions

| | |
|-----------------------------|--|
| CAMHS | Child and adolescent mental health services promote the mental health and psychological well-being of children and young people, and provide multi-disciplinary mental health services to all children and young people with mental health problems and disorders to ensure effective assessment, treatment and support, for them and their families. |
| Child | a person under the age of 18 (s105 Children Act 1989) |
| Channel | the multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour. It works in a similar way to existing safeguarding partnerships. |
| Child abuse | See <i>Keeping Children Safe in Education</i> paragraphs 19-28 |
| Child Protection | This is part of safeguarding and promoting welfare. It is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. |
| Child in Need | under section 17 of the Children Act 1989 are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or this will be significantly impaired without the provision of services, plus those who are disabled. The key factors in determining whether a child is in need are: what will happen to the child's health or development without services being provided; and the likely effect the services will have on the child's standard of health and development. See further Appendix B2. |
| DSL | Designated Safeguarding Lead. This is the individual (or individuals) identified within the school with lead responsibility for child protection and safeguarding matters. |
| Extremism | Vocal or active opposition to fundamental British values ... (including) calls for the death of members of our armed forces, whether in this country or overseas. |
| Local Safeguarding Partners | The three local safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority, and the chief officer of police for a police area in the local authority area) make arrangements to work together with the appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. They have a shared and equal duty to work together to safeguard and promote the welfare of children. They should make arrangements to allow schools to be fully engaged, involved and included in this process. Detailed guidance on these arrangements can be found in <i>Working Together to Safeguard Children</i> . |
| Prevent | The Prevent duty is the duty under the Counter-Terrorism and Security Act 2015 on (<i>inter alia</i>) schools, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. |

| | |
|------------------|---|
| Radicalisation | The process by which a person comes to support terrorism and forms of extremism. |
| Safeguarding | This is broader than child protection, and includes the process of protecting children from maltreatment; preventing the impairment of children’s health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes |
| Significant harm | Some children are in need because they are suffering, or likely to suffer, significant harm. The Children Act 1989 states <i>“Where the question of whether harm suffered by a child is significant turns on the child’s health and development, his health or development shall be compared with that which could reasonably be expected of a similar child”</i> . There are no absolute criteria, but factors will be the severity of the ill treatment, the degree and extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. |
| Social Services | The work of local authorities exercising their social services functions with regard to children. This may also be referred to as Children’s Social Care or local authority children’s social care, or Children’s Services (within the local Social Services Department). The LADO will be part of this. |
| Terrorism | An action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause. |
| Well-being | For children, well-being is the term used in the Children Act 2004 relating to the five Every Child Matters outcomes, i.e. being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being. |

Appendix B2 - Illustrative Indicators of Pupils “In Need”



Pupils' Developmental Needs

| | |
|--|--|
| Pupils with low self esteem | Pupils unable to form peer relationships |
| Pupils experiencing loss (including divorce) or bereavement | Pupils who are withdrawn |
| Pupils who are in a "caring capacity" i.e. caring for parents who are ill (mentally or physically) or who are disabled | Pupils who experience bullying |
| Pupils who bully | Pupils who have been abused |
| Pupils with mental health difficulties | Pupils whose talents attract intense or invasive public interest |
| Pupils who may be engaged in illegal employment or working hours | Pupils whose exceptional talents demand excessive training/ practice schedules |
| Pupils who present problems around diet, hygiene or dress | |

Parenting Capacity:

| | |
|--|--|
| Pupils whose parents show no interest/involvement in their education | Pupils living with domestic violence |
| Parents who condone continued lateness/ non-attendance | Pupils who are over disciplined or over stimulated |
| Pupils living in inconsistent transient family situations | Pupils whose parents or siblings have mental health problems |
| Pupils living with high criticism/ low warmth | Pupils whose parents or siblings misuse drugs/alcohol |
| Parents with overly high/ or unrealistic expectations of their child | |

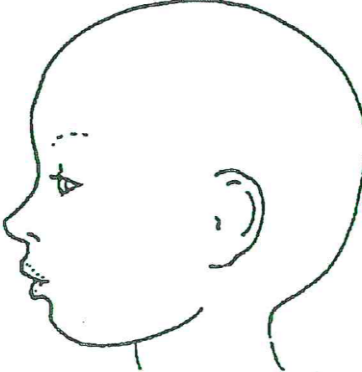
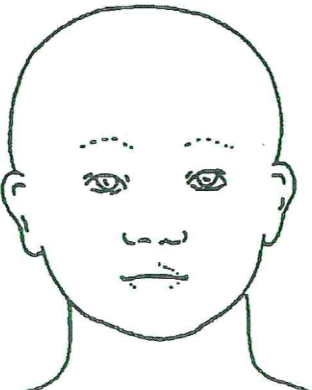
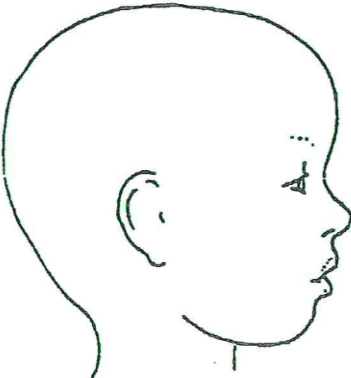
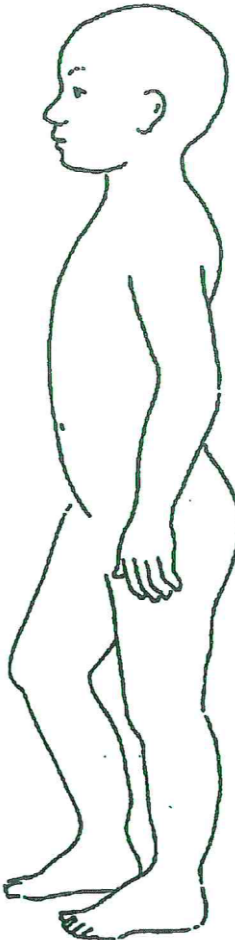
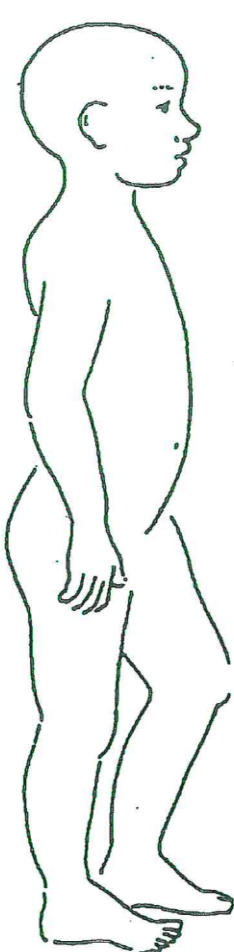
Illustrative Family / Environmental Factors

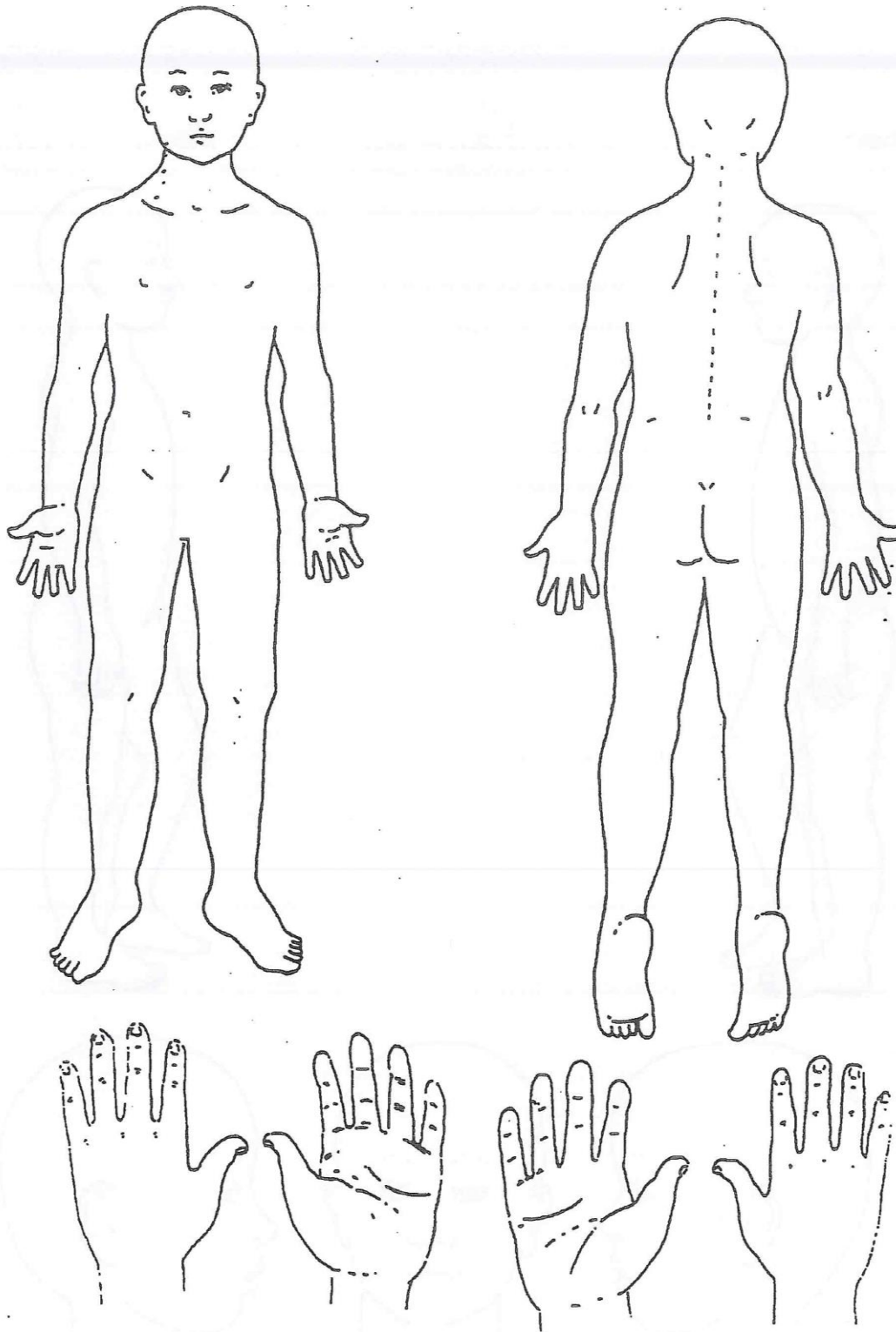
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| Families living in social/ cultural isolation | Families experiencing sudden or extreme financial hardship |
| Families who are victims of harassment and or racism | Families who may have members who have a very high public profile e.g. in Sport, Arts, the media or politics |
| Families who lack support networks | Families who are members of HM Armed Forces |

Appendix B3 - Body Map

SKIN MAPS

Name: DoB:





Note position of and describe any bruises, cuts, grazes or marks.

Name of person reporting injury

Date & time of recording

Signature

Appendix B4a - Agreement to Work in Accordance with ATB Safeguarding and Child Protection Policy and Procedures

The ATB and the GDST are committed to supporting all staff, agency staff, self-employed individuals and volunteers to carry out their roles and responsibilities effectively and to ensure that the highest standards of professional conduct are maintained at all times.

We rely on you to help us safeguard and promote the welfare of the pupils in our care.

No member of staff, agency staff, self-employed individual or volunteer is allowed to develop an intimate or sexual relationship with a pupil under 18 years. This is regarded as an "Abuse of Trust" and is a criminal offence. An intimate or sexual relationship with a pupil of any age is regarded as gross misconduct under the ATB's Disciplinary Procedure.

All staff, agency staff, self-employed individuals and volunteers should help the school by reporting concerns they have about misconduct, inappropriate behaviour or abuse by any staff member or volunteer. Concerns must be reported in good faith and must not be malicious.

All staff and volunteers are also under a duty to alert the school to any changes to their own personal circumstances which may affect their suitability to work with children. This includes informing their Head of any medical condition, disability or medication that may affect their ability to do their job, and of any charge or summons to appear in court in relation to a criminal offence (other than minor road traffic violations). Staff and others who work with children in the early years or directly manage the setting are expected to disclose any convictions, cautions, court orders, reprimands and warnings they have received which may affect their suitability to work with children (whether received before or during their employment at the setting).

If you have any queries about your role in relation to safeguarding or if you have any ideas that could help to keep pupils safe/ promote their welfare, talk to your line manager or the Designated Safeguarding Lead.

Agreement

I have read, understood and will follow::

1. The Academy's Safeguarding and Child Protection Policy
2. Part 1/ Annex A of *Keeping Children Safe in Education* (and Annex B if I work directly with children)
3. Academy Safeguarding Procedures Part A 'The Practice of Safeguarding' (which includes the Code of Conduct)

The School Designated Safeguarding Lead is

S/he can be contacted at Or tel. no

The Deputy Designated Safeguarding Lead is

I agree to work in accordance with the GDST Safeguarding and Child Protection Policy and Procedures, and any future changes to these made in accordance with changes in legislation, statutory guidance and improvements in practice and communicated by the school

Name (print) Signed.....

Role..... Date

Appendix B4b - Agreement to Work in Accordance with ATB Safeguarding and Child Protection Policy and Procedures (simplified version)

The ATB and the GDST are committed to the protection of and care for all our pupils. All staff, agency staff, self-employed individuals, volunteers and anyone who works regularly with our pupils have a part to play in this.

[staff name] has explained the school's safeguarding policy and procedures (including the Code of Conduct), and Part 1 of *Keeping Children Safe in Education* to me / and I have read Annex A of Keeping Children Safe in Education [delete as appropriate]

I know what to do and who to speak to if I have a concern about a pupil or another member of staff.

The School Designated Safeguarding Lead is

S/he can be contacted at Or tel. no

The Deputy Designated Safeguarding Lead is

I agree to work in accordance with the GDST Safeguarding and Child Protection Policy and Procedures, and any future changes to these made in accordance with changes in legislation, statutory guidance and improvements in practice and communicated by the school

Name (print) Signed.....

Role..... Date

Appendix B4c - Annual GDST Safeguarding Declaration

To be completed annually by all members of staff, agency staff, self-employed individuals and volunteers working in schools. Schools may decide on their own means of carrying this out. Records of completion must be kept.

The GDST requires all staff members, agency staff, self-employed individuals and volunteers to agree to work in accordance with the GDST Safeguarding and Child Protection Policy and Procedures (including any future changes to the policy and procedures made in accordance with changes in legislation, statutory guidance and improvements in best practice) (the “**Safeguarding Procedures**”). As part of the Safeguarding Procedures, staff and volunteers agree to alert the school to any changes to their personal circumstances which may affect their suitability to work with children. This includes informing the GDST of any medical condition, disability or medication that may affect their ability to do their job, and of any charge or summons to appear in court in relation to a criminal offence (other than minor road traffic violations).

In addition:

- All employed members of staff are subject to the GDST’s Disciplinary Policy which states that failure to disclose any arrest, police caution, reprimand or conviction received during employment may be considered gross misconduct; and
- All those who work with children in the early years or directly manage an early years setting are expected to disclose any convictions, cautions, court orders, reprimands and warnings they have received which may affect their suitability to work with children. Details of the disqualification criteria, including relevant offences, protected and spent cautions and convictions are available at <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

Given the potential risks posed to children by non-disclosure, the GDST has decided to implement an annual declarations process to ensure that all staff and volunteers are aware of and complying with the above obligations.

Please could you read the declarations below and tick the appropriate boxes:

- (a) I acknowledge the legal and contractual obligations set out above and hereby declare that there are *currently no circumstances* which affect or may affect my suitability to work with children. If such changes occur in future, I agree to notify them to the Head.
- (b) I acknowledge the legal and contractual obligations set out above and hereby declare that *there are circumstances* which affect or may affect my suitability to work with children. If I have not done so already, I agree to notify the Head of these circumstances immediately.
- (c) I am unsure as to whether to answer (a) or (b) and require further information.

Appendix B5 – Guidelines for Sport

The ATB believes that sport should be carried out in a safe, positive and encouraging atmosphere of healthy competition which assists in the promotion of pupils' welfare. Pupils should be encouraged to enjoy sport in an environment which encourages *all* to develop a healthy lifestyle, self-confidence, enjoyment and fun, as well as providing opportunities for skill development, sporting excellence and achievement.

The NSPCC's [Child Protection in Sport Unit](#) is a key source of advice and guidance for safeguarding in sport. Specifically, its safe sports event management tool includes useful guidance on:

- the basics
- creating a safe environment
- roles and responsibilities
- recognizing and responding to concerns travel and overnight stays
- additional vulnerabilities

Employing Coaches

Schools should use the relevant safe recruitment procedure (depending on employment status), including DBS, prohibition from teaching, identity, right to work, qualification, employment history, medical fitness and reference checks, and a face to face interview. The school will also need to put into place an induction plan and agree supervision levels and a probationary and review period.

Schools should also check that coaches have completed and can provide evidence of relevant and up to date safeguarding training, including any required by individual membership bodies. A range of courses are available via UK Coaching via the link: <https://www.ukcoaching.org/resources/safeguarding-and-protecting-people>

To help promote clear expectations about the behaviour of coaches in schools the ATB endorses and encourages individual schools to ensure that their coaches (staff, outside sport coaches or volunteers) adhere to guidance on best practice from leading organisations, such as the Coaches Charter set out below.

The Coaches Charter

1. Coaches must respect the rights, dignity and worth of every person and treat everyone equally within the context of their sport.
2. Coaches must place the well-being and safety of the performer above the development of performance. They should follow all guidelines laid down by their sport Governing Body and hold appropriate insurance cover.
3. Coaches must develop an appropriate working relationship with performers, especially children, based on mutual trust and respect. Coaches must not exert undue influence to obtain personal benefit or reward.
4. Coaches must encourage and guide performers to accept responsibility for their own behaviour.
5. Coaches should hold up-to-date nationally recognised Governing Body coaching qualifications.
6. Coaches must ensure the activities they direct or advocate are appropriate for the age, maturity, experience and ability of the individual.
7. Coaches should at the outset clarify with performers, and where appropriate their parents, exactly what is expected of them and what performers are entitled to expect from their coach.
8. Coaches should co-operate fully with other specialists (e.g. other coaches, officials, sport scientists, doctors, physiotherapists) in the best interest of the performer.
9. Coaches should always promote the positive aspects of their sport (e.g. fair play) and never condone rule violations or the use of prohibited substances.

10. Coaches must consistently display high standards of behaviour and appearance.

This Charter is reproduced by courtesy of Sports Coach UK (now UKcoaching). For more information on guides for sports coaches visit <https://www.ukcoaching.org/>.

Heads of PE should ensure that staff, outside coaches or volunteers, do not:

- Introduce training regimes which by their nature and intensity of training, exceeds the capacity of the pupil's immature and growing body
- Encourage the use of drugs to improve the young person's performance
- Engage in constant criticism, bullying or unrealistic pressure to perform to consistently high expectations

Heads of PE should ensure that staff, outside coaches or volunteers:

- Always liaise with parents/carers before recommending specific diets and that parents/carers should be encouraged to seek further medical advice before starting a specific diet designed to build stamina, strength or sporting performance
- Consider how they congratulate young performers i.e. in accordance with guidelines on acceptable and unacceptable physical contact

Additional guidelines on Safe Physical Contact in Sport

Heads of PE need to develop an awareness of the views and position of sporting governing bodies with regards to safe physical contact for any sport undertaken in their individual school. Further information can be obtained from the Child Protection in Sport Unit. Developing this awareness and knowledge base is essential and will help avoid situations of coaches claiming that physical contact is necessary when in fact it may not be necessary at all. In general, the following point should be borne in mind:

- Physical contact should only take place to help with complex skills or movements or to avoid injury
- Over handling must be avoided
- Any physical contact must not be invasive of sensitive parts of the body
- The pupil should always be easily observed by others
- Parents should not be discouraged from watching (by prior arrangement with the school and coach) performances or coaching sessions.

Protocol in Changing Rooms and Showers

- Swimming in public leisure facilities should take place in sessions which are specifically for use of schools to reduce public access to pupils
- Pupils should use single sex changing rooms and showers
- Only female staff and volunteers should supervise girls in showers and changing areas
- Staff should not shower at the same time as pupils
- In the event of a pupil misbehaving in the showers staff should take a minimal intervention approach in terms of what they say and any action they take to effectively resolve the situation. Staff can then follow up any further intervention when the pupil is fully dressed
- Team tactics should be discussed outside of the changing areas. If this is not possible, a suitable time should be agreed in advance when the member of staff can enter the changing rooms e.g. 10 minutes before play, and all pupils need to be changed into their sport kit before staff can enter

Photography

Refer to GDST/ATB Data Protection guidelines.

Appendix B6 – Guidelines for the Arts (including all Arts media, music, dance and drama)

The ATB is committed to promoting the Arts and a broad spectrum of arts activities in schools through provision of a rich and diverse curriculum and a positive ethos of collaborative work with professional artists and arts groups. We believe education must provide opportunities for pupils to express their own ideas, values and feelings. The arts can provide a very potent channel for this expression and a means of giving it unique form and meaning.

In order to promote good safeguarding practice in the arts and protocol adhered to by major arts organisations, schools should ensure that:

- A member of staff is present during activities with visiting artists and arts groups in schools
- Adults involved in performing arts events have separate dressing rooms/changing/toilet facilities
- Individual tuition should only take place in rooms with glass windows where teacher and pupil are visible (notices covering vision panels should be removed during individual lessons)
- Quality of individual lessons should be monitored on both a planned and ad hoc basis

Visiting peripatetic teachers, coaches and similar individuals

In keeping with the Safeguarding Procedures (see section on Communication Plan) schools should ensure that visiting arts teachers (drama, dance, music or other arts media) have undergone the relevant safeguarding checks, have attended school safeguarding training and are familiar with and agree to adhere to the academy Safeguarding and Child Protection Policy and ATB Safeguarding Procedures together with the following additional guidelines:

Safe Physical Contact in Arts Education

Physical contact may be necessary in some arts activities, for example, certain dance positions or movements. When teaching singing or a musical instrument it may be necessary to touch a pupil for example, to adjust posture, correct hand position, breathing, or embouchure. Touch is only appropriate when it is absolutely necessary to assist the pupil achieve an activity, position or dance movement.

Physical contact with pupils should take place only when it is absolutely necessary in relation to the particular arts activity and is in keeping with the school code of practice with regards to safe physical contact with pupils.

- Do not touch a pupil around the chest, waist, diaphragm or ribs to teach breathing
- Consider explaining the correction of movement or the point you are trying to explain in another way e.g. by you or another pupil demonstrating and then copying

Visiting Artists and Arts Groups

Schools are encouraged to provide visiting artists and arts groups with a copy of the School Safeguarding and Child Protection Policy and to develop a very simple, polite request statement of accepted practice based on the following guidelines regarding behaviour between visiting artists and arts groups and pupils. A sample statement is given below:

Visiting artists and arts groups

We are committed to promoting the arts and a broad spectrum of arts activities in our school through provision of a rich and diverse curriculum and a positive ethos of collaborative work with professional artists and arts groups. We are grateful for your services and unique contribution in helping us achieve this aim in our Arts education programme.

In order to promote good safeguarding practice in the arts, in accordance with protocol adhered to by major arts organisations, we request that you observe the following guidelines:

- Treat pupils with dignity and respect
- Address pupils by their first name

- Provide constructive feedback rather than negative criticism
- Seek to promote equality with regards to racial and cultural and religious backgrounds
- Avoid handling a pupil below the shoulder unless absolutely necessary; consider you or another adult or pupil demonstrating instead
- Avoid encouraging young pupils to sit on your lap
- Do not encourage or engage in inappropriate humour, chat or gestures (e.g. sexual innuendo or swearing)
- Do not give pupils your personal contact details
- Do not offer car journeys to pupils

Please report any concerns about a pupil's welfare or behaviour to your accompanying member of staff or the Principal.

Appendix B7 - Safeguarding Children: ATB Checklist of checks required

SCHOOL STAFF

Including supply and support staff employed by the school.

| | Appointment commencing . . . | | | | | |
|---|------------------------------|--|---|---|--|--|
| | Pre March 2002 | 1 st March 2002 – August 2003 | 1 st September 2003 – April 2007 | 1 st May 2007 – 2nd April 2014 | 1st April 2012 - present | 12 th August 2015 - present |
| Name | YES | YES | YES | YES | YES | YES |
| Address | YES | YES | YES | YES | YES | YES |
| Date of birth | YES | YES | YES | YES | YES | YES |
| Qualifications required (including verification of QTS status where applicable) | YES | YES | YES | YES | YES | YES |
| CRB /DBS enhanced | n/a | YES | YES | YES | YES | YES |
| CRB/DBS standard | n/a | (YES) | (YES) | n/a | n/a | n/a |
| Barred List check (record if separate from CRB/DBS) | YES | YES | YES | YES | YES | YES |
| Prohibition from teaching check | n/a | n/a | n/a | n/a | YES (staff undertaking 'teaching work' only) | YES (staff undertaking 'teaching work' only)** |
| Prohibition from management check | n/a | n/a | n/a | n/a | n/a | YES (staff in specific positions only) |
| Childcare disqualification where applicable | YES | YES | YES | YES | YES | YES |
| Overseas check where applicable | n/a | n/a | YES | YES | YES | YES |
| Right to work in UK where applicable | YES | YES | YES | YES | YES | YES |
| References | Preferable | Preferable | YES | YES | YES | YES |
| Previous employment history | Preferable | Preferable | YES | YES | YES | YES |
| Medical fitness | Preferable | Preferable | YES | YES | YES | YES |

Notes:

() Up to May 2007, a standard CRB check was acceptable for school staff (e.g. ancillary staff) not involved in regularly caring for, training, supervising or being in sole charge of pupils under 18.

** refer to section on Prohibition from Teaching checks for further details

AGENCY STAFF

| | Employment commencing . . . | | | | | |
|---|-----------------------------|--|---|--|----------------------------|--|
| | Pre March 2002 | 1 st March 2002 – August 2003 | 1 st September 2003 – April 2007 | 1 st May 2007 – 31 st March 2012 | 1st April 2012 - present | 12 th August 2015 - present |
| Name | YES* | YES* | YES* | YES* | YES* | YES* |
| Address | YES* | YES* | YES* | YES* | YES* | YES* |
| Date of birth | YES* | YES* | YES* | YES* | YES* | YES* |
| Qualifications required (including verification of QTS status where applicable) | YES* | YES* | YES* | YES* | YES* | YES* |
| CRB/DBS enhanced | n/a | YES* | YES* | YES* | YES* | YES* |
| CRB/DBS standard | n/a | (YES)* | (YES)* | n/a | YES* | n/a |
| Barred List check (record if separate from CRB/DBS) | YES* | YES* | YES* | YES* | YES* | YES* |
| Prohibition from teaching check | n/a | n/a | n/a | n/a | YES* (teaching staff only) | YES* (staff undertaking 'teaching work' only)*** |
| Prohibition from management check | n/a | n/a | n/a | n/a | n/a | YES* (staff in specific positions only) |
| Childcare disqualification where applicable | YES* | YES* | YES* | YES* | YES* | YES* |
| Overseas check where applicable | n/a | n/a | YES* | YES* | YES* | YES* |
| Right to work in UK where applicable | YES* | YES* | YES* | YES* | YES* | YES* |
| References | Preferable | Preferable | YES* | YES* | YES* | YES* |
| Previous employment history | Preferable | Preferable | YES* | YES* | YES* | YES |
| Medical fitness | Preferable | Preferable | YES* | YES* | YES* | YES |

Notes:

* Written confirmation of these is needed from the agency **before the individual starts work**. The school must also have sight of the original DBS disclosure whether it contains additional information or not

() Up to May 2007, a standard CRB check was acceptable for school staff (e.g. ancillary staff) not involved in regularly caring for, training, supervising or being in sole charge of pupils under 18.
*** refer to section on Prohibition from Teaching checks for further details

SELF EMPLOYED* INDIVIDUALS – on a regular basis (not for ‘one-off’ visiting teachers)

(e.g. peris, instrument teachers, sports coaches, artist in residence etc.)

| | Commencing . . . | | | | |
|---|------------------|--|---|---|--|
| | Pre March 2002 | 1 st March 2002 – August 2003 | 1 st September 2003 – April 2007 | 1 st May 2007 – 2 nd April 2012 | 1st April 2012 - present |
| Name | YES | YES | YES | YES | YES |
| Address | YES | YES | YES | YES | YES |
| Date of birth | YES | YES | YES | YES | YES |
| Qualifications required (including verification of QTS status where applicable) | YES | YES | YES | YES | YES |
| CRB/DBS enhanced | n/a | YES | YES | YES | YES (and annual update check) |
| CRB/DBS standard | n/a | n/a | n/a | n/a | n/a |
| Barred List check (record if separate from CRB/DBS) | YES | YES | YES | YES | YES |
| Prohibition from teaching check | n/a | n/a | n/a | n/a | YES (all staff engaged in ‘teaching work’)****** |
| Overseascheck where applicable | n/a | n/a | YES | YES | YES |
| Right to work in UK where applicable | n/a | n/a | n/a | n/a | n/a |
| References | Preferable | Preferable | YES | YES | YES |
| Previous employment history | Preferable | Preferable | YES | YES** | YES** |
| Medical fitness | Preferable | Preferable | YES | YES *** | YES**** |

Notes:

* This grid refers **only** to instructors who are self-employed. Any instructors employed by the school should be checked as for school staff.

- ** Use the 'Safeguarding Information Form' on the GDST staff intranet
- *** Instructors should be asked to sign and date a declaration stating: "I know of no reasons on the grounds of mental or physical health why I should not be able to discharge the responsibilities required by my post." (this has been incorporated into the form above)
- ***** Refer to section on Prohibition from Teaching checks for further details

VOLUNTEERS

| | Commencing . . . | | | | |
|---|------------------|--|---|---|---|
| | Pre March 2002 | 1 st March 2002 – August 2003 | 1 st September 2003 – April 2007 | 1 st May 2007 – 9 th September 2012 | 10 th September 2012 - present |
| Name | YES | YES | YES | YES | YES |
| Address | YES | YES | YES | YES | YES |
| Date of birth | YES | YES | YES | YES | YES |
| Qualifications required | n/a | n/a | n/a | n/a | n/a |
| CRB / DBS enhanced | n/a | n/a | n/a | YES* | YES**** |
| CRB / DBS standard | n/a | n/a | n/a | NO | NO |
| Barred List check (record if separate from CRB/DBS) | n/a | n/a | n/a | YES** | YES*** |
| Overseas check where applicable | n/a | n/a | n/a | n/a | n/a |
| Right to work in UK | n/a | n/a | n/a | n/a | n/a |
| References | n/a | n/a | n/a | YES | YES |
| Previous employment history | n/a | n/a | n/a | n/a | n/a |
| Medical fitness | n/a | n/a | n/a | n/a | n/a |

Notes:

Schools do not need to check volunteers established before May 2007 continuing with their previous duties unless they give cause for concern.

May 2007 - September 2012:

* Regular volunteers should have an enhanced disclosure (including a barred list check) and need to have an informal interview and no contrary indications from anyone in the school community.

** The ATB recommended doing a barred list check for occasional volunteers who were not left unsupervised with children – this went beyond the statutory requirement

From September 2012:

***Regular and unsupervised volunteers

Note: the ATB's position is that schools should **err on the side of caution** and consider most volunteers who help out on a number of occasions at the school as falling into this category, as their contact with the pupils

may well be 'regular' at some point and schools may not be able to maintain the statutory level of 'supervision' (see section B5).

Volunteers in this category should have an enhanced disclosure and barred list check.

Regular unsupervised volunteers should also have an informal interview and no concerns raised by others in the school community.

Such volunteers should be entered on the central register.

Occasional and/or supervised volunteers – see section 4. Volunteers in these categories who have had checks done should be entered on the central register.

LOCAL GOVERNING BODY MEMBERS

| | Appointment commencing . . . | | | | | |
|---|------------------------------|--|---|---|--|--|
| | Pre March 2002 | 1 st March 2002 – August 2003 | 1 st September 2003 – April 2007 | 1 st May 2007 – 9 th September 2012 | 10 th September 2012- present | 1 st September 2019 - present |
| Name | YES | YES | YES | YES | YES | YES |
| Address | YES | YES | YES | YES | YES | YES |
| Date of birth | YES | YES | YES | YES | YES | YES |
| Qualifications required | n/a | n/a | n/a | n/a | n/a | n/a |
| CRB / DBS enhanced | n/a | n/a | n/a | YES* | YES | YES |
| CRB / DBS standard | n/a | n/a | n/a | n/a | n/a | n/a |
| Barred List check (record if separate from CRB/DBS) | n/a | n/a | n/a | YES* | YES*** | YES*** |
| Prohibition from management check | n/a | n/a | n/a | n/a | n/a | YES**** |
| Overseas check where applicable | n/a | n/a | n/a | n/a** | n/a** | n/a** |
| Right to work in UK where applicable | n/a | n/a | n/a | n/a | n/a | n/a |
| References | n/a | n/a | n/a | n/a | n/a | n/a |
| Previous employment history | n/a | n/a | n/a | n/a | n/a | n/a |
| Medical fitness | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

* All existing members serving from September 2009 should have had their enhanced disclosure certificates issued by the end of the summer term 2009.

** Overseas checks are not required unless the LGB member works directly with children.

*** The ATB advises that a barred list check should be undertaken for local governing board members on the understanding that given their role they are likely to come into regular and unsupervised contact with pupils.

**** From September 2019 it is GDST policy for SGB members to have a prohibition from management check

LGB members are not members of a proprietor body and therefore do not require right to work in the UK or prohibition from management checks.

Members of the Academy Trust Board

| | Appointment commencing . . . | | | | | |
|---|------------------------------|--|---|--|---|--|
| | Pre March 2002 | 1 st March 2002 – August 2003 | 1 st September 2003 – April 2007 | 1 st May 2007– 9 th September 2012 | 10 th September 2012 - present | 12 th August 2015 - present |
| Name | YES | YES | YES | YES | YES | YES |
| Address | YES | YES | YES | YES | YES | YES |
| Date of birth | YES | YES | YES | YES | YES | YES |
| Qualifications required | n/a | n/a | n/a | n/a | n/a | n/a |
| CRB/DBS enhanced | n/a | n/a | YES* | YES | YES | YES |
| CRB/DBS standard | n/a | n/a | YES* | n/a | n/a | n/a |
| Barred List check (record if separate from CRB/DBS) | n/a | n/a | YES | NO | NO** | NO** |
| Prohibition from management | n/a | n/a | n/a | n/a | n/a | YES |
| Overseas check where applicable | n/a | n/a | YES | YES | YES | YES |
| Right to work in UK where applicable | YES | YES | YES | YES | YES | YES |
| References | n/a | n/a | n/a | n/a | n/a | n/a |
| Previous employment history | n/a | n/a | n/a | n/a | n/a | n/a |
| Medical fitness | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

* Between September 2003 and May 2007 an enhanced CRB was only required if the proprietor's duties included regularly caring for, training, supervising or being in sole charge of persons aged under 18.

** Under the Protection of Freedoms Act 2012 it is no longer possible to undertake this check.

Information held at Trust Office and circulated to schools.

Appendix B8a - Checklist of DBS requirements by staff category

| Category of individual (including full and part time) | Disclosure required - yes / no | Type of Disclosure | Disclosure obtained by whom | Info on all relevant checks to be held on Central Register - yes / no |
|--|--|---|--|---|
| EMPLOYED STAFF | | | | |
| All teaching and support staff, (part and full time, permanent and fixed term contracts) | Yes | Enhanced | School | Yes |
| Staff joining who have lived overseas (including both foreign and UK nationals) | Yes DBS checks do not cover offences committed abroad – only those on the Police National Computer. | Enhanced. For applicants from countries where criminal record checks cannot be made where considered appropriate schools should obtain and follow up extra references and do additional checks prior to the person starting work. | School | Yes |
| Before- and after-school staff | Yes | Enhanced | School | Yes |
| Sports coaches / instructors | Yes | Enhanced | School | Yes |
| Invigilators | Yes | Enhanced | School | Yes |
| Self employed individuals – employed directly by BHSA | Yes | Enhanced It is a requirement for peris to subscribe to the DBS 'update' service | School Schools should do an annual check using the update service | Yes |
| Supply staff – employed directly by ATB i.e. teachers, admin temps, casual staff on zero hours contracts | Yes | Enhanced | School | Yes |
| Trust Office staff | Yes | Enhanced | Trust Office | Yes Trust Office HR will provide relevant details on request. |
| STAFF NOT DIRECTLY EMPLOYED, i.e. agency staff, self-employed, those provided by external organisations | | | | |
| Supply staff – employed via an agency | Yes | Enhanced | Written confirmation that all relevant checks have | Yes |

| | | | | |
|---|---|--|--|--|
| | | | been satisfactorily completed (together with date of check and disclosure number) required direct from the agency/ organisation on each individual before individual starts . The school must also have sight of a copy of the DBS certificate. | |
| Self-employed individuals e.g. paid by parents | Yes | Enhanced It is a requirement to subscribe to the DBS 'update' service | School or by the person them self via an external umbrella body Schools should do an annual check using the update service | Yes |
| Any staff or workers on school premises when pupils are not present | No | | | No |
| VOLUNTEERS | | | | |
| Regular unsupervised volunteers | Yes | Enhanced | School | Yes, but details of DBS check, references, informal interview and identity check only. No requirement to keep photocopies of ID documents once checked. |
| Volunteers – occasional or supervised | No | | | Occasional volunteers do not need to be on the Central Register. |
| Secondary school pupils on work experience or similar | Should be considered (see Keeping Children Safe in Education para 94) | Enhanced | Work experience provider | No |
| VISITORS | | | | |
| Visitors who may have only brief contact with children but in the presence of ATB staff – e.g. those carrying out | No However if it is possible that these workers may come into | | | No |

| | | | | |
|---|---|--|---|---|
| repairs or servicing equipment | unsupervised contact with children the school must ensure they have been DBS checked | | | |
| Unsupervised visitors e.g. Educational Psychologists, Connexions Service staff | Yes | Enhanced | The external company or service or the person them self | No An identity check must be carried out that the individual arriving at school is the one that has been referred. |
| TRUSTEES AND GOVERNORS | | | | |
| Members of the ATB including any committee to whom the Academy Trust delegates responsibilities | Yes (the Chairman has to be granted a special DBS signed off by the Secretary of State for Education as s/he is considered the proprietor) | Enhanced (however this should not include a barred list check, but must include a prohibition from management check) | Trust Office | Yes Trust Office Governance will provide relevant details on request. |
| Members of Local School Governing Bodies | Yes | Enhanced (usually including a barred list check on the understanding that the role will involve regular unsupervised contact with children) | School | Yes |

Appendix B8b - Summary of all pre-recruitment checks and how to undertake them

| Name of check | How to do the check | When |
|---|--|---|
| ID | Schools see original document(s) including photo ID docs such as passport and/or driving licence | At interview stage. ID confirmed before starting work & as part of DBS application process |
| Enhanced DBS check | Online application using Atlantic Data's system or 'Status check' using DBS Update Service (if the person has registered for the service) https://secure.crbonline.gov.uk/crsc/check?execution=e1s1 | Disclosure certificate should ideally be seen before starting work, but staff may start work under certain conditions as long as the application has been submitted |
| Children's Barred List check | Either as part of the DBS check Or If done as a separate check, from https://check-the-childrens-barred-list.education.gov.uk | Before starting work |
| Prohibition from management check | Either as part of the DBS check (provided the correct option is selected on the form) Or https://www.gov.uk/government/collections/individuals-prohibited-from-managing-or-governing-schools | Before starting work |
| Prohibition from teaching check | https://check-a-teachers-record.education.gov.uk | Before starting work |
| Overseas check s of criminal records and non-UK professional regulating authorities | As relevant according to individual circumstances | Before starting work |
| Childcare disqualification check | Staff make a signed declaration on the GDST CDD form. On a periodic basis, schools ask relevant staff for any further declaration | Before starting work |
| Right to work in the UK | See guidance in section B5. | At interview stage |

| | | |
|--|--|---|
| Qualifications | Schools see original documents and for teachers check QTS status, completion of induction and probation via https://check-a-teachers-record.education.gov.uk | At interview stage |
| References | Schools apply for professional references using GDST template letters and forms | Before interview ideally |
| Employment history | Information given by applicant on GDST application form. Scrutinised appropriately according to GDST guidance | As part of initial recruitment process |
| Medical fitness to work / suitability | <p>Staff with regular access to children: Applicant completes GDST medical questionnaire, which is seen and assessed only by the Head and, if needed, a doctor contracted by the GDST</p> <p>Other workers or individuals engaged i.e. self employed individuals may make a declaration as per GDST guidance</p> | <p>Only after a conditional offer of employment is made</p> <p>Before starting work</p> |

Appendix B9 – Childcare Disqualification Declaration Form FORM CDD

CHILDCARE DISQUALIFICATION DECLARATION

The role you are applying for is subject to the disqualification provisions of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009. This means that if your name is on the Children’s Barred List, or you meet wider disqualification criteria, you will be disqualified from:

- teaching, supervising or caring for pupils in the Early Years Foundation Stage (EYFS), or
- providing before or after school childcare for pupils up to the age of eight (Year 3), or
- being directly concerned in the management of this provision (for example, as part of the school’s Senior Leadership Team).

The childcare disqualification criteria relevant to childcare in non domestic settings are (broadly):

- being placed on the Children’s Barred list (formerly List 99),
- being charged with, cautioned for, or convicted of a serious violent or sexual offence,
- being disqualified from caring for a child (including one’s own)

DECLARATION – TICK ONE OF THE FOLLOWING BOXES:

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

I do not meet any of the childcare disqualification criteria.

I have a waiver from Ofsted and enclose a copy in a sealed envelope, marked as confidential.

I am disqualified, or unsure whether I am disqualified, and would like further information.

NAME (PLEASE PRINT)

SIGNATURE DATE

NOTES

1. Further details of the disqualification criteria, including relevant offences, protected and spent cautions and convictions are here: www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006
2. **You do not need to provide details of any protected or spent cautions or convictions, or any details relating to those living or working in your household**
3. Providing false information could result in your application being rejected, or summary dismissal if you have been appointed, and possible referral to the police and the Teaching Regulation Agency
4. We will not view information marked as confidential unless you are shortlisted for interview. We guarantee that this information will only be seen by those who need to see it as part of the recruitment process. If you are not shortlisted, the unopened information will be destroyed securely. Any information not destroyed will be processed in accordance with our privacy policy (<https://www.gdst.net/privacy-notice>).

Appendix B10 - Safeguarding Audit Procedure

Aim:

To ensure that GDST schools meet all regulatory and legal requirements, with regards to the Safeguarding of children.

Process:

1. Schools are audited annually, with dates for each school's visit being scheduled one term in advance, in consultation with the Head and DSL;
2. Schools are contacted in advance of the date of the audit with details of the schedule and documentation to be provided;
3. The SCR, policies and other key records are checked before the audit visit;
4. The audit visit involves interviews with the Head, DSLs, other key staff, pupils, and in some cases the SGB Safeguarding Champion and parents;
5. At the end of the visit, verbal feedback is given to the Head and DSL. A written report is subsequently sent to the school and the Compliance and Pastoral Manager;
6. The school must draw up an action plan in response to the recommendations in the report. 'Higher risk' recommendations must be addressed within 10 days. 'Medium risk' recommendations and practice suggestions should be incorporated on the plan, with indicative timescales. These will be followed up at the next audit, with progress in the interim being reported to the SBG on the termly SGB safeguarding report;
7. Deficiencies in action planning, or progress against the action plan, will be reported to the Director of Innovation and Learning, who will address the issue with the Head as a matter of urgency;
8. In certain circumstances a school will be re-audited outside the standard annual schedule;
9. A record of the Safeguarding Audit Reports and Action Plans are stored centrally;
10. The Director of Innovation and Learning and Council Safeguarding Lead are updated regularly of the outcome of audit visits;
11. A summary of the outcome of audit visits is presented to the Safeguarding and Education and People Committees at each committee meeting;
12. An extract from the Education and People Committee meeting minutes – relating to the consideration of the school's audit visit– is sent to each school once the minutes of the meeting in question have been approved.

Appendix B11

Guidance on drafting a protocol for visiting speakers

Schools do not have to create a separate *Prevent* policy. But statutory guidance has introduced a new requirement that policies “set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.” *Keeping Children Safe in Education* also stipulates that schools must vet the material or activities to be delivered by speakers or organisations, to ensure these are suitable, age appropriate and of educational value. Schools must ensure the suitability of all visiting speakers and what they intend to deliver. There is scope for discretion as to how – which will be set out in the protocol. The protocol can stand alone or be part of another policy or document.

When it comes to inspection, the burden is on the school to demonstrate to inspectors how they meet the duty. Inspectors will expect verbal assurances from schools to be backed up by documentary evidence that protocols are put into practice on the ground.

The means by which schools ensure the suitability of speakers and what they intend to deliver are not prescribed. Schools need not confine their approach to the usual formal checks; internet searches, for example, may sometimes be more instructive than formal vetting checks.

An external speaker protocol should include the following:

General limiting statement, e.g. that:

- All staff and pupils have the right to study without fear of intimidation, harassment and threatening or extremist behaviour.
- The school promotes tolerance and respect for diversity, and respect for alternative views.
- The school promotes reasoned, informed discussion of sensitive issues.
- The protocol complements the GDST Safeguarding Policy and Procedures, and other policies such as Anti-Bullying, Equal Opportunities and ICT Acceptable Use Agreements.
- Speakers are expected to abide by the principles set out by the school, i.e. avoiding:
 - Gratuitously offensive or intolerant use of language
 - Intentional demeaning of individuals or groups defined by ethnicity, race, religion, sexuality, gender, disability, age.

Overarching strategy:

Set out who qualifies for checks: all speakers, or those whom risk assessment indicates warrant closer attention. Risk is minimised by ensuring that appropriate checks are carried out at an appropriate stage. The aim is to identify potential situations in which the material delivered is likely to undermine the values and aims of the school, and the policy on British Values; or if the speaker is associated with any organisation connected with extremism.

Description of the various sources that might be used for pre-invitation checks:

- ✓ Recommendations/references
- ✓ Research on open source:
 - Published material
 - Previous speech content
 - Known affiliations
 - Guest/speaker aliases.

Description of how material and activities are vetted for suitability, age appropriateness and educational value:

- ✓ Pre-viewing materials
- ✓ Discussion with speaker regarding any sensitive issues

Schedule of how checks are documented and referenced; and how and by whom they are collated.

Chain of responsibility: set out who is responsible for signing off on speaker approvals, including (and especially) those in which speakers are invited by pupils (e.g. to speak at pupil-run societies).

Checking for spy cameras – notes of guidance

Checking for something that is deliberately hidden is not a simple task. These tips are intended to give some guidance on how best to go about this:

- Prevention is as valuable as detection. Making it public knowledge that the school carries out regular checks for hidden cameras (without publishing a precise rota), and that all staff are vigilant in this respect, should help to deter anyone considering filming covertly in a school
- High risk areas: toilets and changing room areas are the highest risk areas for obvious reasons. However do not discount other areas such as cloakrooms or classrooms
- Browsing the internet for hidden or spy cameras can give you an idea of how small these cameras can be, and the everyday objects they can be concealed in, such as clocks, photo frames and even water bottles
- Possible indicators of a hidden camera:
 - Wires in unexpected places or that don't seem to go anywhere
 - Lights (such as tiny red or green 'power on' indicator lights that may show up in the dark)
 - Small holes in walls or other places
 - A soft click or buzzing sound in reaction to movement
- Common places to hide a camera:
 - Mirrors
 - Smoke detectors
 - Air filter equipment
 - Books
 - Wall décor
 - Electrical outlets or adaptors
- Skilfully hidden cameras may be virtually impossible to detect, but all staff can be alert to unexplained changes in their environment: unfamiliar objects, things that have been moved or seem out of place, new equipment or fittings that appear without warning. It's worth questioning these changes to ensure they have a justified explanation.

Supervision statement

Staff involved in Safeguarding employed by the ATB take sufficient amount of time to supervise each other's work, to reflect on our own practice and to ensure that regular review and communication form an everyday part of what we do.

Supervision is a structured conversation between a colleague who has direct oversight of cases involving child welfare, safeguarding or child protection issues and their line manager. This meeting should take place monthly or at least every half term. If schools are uncertain about the phrase 'supervision' they might prefer to use the term: 'Safe and best practice conversation', 'Safeguarding Consultation' or 'Managerial Oversight'

Supervision aims to:

- support the caseworker to understand and manage their own emotions and well-being.
- review the actions and decisions made for a child to ensure policy, guidance and best practice are being followed.
- enable the caseworker to reflect and analyse barriers to progress so that appropriate actions can be developed and the child's needs met.
- enable the caseworker to manage their workload, identify priorities and work with other agencies to manage risk.
- enable the school to consider if any risks around the child have increased and whether the school needs to escalate their concerns with Children's Services and other agencies

Supervision is critical for anyone who undertakes the role of Designated Safeguarding Lead. It also vital for any staff who support the Designated Safeguarding Lead and act as the key worker for the child or attend case conferences on behalf of the school (e.g. Head of Year, Form Teacher, Class teacher or Learning Mentor). **There should be documentary evidence of supervision.** For schools, supervision and performance management are separate processes although issues raised during supervision may inform performance management.

Whilst the principal model of supervision is a dialogue between the caseworker and their line manager, schools should also consider adopting a team approach, which enables colleagues to challenge their collective practices, ensuring the child's needs are being met. Schools should consider including the School Nurse and Education Welfare Officer in these extended team meetings.

Supervision should complement the day-to-day conversations colleagues have about safeguarding and the regular cycle of school meetings, which may include safeguarding as an agenda item. Supervision should also compliment the school's other strategies that enable the school to quality assure its safeguarding practices, including an internal audit of the school's child protection files using the *record keeping auditing tool*.

Developing an effective model of supervision

A key message from serious case reviews over time both locally and nationally is that effective supervision isn't always present in each agency's practice. Most recently a local review of practice evidenced effective supervision which managed to address a shortcoming in practice. This highlights the importance of all agencies and schools carrying out effective supervision on a regular basis.

Working Together to Safeguard Children (2015) reinforces the need for supervision:

'Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively'

Which staff should be involved in 'supervision'?

The Headteacher, Designated Safeguarding Lead and Safeguarding Team must be involved in the school's supervision arrangements. In addition, other frontline practitioners including the school's own attendance officer, SENCO or key pastoral staff would benefit from supervision.

In addition the Early Years Foundation Stage (DFE, 2014) states:

'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.'

Supervision should provide opportunities for staff to:

- *discuss any issues – particularly concerning children's development or well-being;*
- *identify solutions to address issues as they arise; and*
- *receive coaching to improve their personal effectiveness.'*

What is 'supervision'?

Supervision is a **reflective conversation** which aims to provide opportunity to:

- review workload/caseload
- review the emotional well-being of staff and signpost to further support as necessary
- explore feelings and the emotional impact of safeguarding work
- identify effective and good practice
- ensure local protocols and national practice standards are being met
- identify any 'learning' arising from case reviews
- identify training needs
- support and challenge the actions and decisions taken by reviewing all concerns received by the safeguarding team and all open cases (Early Help, Child in Need and Child Protection)
- reinforce the need to escalate concerns when this is required
- ensure there is no professional 'drift' around cases and safeguarding concerns
- problem solve and find solutions
- share information to support learning and understanding
- reinforce roles and responsibilities
- celebrate achievements and give regular constructive feedback

Key features of effective of supervision

Supervision should:

- be timetabled for a specific amount of time
- be supportive and non-threatening for the member of staff
- be formal but friendly
- provide opportunity for professional development and dialogue
- be focussed on children's needs and well-being
- be provided in a comfortable yet private setting in 'protected' time and free from all but urgent interruptions
- be interactive and develop understanding and skills
- have documented actions that are recorded and revisited
- follow an agreed agenda

What are the different models of supervision?

Whilst there should always be regular timetabled supervision that does not mean additional unplanned '**ad-hoc**' sessions cannot take place. Supervision builds upon 'day to day' safeguarding conversations with teams.

There should **always** be opportunity for one-to-one supervision for those involved in safeguarding casework. This is often a **line-manager** model but can also be a **peer to peer** model.

Group supervision is an effective way of supplementing one-to-one supervision, providing opportunities to collectively review cases, share learning and reinforce practice expectations.

How often should supervision take place?

This will depend on:

- whether one-to-one supervision is being supplemented with group supervision.
- the number of concerns and cases being managed by the safeguarding team.
- the experience of each individual

However, if decisions on cases are not discussed and reviewed regularly then the opportunity to intervene promptly is lost.

Some settings may meet as a safeguarding team fortnightly and even weekly, providing opportunities for further one-to-one supervision meetings on a monthly or six weekly basis.

What attributes are needed by those 'receiving and providing' supervision?

- good active listening skills
- emotional intelligence
- willingness to engage in the process
- willingness to offer and accept constructive feedback

- ability to maintain a balance between considering the needs of the member of staff whilst remaining child focussed
- willingness to learn together

Supervision checklist

| Criteria | Y/N |
|---|-----|
| Do you timetable supervision meetings in an appropriate and 'safe' place for staff? | |
| Do you provide opportunity for both one-to-one and group/team supervision? | |
| Do the meetings involve everyone who undertakes safeguarding decisions including, where applicable: learning mentors, pastoral officers, SENCO etc? | |
| Do you discuss all cases open to children's services? (child protection and child in need) | |
| Do you discuss all early help assessments? | |
| Do you discuss all other children for whom you are monitoring their welfare? (pre-early help assessment) | |
| Do you consider the emotional well-being of the member of staff? | |
| Do you review if actions taken by the school or other agencies are completed and in a timely way? | |
| Do you evaluate if the child's needs have changed? | |
| Do you evaluate if record keeping meets practice standards? | |
| Do you review if a multi-agency referral form was completed for all referrals to children's services? | |
| Do you review if consent (when required) was gained before a referral to children's services was made or whether the parents were informed of the referral? | |
| Do you review if meetings about children have been attended and information shared? | |
| Do you consider if the child's needs and wishes have been heard and acted upon? | |
| Do you involve the school nurse or EWO or community police officer in half-termly 'team around the school/child' meetings to discuss children's needs? | |
| Do you consider if any training needs emerge from supervision meetings? | |
| Do you consider if staff are managing their casework effectively and the emotional demands of individual cases? | |
| Do you keep rolling notes of supervision meetings, identifying any further actions? | |

Appendix B14

Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead(s) (and deputies) should be aware of the requirement for children to have an 'appropriate adult' when in contact with police officers who suspect them of an offence.

The appropriate adult' means, in the case of a child:

- the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation;
- a social worker of a local authority;
- failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions.

PACE Code C also requires an 'appropriate adult' to be present in the case of the interview of any individual aged over 18 who is considered 'vulnerable'. A vulnerable individual is considered to be one who:

- a. may have difficulty understanding or communicating effectively about (i) the full implications for them of any procedures and processes connected with their arrest and detention, (ii) their participating in a voluntary police interview or (iii) the exercise of their rights and entitlements;
- b. does not appear to understand the significance of what they are told, of questions they are asked or of their replies;
- c. appears to be particularly prone to (i) becoming confused and unclear about their position, (ii) providing unreliable, misleading or incriminating information without knowing or wishing to do so; (iii) accepting or acting on suggestions from others without consciously knowing or wishing to do so; or (iv) readily agreeing to suggestions or proposals without any protest or question.

Schools should also therefore consider whether any of their pupils aged over 18, or indeed their other staff members, may be "vulnerable".

A person aged under 18 could, of course, qualify as both a "child" and as "vulnerable".

PACE states that for the purposes of the Code, in the absence of clear evidence to the contrary, anyone who appears to be under 18 shall be treated as if they are under 18 and anyone who appears to be vulnerable shall, be treated as if they are vulnerable.

According to the PACE Code C, under 18's should only be interviewed in their place of education in exceptional circumstances and the principal, or their nominee, must agree to the interview. In determining who the appropriate adult will be, priority must be given to the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. Every effort should be made to notify the child's parent, or person responsible for their welfare, of the police's intention to interview and reasonable time should be provided to enable the appropriate adult to be present. The principal of the school, or their nominee, can only act in the role if waiting for the appropriate adult would cause unreasonable delay and the allegation is not an offence against the school.

The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS. If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A Police Officer must not caution a child or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The role of the appropriate adult will be to:

- support, advise and assist the child or vulnerable person when they are given or asked to provide information or participate in any procedure;
- observe whether the police are acting properly and fairly to respect the individual's rights and entitlements, and to inform an officer of the rank of inspector or above if they consider that they are not;
- assist the individual in communicating with the police whilst respecting their right to say nothing unless they want to as set out in the terms of the caution;
- help them to understand their rights and ensure that those rights are protected and respected (but not to be an expert on what those legal rights are)

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

Schools may also find the information on the National Appropriate Adult Network website useful:
<https://www.appropriateadult.org.uk/information/education>