The Rutland Learning Trust  
Providing outstanding education for all pupils – today and tomorrow!  
*World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*

By…

Working Together  
Sustaining Excellence  
Transforming Learning

Safeguarding Policy 2017/18



Child Protection – Safeguarding our Children

Our school is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff and volunteers to share this commitment.

The nominated Governor for Safeguarding - Child protection is Mr James Saunders

The LA named senior officer is Rebecca Wilshire

Liz Odom is the designated LA officer.

Sue Hickey is the Virtual Head for Looked After Pupils

Designated Senior Person(s):   
Mr Rob Gooding, Mrs Sarah Lyons, Mrs Megan Lucas, Mr Glenn Fraser, Mrs Mrs Diane Rowland.

[www.lrlscb.org](http://www.lrlscb.org) - Local safeguarding Children’s Board

Staff with safeguarding responsibilities MUST read these documents.

Keeping children safe in education September 2016 (KCSIE): Statutory guidance for schools and colleges  
This document sets out the responsibilities placed on schools and colleges to safeguarding and promote the welfare of children. https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/550511/Keeping\_children\_safe\_in\_education.pdf

Working together to safeguard children  
This document applies to organisations and professionals who provide services to children.

Prevent duty guidance for England and Wales  
This is guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the needs to prevent people from being drawn into terrorism  
Safer Care Code of Conduct Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2015

Safeguarding and Child Protection leaflet  
(All staff receive hardcopies on induction)

The school’s behaviour management policy.

The school’s Prevent Policy 2016.

Safeguarding information for all staff

A child centered and coordinated approach to safeguarding

1. Schools and their staff are an important part of the wider safeguarding system for children.

2. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

3. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

5. Children includes everyone under the age of 18.

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“Safeguarding pupils is the first responsibility of any school and although we always think we have it covered, most tragedies derive from complacency and poor practice.”

Lord Bichard points to five important things for schools to remember:

Be vigilant  
Believe that it really could happen in your school  
Revisit regularly your policy and practice  
Ensure that everyone plays their part  
Never believe it is someone else’s responsibility

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Appendix 1 – Incident report form

Appendix 2 – Rutland Early Help Strategy

Appendix 3 – Rutland County Council Safeguarding and Attendance guidance for Educational Settings

The role of our school staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. All school and college staff have a responsibility to provide a safe environment in which children can learn. Our designated safeguarding lead will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as children’s social care.

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

# What staff need to know

All staff members should be aware of systems within our school which support safeguarding and these should be explained to them as part of staff induction. This should include:

• \_the child protection policy

• \_the staff code of conduct

• \_the role of the designated safeguarding lead

Copies of policies and a copy of Part one and Annex A of the document “Keeping children safe in education 2016” are provided to staff at induction.

All staff members receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

All staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children’s social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

All staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff need to know what to do if they have concerns about a child.

Roles and Responsibilities

Within our Multi-Academy Trust, all members of staff have a significant role to play in safeguarding the welfare of children, identifying and preventing abuse. In each school there will be at least one Designated Senior Person (DSP) who will have additional roles and responsibilities for child protection in your school.   
This will be the Executive Headteacher and/or Head of School.

# Role of individual members of staff and volunteers

All members of staff and volunteers who work within our Academy contribute to the area of child protection. Through their regular contact with children they can play a vital role in noticing signs of possible abuse and neglect and then referring these concerns to the Designated Senior Person.

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children’s social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.If, after a referral, the child’s situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children’s social care if the child’s situation does not appear to be improving.

If a member of staff discovers that an act of Female Genital Mutilation appears to have been carried out, or believes a child is at risk of FGM, on a girl under the age of 18, the teacher must report this to the police. See Annex A of Keeping Children Safe in Education.

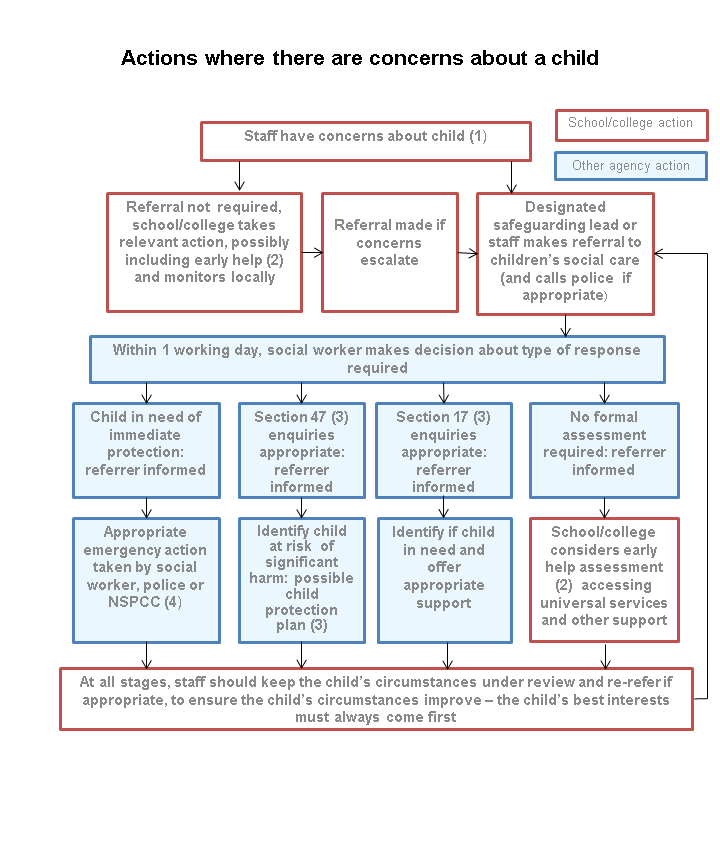
If a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately. Anyone can make a referral.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or head of school, this should be referred to the chair of governors, chair of the Trustees.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures are in place.

Under no circumstances should a volunteer in respect of whom no checks have been obtained ever be left unsupervised or allowed to work in regulated activity.



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When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured, and if possible at this stage should be informed what action will be taken next; i.e. that the DSP will be informed.

* As soon as possible write a dated and timed note of what has been disclosed, noticed, said or done and pass this on to the DSP – Appendix 1.
* If the disclosure/concern is about another child in our school still report this to the DSP.   
  Pass on the written record.
* If the concern involves the conduct of a member of staff or volunteer, as visitor, a governor or a trainee follow procedures as above i.e. make a written record of disclosure/concern then report to the Headteacher in the school immediately, (not the DSP unless they are the same person).

The main responsibilities of Designated Senior Person / Designated Senior Lead for Child Protection are:  
  
Manage referrals

The designated safeguarding lead is expected to:

• refer cases of suspected abuse to the local authority children’s social care as required;

• support staff who make referrals to local authority children’s social care;

• refer cases to the Channel programme where there is a radicalisation concern as required;

• support staff who make referrals to the Channel programme;

• refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

• refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

• liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

• as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

• liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL has a responsibility to ensure that all staff have annual update safeguarding awareness session.

The designated safeguarding lead/all staff should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

• organise training for PREVENT, CSE, FGM, E-Safety, Cyberbullying, Mental Health, Paediatric First Aid, Restraint/Positive Handling, Homophobic Bullying, Domestic Abuse

* understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

• have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

• ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;

• are alert to the specific needs of children in need, those with special educational needs and young carers;

• are able to keep detailed, accurate, secure written records of concerns and referrals;

• understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

• obtain access to resources and attend any relevant or refresher training courses; and

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

• ensure the school’s child protection policies are known, understood used appropriately and inform other safeguarding policies e.g. offsite educational policy;

• ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

• ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

• link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;

* induct all new staff on safeguarding systems and procedures;
* ensure that parents know how to access a copy of CP Policy.

Child protection file

Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead is always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

In addition to the Role and responsibilities of your DSL/DSP the Governing Body will have extra responsibilities regarding child protection, the most relevant to school staff is:

* The Headteacher and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is to be kept up to date by central training on a minimum 2 yearly intervals – including annual updates, ensuring temporary staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities.

# DSL/DSP Toolkit

# 1. Safeguarding audit 2. Child Protection Audit 3. Documentation Audit 4. Responsibilities of Governing Bodies Audit 5. Annual Report to Governors 6. Contact Sheet – Template 7. Cause for Concern Sheet 8. File Cover Sheet 9. Chronology Form

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# Types of abuse

What is abuse and neglect? Abuse and neglect are forms of maltreatment of a child. Somebody may harm or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting; by those known to them or, more rarely by a stranger. They may be abused by an adult or adults or another child or children.

# Physical abuse

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

# Emotional abuse

Emotional abuse is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions or exposure to materials/media that are beyond the child’s development 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 ill-treatment of another. It may involve serious bullying causing children frequently to feel or frightened or in danger, or the exploration or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

Neglect is 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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision, including the use of inadequate care-takers, or the failure to ensure access to appropriate medical car or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

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 in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

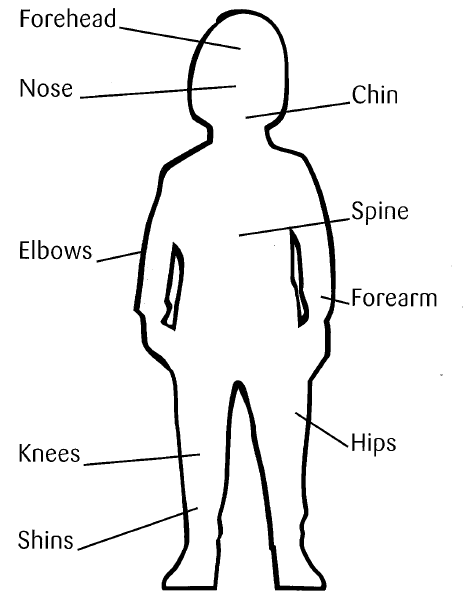
*DfE advice “What to do if you are worried a child is being abused - Advice for practitioners” provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and are particularly helpful. The NSPCC website also provides useful additional information on types of abuse and what to look out for.*

# Specific safeguarding issues

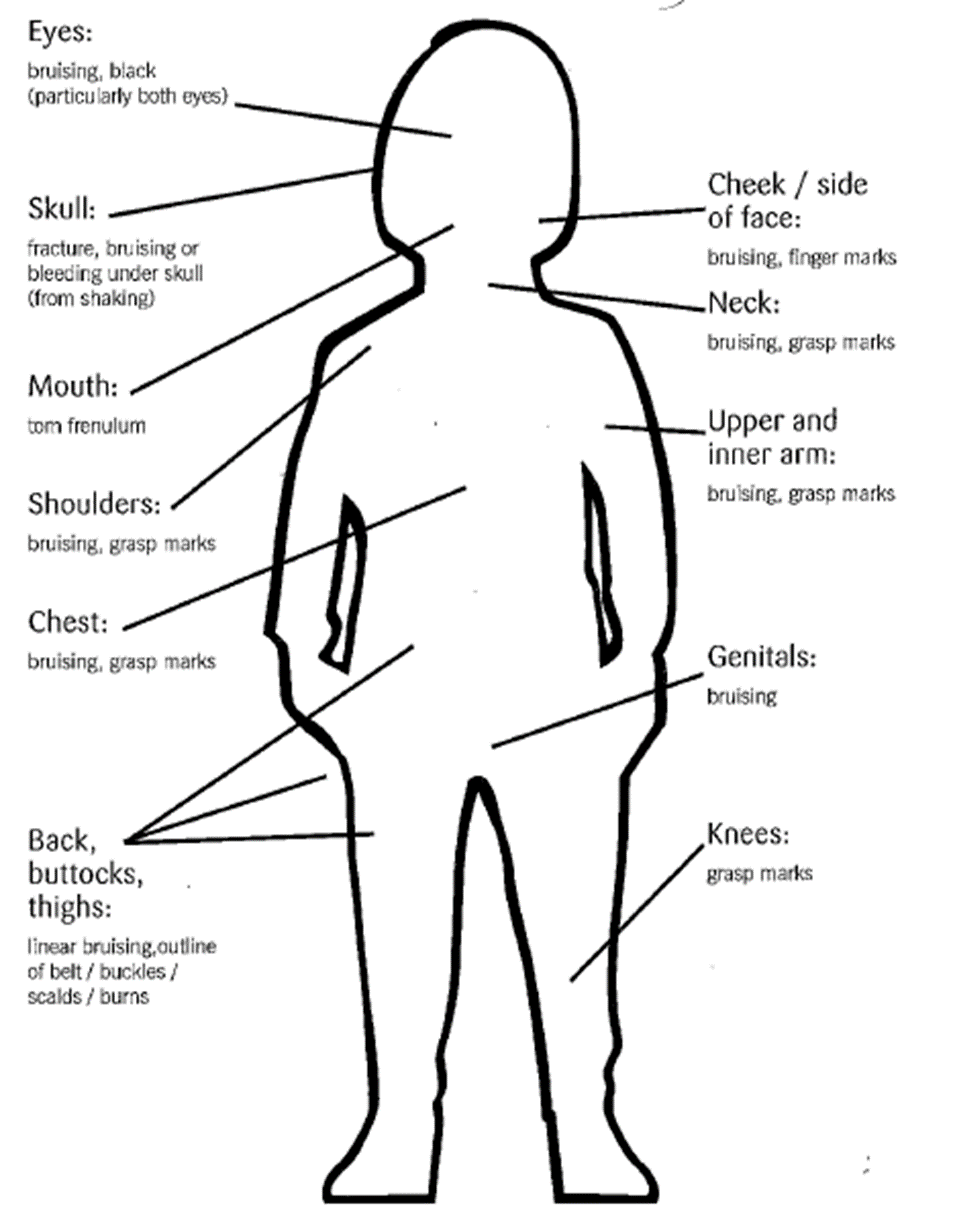
All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites: bullying including cyberbullying, children missing education – and Annex A of KCSiE, child missing from home or care child sexual exploitation– and Annex A of KCSiE, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM) – Annex A of KCSiE, forced marriage - Annex A of KCSiE, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), hate, mental health, missing children and adults, private fostering , preventing radicalisation – and Annex A of KCSiE/School Policy, relationship abuse, sexting, trafficking Annex A of KCSiE contains important additional information about specific forms of abuse and safeguarding issues. All staff should read this annex.   
Allegations of abuse made against other children  
Children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Common sites for accidental injury



Common sites for non-accidental injury



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# Signs and symptoms of abuse

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience change.

These are lists of some of the signs and types of behaviour which may indicate that a child is being abused. In themselves, they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges.

Remember there can be other explanations for a child showing such signs or behaving in such ways. There is a good deal of overlap between signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

# Possible signs of physical abuse

* Unexplained injuries, bruising or burns/scalds, particularly if they are recurrent
* Bite marks
* Refusal to discuss injuries
* Improbable/*Inconsistent* explanation for injuries
* Untreated injuries or lingering illness not attended to
* Admission of punishment which appears excessive
* Shrinking from physical contact
* Fear of returning home or of parents being contacted
* Fear of undressing/ *Reluctance to remove clothing for PE.*
* Fear of medical help
* Aggression/bullying
* Over compliant behaviour or a ‘watchful attitude’
* Running away
* Significant change in behaviour without explanation
* Deterioration in work
* Unexplained pattern of absence which may serve to hide bruises or other physical injuries
* Dramatic mood swings
* *Fractures in non-mobile children.*
* *Injuries in unusual areas or with well-defined edges.*
* *Old injuries or scars.*
* *Parents uninterested or undisturbed by an accident or injury.*

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# Possible signs of emotional abuse

* Continual self- depreciation
* Fear of new situations
* Inappropriate emotional responses to painful situations
* Self-harm or mutilation
* Compulsive stealing/scrounging
* Drug/solvent abuse
* ‘neurotic behaviour’ – obsessive rocking, thumb sucking and so on
* Air of detachment – ‘don’t care’ attitude
* Social isolation – does not join in and has few friends
* Desperate attention-seeking behaviour
* Eating problems, including overeating and lack of appetite
* Depression, withdrawal
* Severely delayed social development, poor language and speech development not otherwise explained

# Possible signs of neglect

* Constant hunger
* Poor personal hygiene
* Inappropriate clothing
* Frequent lateness or non-attendance at school
* Untreated medical problems
* Low self-esteem
* Poor social relationships
* Compulsive stealing or scrounging
* Constant tiredness
* Left in circumstances without appropriate adult supervision which is likely to endanger the child

# Possible signs of sexual abuse in younger children

* Bruises, scratches, burns or bite marks on the body
* Scratches, abrasions or persistent infections in the anal and genital regions
* Sexual awareness inappropriate for the child’s age – shown, for example, in drawing, vocabulary, games and so on
* Sexually abusive behaviour towards other children particularly those children younger or more vulnerable
* Frequent public masturbation
* Attempts to teach other children about sexual activity
* Refusing to stay with certain people or go to certain places
* Aggressiveness, anger, anxiety, tearfulness
* Withdrawal from friends
* Unexplained physical aggression/withdraw

# Possible signs of sexual abuse in older children

* Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
* Promiscuity, prostitution, provocative sexual behaviour
* Self-injury, self-harming, self- destructive behaviour, suicide attempts
* Eating disorders
* Tiredness, lethargy, listlessness
* Over-compliant behaviour
* Sleep disturbance
* Unexplained gifts or money
* Depression
* Changes in behaviour
* Soiling/soiled clothing
* Withdrawn
* Aggressive

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

* assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
* communication barriers and difficulties in overcoming these barriers;
* fewer outside contacts;
* may have to receive intimate care;
* may have impaired capacity to resist abuse.

# Fabricated or Induced Illness (Fll)

Fabricated or induced illness is often, but not exclusively associated with physical abuse. There are a number of factors to be aware of that can indicate a child may be at risk or harm:

* Frequent and unexplained absences from school
* Regular absences to keep a doctor’s or a hospital appointment
* Repeated claims by the parent(s)/carer(s) that the child is frequently unwell and requires treatment for symptoms which. When described, are vague in nature and difficult to diagnose. As well as the indicators of abuse, consideration should be given to the following:

Always listen to a child, particularly if what is said is spur-of-the-moment.

Be alert to any delay on the part of the parent/carer regarding medical treatment for the child.

Watch out for vague explanations, which are lacking in detail.

Be alert to explanations which are contradictory with what you observe or know, especially of the child’s development and mobility.

Note if there is any history or pattern of unexplained injury or illness.

*The indicators described above are not exhaustive*

# The Grooming Process

Grooming is in essence manipulation. It is the process that sexual predators will use to target children. It may involve: Flattery; Sympathy; Empathy; Confidant offers of gifts or money; or all the above over a period of time.

The aim will be to test out then select either a small number of children or one vulnerable child. The child is then made to feel that they are ‘special’. In this way the perpetrator will slowly break down the boundaries between them and the child until sexual abuse can occur. The child is then stopped from telling by emotional blackmail: “You’re the love of my life” “If you tell I will get into trouble” “If you tell you will get into trouble” etc. The average number of admitted victims is 49 children before a sexual predator is caught (Sullivan and Beech 2004). Grooming can occur within a work setting of school/youth group etc as well as on-line. The perpetrator will groom the adults working in the organisation using the same method as they would to groom the children, this will enable them to gain better access to the child.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than a:

* parent
* person who is not a parent but has parental responsibility
* close relative
* Local Authority for more than 28 days and where the care is intended to continue. It is a statutory duty for the school to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where the school is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Preventing Radicalisation and Extremism

It is essential that our staff are able to identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified. Our school sees the protection of our pupils from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar to protecting pupils from other risks (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. All staff will have access to a general Prevent awareness programme to be able to understand and identify any risks to pupils at risk of radicalisation and report their concerns to our Designated Safeguarding Lead and when it is appropriate to make a referral to the Channel panel. Channel is a panel which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. The school does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Faith abuse

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

Female Genital Mutilation

This is against the law yet, for some communities, it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to your attention, you should report those concerns to the appropriate agency in order to prevent this form of abuse taking place. This is now a mandatory duty, placed on all school staff, to report to the police, any suspected case of FGM where they discover that this act has been carried out on a child under the age of 18 years. You are not required to examine a child, even though it will be rare that visual evidence of FGM will be seen, but where there is a direct or indirect disclosure that the act of FGM has been carried out, the usual child protection procedure of the school should be followed.

Forced Marriage

The Rutland Learning Trust does not support the idea of forcing someone to marry without their consent and will follow LSCB procedures to refer any child and young person immediately to Children’s social care.

Honour Based Violence

Honour Based Violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community’. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk form Honour Based Violence at our school, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Peer on peer abuse

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

* is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
* is of a serious nature, possibly including a criminal offence
* raises risk factors for other pupils in the school
* indicates that other pupils may have been affected by this student
* indicates that young people outside the school may be affected by this student.

Dealing with Disclosures

If and when a child chooses to discuss that he/she has been the subject of some form of abuse, it is vitally important that the adult listening to the disclosure is aware of his or her own reactions.

If you are shocked by what you hear, try not to show it. A child may retract what they have said if they meet with revulsion or disbelief.

Accept what the child says. Be careful not to burden them with guilt by asking, “why didn’t you tell me that before”.

Stay calm and reassure the child that they have done the right thing in talking to you. It is essential that you be honest with the child, so do not make promises that you cannot keep.

Acknowledge how hard it must have been for the child to tell you what has happened.

Don’t criticise the alleged perpetrator: the child may love him/her and reconciliation may be possible.

Empathise with the child – do not tell them what he/she should be feeling.

*The following points give guidance on how to deal with a child/young person who makes an allegation of abuse:*

* The child/young person should be listened to but not interviewed or asked to repeat the account. Avoid questions, particularly leading questions, such as: “What did he/she do next” (this assumes that he/she did!) or “Did he/she try to touch you?” Such questions may invalidate your evidence (and the child’s/young person’s) in any later prosecution in court.
* The child/young person should not be interrupted when recalling events.
* All information should be carefully noted, including details such as timing, setting, who was present and what was said, in the child’s/young person’s words. The account should be obtained verbatim or as near as possible.
* Care should be taken not to make assumptions about what the child/young person is saying or make interpretations.
* Listened to means just that; on no account should suggestions be made to children/young people as to alternative explanations for their worries.
* Explain to the child/young person what is going to happen next i.e. that you are going to have to inform the designated person
* The written record of the allegations should be signed and dated by the person who received them as soon as practicable.
* All actions subsequently taken should be recorded.

*A member of staff must not promise a child/young person confidentiality, where an allegation of abuse has been made. In responding to a child/young person who makes a disclosure, account should be taken of the age and understanding of the child and whether the child or others may be at risk of significant harm.*

What stops children/young people telling?

* Direct threat – children are taught to obey their parents
* Fear of punishment
* Guilt and shame
* Lack of appropriate vocabulary to describe what is happening
* Children/young people may not recognise the abusive experience as abuse – they may believe sexual abuse is part of the affectionate relationship
* In sexual abuse the abusive experience may be all they receive in response to their need for love and physical contact
* In sexual abuse the child/young person may love the abuser and feel they are special or favoured in some way
* Lack of opportunity to be heard
* Awareness of the possible implications, such as family break-up, medical examination – children may think their silence protects others.
* Children/young people tell in a variety of ways – through their behaviour, play and creative work as well as through direct disclosure
* Many children/young people make some attempt to ‘tell’ but are not ‘heard’

Monitoring and Record keeping

Schools and other educational establishments can play a vital role in helping abused children and those who are suspected of being abused, by the effective monitoring and recording of certain aspects of the child’s progress and behaviour.

This is particularly important when there has been no direct disclosure of abuse, or when a child has communication difficulties or is too young to give much information. Monitoring in educational establishments is particularly valuable because teaching and non-teaching staff are in daily contact with children and are used to monitoring them.

They are uniquely placed to observe the behaviour of large numbers of children and are likely to know what is ‘normal’ or ‘usual’ for a particular child.

Good records can be the basis for making a referral or providing a valuable contribution to a child protection conference.

Volunteers play an important role in schools, and they also have an important role in safeguarding and promoting the welfare of pupils. The Designated Senior Person for Child Protection should ensure that all volunteers receive child protection training and have access to the necessary paper work to record any disclosures or concerns.

Who should record?

* Teachers
* All support staff and volunteers
* Other Education staff in regular contact with child e.g. Educational Psychologist (this is a matter the Designated Senior Person for Child Protection will need to decide upon)

How should it be recorded?

Designated Senior Person for Child Protection should have in place guidance as laid out by the Data Protection Act that states that

* When the monitoring starts and finishes
* Where the information will be recorded and in what form
* Who will see it
* Who will contribute to the information

When making notes, the author should clearly indicate whether what is being written is fact, observation, allegation or opinion.

Please refer to the appendix for a proforma which must be completed by all staff members to record evidence.

Blank copies are kept in the headteacher’s office.

The main headings include:

• Name of child

• Name of staff member

• Date of disclosure/incident/observation

• Time of disclosure/incident/observations

• Place or context of incident/disclosure/observation:

• Record of incident:

In case of bruises or observed injury please indicate on a body map (p 12/1/) in red.

The DSP will decide on further action – for example contact with parent(s)/carer(s) and social worker

The child’s wishes

Where there is a safeguarding concern, school leaders ensure a child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Ultimately, all systems and processes MUST operate with the best interests of the child at their heart.

Confidentiality

As a rule, the information which families and children provide will only be shared with their consent. However, there may be certain times when people working with you need to share information without consent.

For example:  
- to help protect a child who is a risk  
- to help prevent or detect a serious crime

Thresholds

When a referral is made to Social Care duty desk (01572 758407) they will decide, whether to investigate or not. They may ask the school to monitor the situation if it doesn’t reach their Thresholds for Intervention, or advise you to complete an Early Help Form or a CAF form with the child’s parents consent. Levels of intervention are defined in the 1989 Children Act. The two sections below are section 17 and section 47. Section 17 is when social care believes that the family requires help/ support/advice with their children. This is achieved in agreement with the family. Section 47 is when the child is seen to be at risk of significant harm. At this stage social care will intervene with or without the agreement of the family although they will try to work with the family. In exceptional circumstances the child may be removed from the family home.

Child Protection

After a Child Protection/Child in Need referral form is completed

1. An initial Child Protection conference will make a decision whether or not a child’s name will be the subject of a Child Protection Plan.
2. A RCC core group meeting will be held immediately after the conference to discuss the Child Protection Plan.
3. The core group meeting will be held within 10 days.

# Looked after children

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

The designated teacher

Our school has appointed a designated teacher to promote the educational achievement of children who are looked after. This is the also the Designated Senior Person/Lead. The designated teacher works with the LA Virtual School Head to discuss how pupil premium plus funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child’s personal education plan.

Working together to Safeguard Children

As part of meeting a child’s needs, it is important for local governing bodies and leadership teams to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter one of Working Together to Safeguard Children and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

Key Agencies

Local Authorities (Children’s social care)  
The safety and welfare of children is the responsibility of the local authority, working in partnership with other public organisations, the voluntary sector, and service users and carers. When there is a concern about a child social care will be informed and it is their role to decide what action, if any, to be taken to protect the young person/child.

Health Services  
General Practitioners (GPs), other members of the primary health care team (PCHT)and practice employed staff have key roles to play both in the identification of children who may have been abused and those who are at risk of abuse; and in subsequent intervention and protection.

School nurses have regular contact with school age children who spend a significant proportion of their time in school. Their skills and knowledge of child health and development meant that, in their work with children in promoting, assessing and monitoring health and development, they have an important role in all stages of safeguarding children and child safeguarding processes.

The Police  
The police have a duty and responsibility to investigate all criminal offences and as Lord Laming pointed out in the circumstances leading to the death of Victoria Climbie (2003) ‘*the investigation of crimes against children is as important as the investigation of any other serious crime and any suggestions that child protection policing is of lower status than any other form of policing should be eradicated’.* Offences committed against children can be particularly sensitive and will often require the police to work with other organisations, such as children’s social care, in the conduct of any investigation.

All forces have child abuse investigation units (CAIUs), and despite variations in their structures and staffing levels, they will normally take primary responsibility for investigating child abuse cases. To contact the CAIU in Leicestershire phone 101 and ask to be put through to them.

Local Safeguarding Children’s Board (LSCB)

The LSCB objectives are about coordinating and ensuring effectiveness of what their member organisations do individually and together. They produce policies and procedures on aspects of child protection and have a duty to ensure that agencies work together.   
Their web site is [www.lrsb.org.uk](http://www.lrsb.org.uk) 0116 305 6314 (Advice or Referrals)

Inter Agency Liason

Social care meetings – at times school staff can be called to participate in meetings organised by Social Care. These might be CAF meetings, strategy discussions, Child Protection review conferences, Family group conferences (for Family/Children In Need).

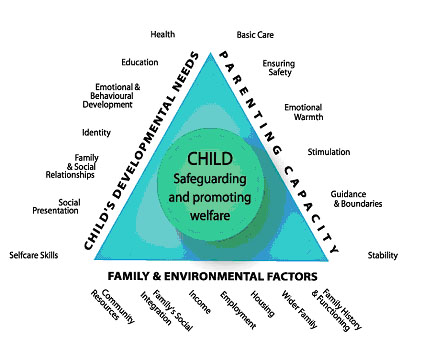
Professional Meetings – in which representatives, professionals from different agencies are asked to meet and discuss families.

Core group meetings – reviewing progress of actions decided at care conferences and register reviews.

At these meetings representatives from the school should be ready to report information about:

* Attendance and punctuality
* Academic achievement
* Behaviour and attitude
* Relationships – peer group and social skills
* Contact with parents/carers
* Any specific incidents

Prior to the meeting class teachers and other adults working closely with the child should be asked for their comments.

An Early Help Framework (previously CAF) to identify potential risks.

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What is Early Help / Common Assessment Framework)?

Early Help (EH) is a standard way that people who work with children and families can find out what sort of help families and their child’s needs and make sure that the people who provide support, do it in a coordinated way. EH allows people working with children and families to pull everything together so that they have the right information to work effectively

How does it help? EH helps people working with children and families to consider all the things that may cause difficulties as well as the positive things that might provide a solution.

How does it work? Finding out about the difficulties and strengths a child and family may have and the best way to help, is a bit like doing a jigsaw puzzle. First we need to have all of the pieces before we can put them together to make the whole picture.

If families and their children agree to an Assessment, then this can be used to gather the right information to share with others who can help. This can then also be used as a plan of action so that those involved are clear as to what needs to be done and who is going to do it.

Who could be involved?

This could include people at school, in health, people working in the voluntary sector or anyone else working with families all acting together. Families can choose to be involved in this way of working. Older children may want to make their own decision to complete an assessment or not, they have the right to make this decision.

Section 47 and Section 17 indicators

Child Protection (section 47)

A child protection enquiry will almost certainly be indicated where the following apply:

* A clear allegation of sexual abuse.
* Any injury, however minor, to a non-mobile baby or child.
* Alleged or suspected serious physical injury.
* This is a repeat non-accidental injury.
* Suspicion of fabricated or induced illness (Fll) whether the presentation is medical, psychological or educational.
* Neglect is serious and standards for living for adults are markedly better than for the child/young person
* Repeat of neglect after family support services have been given previously
* Injury treatment is sadistic/brutal (i.e.pain/distress caused deliberately and giving the adult satisfaction)
* Where children are the subject of parental delusions, or are targets of parental aggression, rejection or neglect for pathological reasons.
* There is no consistent explanation/no admission of what is clearly abuse.
* Domestic violence where the child/young person has been injured, even if inadvertently.

# Family Support (Section 17 Assessment) Child in Need – Support and Advice

The following circumstances will usually prompt a family support assessment rather than a child protection enquiry.

* Minor bruising other than to a non-mobile baby or child.
* Minor injury as a result of inappropriate chastisement.
* Context of minor injury includes unsupported parent.
* Minor injury caused by a sibling who is not an adult.
* Minor injury as a result of a dispute between parent and teenager.
* Parent genuinely remorseful/keen to deal differently, in the context of a relatively minor act of abuse.
* Neglect has obvious cause with which parent is asking for help to change.
* Minor injury resulting from poor supervision.
* Domestic violence where the children have not been injured.

*However, the following additional factors may add sufficient concern to indicate that a child protection enquiry is more appropriate, even in the previously listed circumstances:*

* Child is very young or very vulnerable
* Where there is an emerging pattern of minor injuries
* Where parental problems of mental illness, drinking or drug use and domestic violence co-exist
* Where there are repeated incidents of domestic violence.

# Internet Safety – Please also refer to our E Safety Policy Statement The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

# The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

# • content: being exposed to illegal, inappropriate or harmful material;

# • contact: being subjected to harmful online interaction with other users; and

# • conduct: personal online behaviour that increases the likelihood of, or causes, harm.

# Pupils are taught what Internet use is acceptable and what is not and given clear objectives for Internet use.

- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.  
- Pupils will be shown how to publish and present information to a wider audience.   
- Pupils will be taught how to evaluate Internet content.  
- The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law.   
- Pupils will be taught the importance of cross-checking information before accepting its accuracy.   
- Pupils will be taught how to report unpleasant Internet content

# Managing Internet Access - Information system security

School IT systems security are reviewed regularly. Virus protection will be updated regularly. Security strategies will be discussed with the Local Authority/ IT Technical Support.

**E-mail**

- Pupils may only use approved e-mail accounts on the school system.

- Pupils must immediately tell a teacher if they receive offensive e-mail.

- In e-mail communication, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.

- Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known.

- The school should consider how e-mail from pupils to external bodies is presented and controlled.

- The forwarding of chain letters is not permitted.

**Published content and the school web site**

-Staff or pupil personal contact information will not be published.

- The contact details given online should be the school office.

- The IT Team and Office Staff will take overall editorial responsibility and ensure that content is accurate and appropriate.

**Publishing pupil’s images and work**

- Photographs that include pupils will be selected carefully so that individual pupils cannot be identified or their image misused. We always consider using group photographs rather than full-face photos of individual children.

- Pupils full names will not be used anywhere on a school web site or other on-line space, particularly in association with photographs.

- Written permission from parents or carers will be obtained before photographs of pupils are published on the school Web site or the school ‘s social media account.

- Work can only be published with the permission of the pupil and parents/carers.

- Pupil image file names will not refer to the pupil by full name.

Social networking and personal publishing  
- The school website complies with all statutory requirements.   
- All families have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.   
- Pupils will be taught never to give out personal details of any kind which may identify them, their friends or their location.   
- Pupils and parents will be advised that the use of social network spaces outside school brings a range of dangers for primary aged pupils.

**Managing filtering**- The school works with the Rutland CC, MotiveIT, BT and Becta to ensure systems to protect pupils are reviewed and improved.   
- If staff or pupils come across unsuitable on-line materials, the site must be reported to the e-Safety Coordinator/DSOP/Headteacher.   
- The Headteacher ensures that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

**Managing videoconferencing and webcam use**- Videoconferencing should use the educational broadband network to ensure quality of service and security.   
- Pupils must ask permission from the supervising teacher before making or answering a videoconference call.  
- Videoconferencing and webcam use will be appropriately supervised for the pupils age.

**Managing emerging technologies**- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

- The school leadership team should note that technologies such as mobile phones with wireless Internet access can bypass school filtering systems and present a new route to undesirable material and communications.

**Mobile phones will not be used during lessons or school time. Teaches are not allowed to take photographs of pupils on their personal mobile phones – under any circumstances.**

**Personal cameras and recording devices**  
- These devices must be stored securely during working hours on school premises or when on outings.   
- Only school equipment should be used to record classroom activities.   
- Photos should be put on the school system as soon as possible and should not be sent or kept on personal devices.   
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes.  **-** Parents or carers are permitted to take photos of their own children during a school production or event.   
- School protocols require that photos of other people’s children are not published on social networking sites such as Facebook.   
- The sending of abusive or inappropriate text messages or files by Bluetooth or any other means is forbidden.

**Protecting personal data**

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

**Assessing risks**

The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to the school network. Neither the school nor the Governors can accept liability for any material accessed, or any consequences of Internet access.

**Introducing the e-safety policy to pupils / staff**

- E-Safety rules are used and discussed with pupils regularly.   
- Pupils are informed that network and Internet use will be monitored and appropriately followed up.   
- E-Safety training is embedded within the ICT scheme of work and routine classroom practice.  
- All staff are given the School e-Safety Policy and its importance explained.   
- Staff will be informed that network and Internet traffic can be monitored and traced to the individual user.  
- Staff that manage filtering systems or monitor ICT use will be supervised by senior management and work to clear procedures for reporting issues.   
- Staff will always use a child friendly safe search engine when accessing the web with pupils.

**Enlisting parents’ and carers’ support**

Parent and carers attention will be drawn to the School e-Safety Policy in newsletters, training sessions, the school prospectus and on the school Website. The school will ask all new parents to sign the parent /pupil agreement when they register their child with the school. There is a wealth of information available to support schools and colleges to keep children safe online e.g.   
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
[www.internetmatters.org](http://www.internetmatters.org)  
[www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
educateagainsthate.com  
[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

# Staff Code of Conduct for ICT

To ensure that members of staff are fully aware of their professional responsibilities when using information systems and when communicating with pupils, they are asked to read and sign this code of conduct.   
Members of staff should consult the Headteacher for further information and clarification.

 I understand that it is a criminal offence to use a school ICT system for a purpose not permitted by its owner.

 I appreciate that ICT includes a wide range of systems, including mobile phones, Ipads, digital cameras, email, social networking and that ICT use may also include personal ICT devices when used for school business.

 I understand that school information systems may not be used for private purposes without specific permission from the headteacher.

 I understand that my use of school information systems, Internet and email may be monitored and recorded to ensure policy compliance.

 I will respect system security and I will not disclose any password or security information to anyone other than an authorised system manager.

 I will not install any software or hardware without permission.

 I will ensure that personal data is stored securely and is used appropriately, whether in school, taken off the school premises or accessed remotely.

 I will respect copyright and intellectual property rights.

 I will report any incidents of concern regarding children’s safety to the the Designated Child Protection Coordinator or Headteacher.

 I will ensure that electronic communications with pupils including email and social networking are compatible with my professional role and that messages cannot be misunderstood or misinterpreted.

 I will promote e-safety with the children in my care and will help them to develop a responsible attitude to system use, communications and publishing.

*The school may exercise its right to monitor the use of the school’s information systems and Internet access, to intercept e-mail and to delete inappropriate materials where it believes unauthorised use of the school’s information system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.*

**Personal blogs**

Staff are free to set up personal 'blogs' on the internet, provided that they do not breach the law or disclose any of the school’s confidential information, breach copyright, defame the company or its suppliers, customers or employees; bring the organisation into disrepute, or disclose personal data or information about any individual that could breach the Data Protection Act 1998.

Personal blogs should have clear disclaimers that the views expressed by the author in the blog is the author’s alone and so not represent the views of the school.

**Social networking websites**

The school respects employees right to a private life. However, the school must also ensure that confidentiality and its reputation are protected. It therefore requires that if you use social networking websites:

* refrain from identifying yourselves as working for our Academy;
* ensure that you do not conduct yourself in a way that is detrimental to the Academy; and take care not to allow your interaction on these websites to damage working relationships between members of employees and service users of the Academy;
* Respect Copyright laws, and reference or cite sources appropriately - plagiarism applies online as well;
* Do not reference or cite our school’s parents or children without their express consent;
* Understand Logos and school trademarks may not be used without written consent.

Any Employee, who becomes aware of social networking activity that would be deemed distasteful, should make the Headteacher aware.

Professional conduct

Please refer to Safer Care Code of Conduct Policy and Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings

All members of staff working for an educational establishment should be familiar with this section that provides guidance concerning the conduct for staff, volunteers, governors etc. whose work brings them into contact with children and/or young people.

By following this code of conduct, staff and volunteers can minimise the risk of being accused of improper conduct towards children and young people with whom they come into contact during their work.

It is important that, in educational establishments and Local Authority central services a culture of openness is fostered in which teaching and non-teaching staff feel able to raise issues of concern to the designated person, and that their duty to do so in terms of child protection is recognised.

Private meetings with pupils

* Be aware that private meetings with pupils may give rise to concern.
* If it is necessary for you to have a one-to-one meeting with a pupil, it should be conducted in a room with visual access, or with an open door, or in a room or area which is likely to be frequented by other people, and another adult should be present or nearby.
* Let other adults know when the one-to-one meeting is taking place, for how long and where.
* Meetings with pupils away from the education premises should only be arranged with the specific approval of the Headteacher/Principal/Head of Centre/Service Manager.

Physical contact

* Physical contact may be misconstrued particularly if it is considered as part of an overall teaching style or as a way of relating to pupils.
* Any form of physical punishment is unlawful, as is any form of physical response to misbehaviour unless it is by way of restraint.
* There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting. In such circumstances you should use your discretion to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time.
* There may be occasions when physical contact with a pupil may be a necessary e.g. showing a pupil how to use a piece of apparatus or equipment, demonstrating a move or exercise during game or PE or physical activities at a youth club. You should be aware of the limits within which such contact should properly take place and the possibility of this type of contact being misinterpreted.

Reporting incidents

Following an incident where you feel that your action has been, or may be misconstrued, you should discuss the matter with the Headteacher. He may decide that it is necessary for you to produce a written record.

A detailed written record should always be provided if you have been obliged to restrain a pupil physically, or where a complaint has been made by a pupil, parent(s)/carer(s) or other adult

Relationships and attitudes

* You should clearly understand the need to maintain appropriate boundaries in your dealing with pupils.
* Ensure that your relationship with pupils is appropriate to their age and gender.
* Take care that neither your language nor your conduct gives rise to speculation or comment.
* Attitudes, demeanour and language require care and thought at all times.
* As a member of staff you may encounter pupils who display attention seeking behaviour, or profess to be attracted to you. You should aim to deal with this situation sensitively and appropriately, but ensure that your behaviour is not misinterpreted. IN these circumstances guidance should be sought from the Headteacher/Principal/Head of Centre/Service Manager.

# Allegations against the staff

Where a pupil, their parent(s)/carer(s) or another adult make an allegation against a member of staff these need to be treated seriously. No one is beyond reproach. These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

* Behaved in a way that has harmed a child or may have harmed a child.
* Possibly committed a criminal offence against or related to a child

or

* Otherwise behaved towards a child or children in a way that indicates she/he is unsuitable to work with children.

This should include indications that the person has employed behaviour which could constitute grooming.

The individual member of staff/volunteer/other adult must:

* Write a dated and timed note of what has been disclosed, noticed, said or done;
* Report immediately to the Designated Senior Person for Child Protection;
* Pass on the written record.

If the allegation concerns the conduct of the Head Teacher:

* Report immediately to the Chair of Governors; or
* Allegations Manager at Catmose Buildings, Oakham, Rutland.

What happens next…

* The Designated Senior Person for Child Protection will notify the Local Authority (LA) designated officer within *1 working day*.
* Discussion to take place regarding involvement of children’s social care and/or the police.
* If a complaint or allegation is such that an investigation by children’s social care and/or police is not necessary, the LA designated officer will discuss the matter with the Headteacher.
* Where a case is particularly complex or there are insufficient resources an independent investigator may be appointed.
* Where an allegation is substantiated the LA designated officer will review the circumstances with the Headteacher.
* The school will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
* We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.
* Referrals are made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on Gov.uk.

*Regulated activity includes:*

*a) teaching, training, instructing, caring for or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,*

*Work is regulated activity only if done regularly.*

*Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:*

*- relevant personal care, or health care provided by or provided under the supervision of a health care professional:*

*- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing*

*- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.*

# Safeguarding Children: Safer Recruitment and Selection in Education Settings

It is vital our school and other education establishments adopt recruitment and selection procedures and other Human Resources management processes that help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. This guidance provides advice for our practice that should be followed to achieve that.

The guidance below accompanies and supports the training that office managers, school leaders and school governors to ensure that the process of appointing staff reflects the importance of safeguarding children.

# Types of checks

Disclosure and Barring Service (DBS) checks

Three types of DBS checks

• Standard: this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out;

• Enhanced: This provides the same information as a standard check, plus any additional information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed; and

• Enhanced with barred list check: where people are working or seeking to work in regulated activity with children, this allows for an additional check to be made as to whether the person appears on the children’s barred list.

More information is available on the DBS website.

Once the checks are complete, the DBS send a certificate (the DBS certificate) to the applicant. The applicant must show the original DBS certificate to their potential employer before they take up post or as soon as practicable afterwards.

Where a school allows an individual to start work in regulated activity before the DBS certificate is available, they MUST ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in Disqualification under the Childcare Act 2006 statutory guidance.

If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity.

ALL GOVERNORS are required to have an enhanced DBS check.

Secretary of State prohibitions  
Teacher prohibition orders

Teacher prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England.  
A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Teacher Services’ system.

Prohibition orders are described in the National College for Teaching and Leadership’s (NCTL) publication Teacher misconduct: the prohibition of teachers. Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by NCTL. Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so.

A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited is unable to participate in any management of an independent school such as: a management position in an independent school, academy or free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities. A check for a section 128 direction can be carried out using the Teacher Services’ system. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.

Context

The measures described in this guidance should be applied in relation to everyone who works in our school who is likely to be perceived by the children as a safe and trustworthy adult.

Volunteers

Volunteers are seen by children as safe and trustworthy adults, and if a school is actively seeking volunteers, and is considering candidates about whom it has little or no recent knowledge, it should adopt the same recruitment measures as it would for paid staff.

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools and colleges, will be in regulated activity.

The school obtains an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, our school may conduct a repeat DBS check (which should include barred list information) on any such volunteer that we have concerns.

We will obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity but have the opportunity to come into contact with children on a regular basis, e.g. supervised volunteers.

Employers are not legally permitted to request barred list information on a volunteer who, because they are supervised, is not in regulated activity.

The school will undertake a risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS check for any volunteer not engaging in regulated activity.   
In doing so we consider:

• \_the nature of the work with children;

• \_what the school knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;

• \_whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability; and

• \_whether the role is eligible for an enhanced DBS check.

Any adult transporting children to or from an event must be accompanied by another adult – one of which must hold a current DBS check. This is in addition to the necessary insurance and appropriate vehicle checks

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school, as outlined below.

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity.

In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

• will be responsible, on a regular basis in a school, for teaching, training instructing, caring for or supervising children; or

• will carry out paid, or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children; or

• engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors who would have the opportunity for contact with children and who work under a temporary or occasional contract.

In a school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The DfE has published separate statutory guidance on supervision and regulated activity which schools and colleges should have regard to when considering which checks should be undertaken on volunteers. This is set out at Annex F (KCSiE 2016)

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process. It starts with the process of planning the recruitment exercise, and, where the post is advertised, ensuring that the advertisement makes clear the organisation’s commitment to safeguarding and promoting the welfare of children. It also requires a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants. Main elements of the process include:

* Ensuring the job description makes reference to the responsibility for safeguarding and promoting the welfare of children;
* That the person specification includes specific reference to suitability to work with children;
* Obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies;
* Obtaining independent professional and character references that answer specific questions to help assess an applicant’s suitability to work with children and following up any concerns;
* A face to face interview that explores the candidate’s suitability to work with children as well as his/her suitability for the post;
* Verifying the successful applicant’s identity;
* Verifying the successful applicant has any academic or vocational qualifications claimed;
* Checking his/her previous employment history and experience;
* Verifying that she/he has the health and physical capacity for the job;

Recruitment and selection policy statement

We have an explicit written recruitment and selection policy statement and procedures that complies with national and local guidance. The statement details all aspects of the process and links to our child protection policy and procedures.

‘Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment’.

Our statement will be included in:

* Publicity materials
* Recruitment websites
* Advertisements
* Candidate information packs
* Person specifications
* Job descriptions
* Competency frameworks
* Induction training

Planning and Advertising – Guidance

Planning is vital to successful recruitment. It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether there are any particular matters that need to be mentioned in the advertisement for the post in order to prevent unwanted applications. Also it is essential to plan the recruitment exercise itself, identifying who should be involved, assigning responsibilities, and setting aside sufficient time for the work needed at each stage to be completed so that safeguards are not skimped or overlooked. For example, it is important to organise the selection process to allow references to be obtained on short listed candidates before interview.

When a vacancy is advertised, the advertisement will include a statement about our commitment to safeguarding and promoting the welfare of children, and reference to the need for the successful applicant to undertake a criminal record check via the DBS, where appropriate, as well as the usual details of the post and salary, qualifications required etc.

Application Form

We use an application form to obtain a common set of core data from all applicants.

For applicants for all types of post the form obtains:

* Full identifying details of the applicant including current and former names, date of birth, current address, and National Insurance Number.
* A statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which she/he is applying with details of the awarding body and date of award;
* A full history in chronological order since leaving secondary education, including periods of any post-secondary education/training, and part time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.
* A declaration of any family or close relationship to existing employees or employers (including councillors and governors)
* Details of referees. One referee should be the applicant’s current or most recent employer, and normally two referees should be sufficient. N.B. where an applicant who is not currently working with children has done so in the past it is important that a reference is also obtained from the employer by whom the person was most recently employed in work with children. The form should make it clear that references will not be accepted from relatives or from people writing solely in the capacity of friends.
* A statement of the personal qualities and experience that the applicant believes are relevant to his/her suitability for the post advertised and how she/he meets the person specification.

Providing false information is an offence and could result in the application being rejected, or summary dismissal if the applicant has been selected, and possible referral to the police.

Applicants for teaching posts will also be asked:

* Whether she/he has Qualified Teacher status (QTS) and,

Job Description  
This clearly states:

* The main duties and responsibilities of the post
* The individual’s responsibility for promoting and safeguarding the welfare of children and young persons she/he is responsible for, or comes into contact with.

Personal Specification

* Includes the qualifications and experience and any other requirements needed to perform the role in relation to working with children and young people;
* The competences and qualities that the successful candidate should be able to demonstrate; and,
* Explain how these requirements will be tested and assessed during the selection process. For example:

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline
* Explain that if the applicant is short-listed any relevant issues arising from his/her references will be taken up at interview.

Information Pack to Candidates

The pack will include a copy of:

* The application form, and explanatory notes about completing the form;
* The job description, and person specification;
* Any relevant information about the Local Authority/establishment and the recruitment process, and statements of relevant policies such as the authority/establishment’s policy about equal opportunities, the recruitment of ex-offenders, etc.
* The establishment’s Child Protection Policy Statement, Safeguarding Policy Statement;
* A statement of the terms and conditions relating to the post.

Scrutinising and Short Listing

All applications are scrutinised to ensure that they are fully and properly completed; that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment.

All candidates are assessed equally against the criteria contained in the person specification without exception or variation.

References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They are always sought and obtained directly from the referee.

Ideally, references are sought on all short listed candidates, including internal ones, and should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

All requests for references seek objective verifiable information and not subjective opinion. A copy of the job description and person specification for the post for which the person is applying is included with all requests, and every request should ask:

* About the referee’s relationship with the candidate e.g. did they have a working relationship: if so what; how long has the referee known the candidate and in what capacity;
* Whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, and for specific comments about the applicant’s suitability for the post, and how she/he has demonstrated that she/he meets the person specification;
* Whether the referee is completely satisfied that the candidate is suitable to work with children, and, if not, for specific details of the referee’s concerns and the reasons why the referee believes the person might be unsuitable.

In addition to the above, requests addressed to a candidate’s current employer, or previous, employer in work with children, will also seek:

* Confirmation of details of the applicant’s current post, salary, and sick record;
* Specific verifiable comments about the applicant’s performance history and conduct;
* Details of any disciplinary procedures the applicant has been subject to in which the disciplinary sanction is current;
* Details of any disciplinary procedures the applicant has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those; and,
* Details of any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated the conclusion reached and how the matter was resolved.

Involving Pupils (optional)

Involving pupils in the recruitment and selection process in some way, or observing short listed candidates’ interaction with pupils is common, and recognised as good practice. There are different ways we do this. For example, candidates for teaching posts might be asked to teach a lesson; short listed candidates might be shown round the school by pupils and a governor or senior member of staff, and/or meet with pupils and staff.

Interviews

The interview will assess the merits of each candidate against the job requirements, and explore their suitability to work with children. The selection process for people who will work with children should always include a face-to-face interview even if there is only one candidate.

Invitation to Interview

In addition to the arrangements for interviews – time and place, directions to the venue, membership of the interview panel – the invitation reminds candidates about how the interview will be conducted and the areas it will explore including suitability to work with children.

The invitation will also stress that the identify of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, and that where a DBS check is appropriate the person will be required to complete an application for a DBS check evidence of their identity that will satisfy DBS requirements, i.e. either a current driving licence or passport including a photograph, or a full birth certificate, plus a document such as a utility bill or financial statement that shows the candidate’s current name and address, and where appropriate change of name documentation. Candidates are also to be asked to being documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate or diploma, or a letter of confirmation from the awarding body. N.B. if the successful candidate cannot produce original documents or certified copies written confirmation of his/her relevant qualifications must be obtained from the awarding body.

Interview Panel

We always ensure we have a panel of at least two people which allows one member to observe and assess the candidate, and make notes, while the candidate is talking to the other. It also reduces the possibility of any dispute about what was said or asked during the interview.

The members of the panel:

* Have the necessary authority to make decisions about appointment;
* Are appropriately trained;
* Meet before the interviews to:

Reach a consensus about the required standard for the job to which they are appointing

Consider the issues to be explored with each candidate and who on the panel will ask about each of those

Agree their assessment criteria in accordance with the person specification

The panel aggress in advance a list of questions for each candidate

In addition to assessing and evaluating the applicant’s suitability for the particular post, the interview panel also explores:

* The candidate’s attitude toward children and young people;
* His/her ability to support the authority/establishment’s agenda for safeguarding and promoting the welfare of children;
* Gaps in the candidate’s employment history;
* Concerns or discrepancies arising from the information provided by the candidate and/or a referee; and
* Ask the candidate if they wish to declare anything in light of the requirement for a CRB check

Condition Offer of Appointment: Pre Appointment Checks

* two satisfactory references
* verify a candidate’s identity. Identification checking guidelines can be found on the GOV.UK website;
* obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
* obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
* verify the candidate’s mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
* verify the person’s right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
* if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see paragraph 114);
* verify professional qualifications, as appropriate; and
* check that a person taking up a management position as described at paragraph 99 is not subject to a section 128 direction made by the Secretary of State.
* ensure that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State.
* where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person’s appointment.
* There is no requirement to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the three months prior to their appointment, the applicant has worked:   
  - in a school in England in a post which brought them into regular contact with children or young persons in any post in a school since 12 May 2006; or   
  - in an institution within the further education sector in England or in a 16-19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.
* All other pre-appointment checks must still be completed, including where the individual is engaging in regulated activity, a barred list check.
* The DBS cannot provide barred list information on any person, including volunteers, who are not in or seeking to enter in regulated activity.

Employment history and references

Our school always asks for written information about previous employment history and checks that information is not contradictory or incomplete. References are be sought on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee and taken up with the candidate at interview.

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References are always be obtained and scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They are always be requested directly from the referee and our school does not accept or rely on open references, for example in the form of ‘to whom it may concern’ testimonials. If a candidate for a teaching post is not currently employed as a teacher, it is also advisable to check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

On receipt, references are checked to ensure that all specific questions have been answered satisfactorily. The referee is contacted to provide further clarification as appropriate, for example if the answers are vague. They are also compared for consistency with the information provided by the candidate on their application form. Any discrepancies are taken up with the candidate.

Any information about past disciplinary action or allegations are considered carefully when assessing the applicant’s suitability for the post (including information obtained from the Teacher Services’ checks referred to previously).

Post Appointment Induction

There is an induction programme for all staff and volunteers newly appointed in our school, including teaching staff, regardless of previous experience. The purpose of the induction is to:

* Provide training and information about the establishment’s policies and procedures;
* Support individuals in a way that is appropriate for the role for which they have been engaged;
* Confirm the conduct expected of staff within the school; and
* Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role and responsibilities; and
* Enable the person’s line manager or mentor to recognise any concerns or issues about the person’s ability or suitability at the outset and address them immediately.

DBS Update Service

Individuals can join the DBS Update Service at the point an application for a new DBS check is made, enabling future status checks to be carried out to confirm that no new information has been added to the certificate since its issue. This allows for portability of a certificate across employers.

Before using the Update Service schools must:

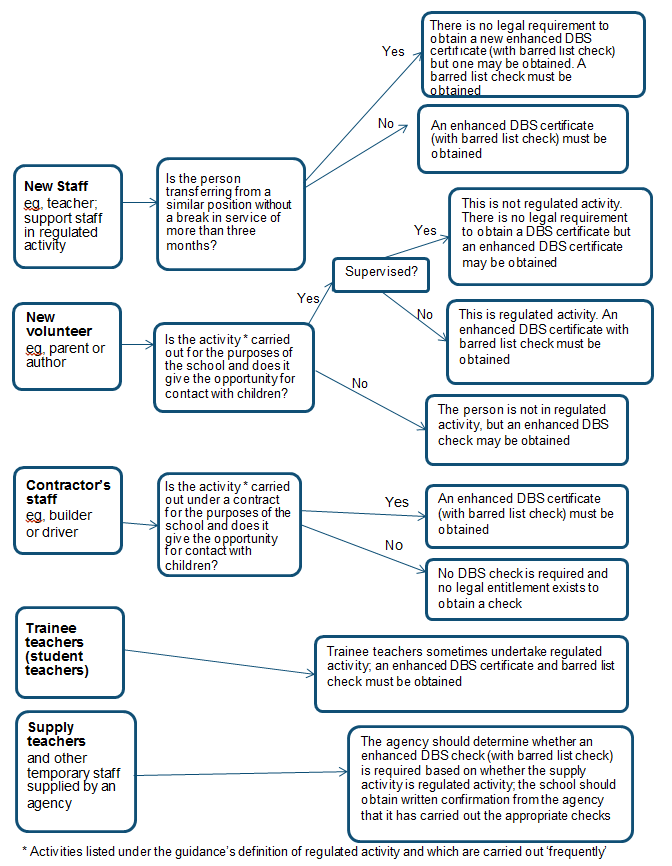
• obtain consent from the applicant to do so;

• confirm the certificate matches the individual’s identity; and

• examine the original certificate to ensure that it is for the appropriate workforce and level of check, e.g. enhanced certificate/enhanced including barred list information.

The school can then subsequently carry out a free online check. This would identify whether there has been any change to the information recorded, since the initial certificate was issued and advise whether the individual should apply for a new certificate.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



# Single central record

Schools must keep a single central record that covers the following people:

• \_all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

• an identity check;

• a barred list check;

• an enhanced DBS check/certificate;

• a prohibition from teaching check;

• a section 128 check (for management positions)

• further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA)

• a check of professional qualifications; and

• a check to establish the person’s right to work in the United Kingdom.

For supply staff, we also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.

Where checks are carried out on volunteers, we also record this on the single central record.

Schools do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record.

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services’ system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate’s suitability for employment.

The Home Office has published guidance on criminal record checks for overseas applicants. The department has as also issued guidance on the employment of overseas-trained teachers. This gives information on the requirements for overseas-trained teachers from the EEA to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

Agency and third-party staff

Our school obtains written notification from any agency, or third-party organisation we use that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school. Where the position requires a barred list check, this is obtained by the agency or third-party prior to appointing that individual. Our school also checks that the person presenting themselves for work is the same person on whom the checks have been made.

This Safeguarding Children policy will be monitored and evaluated annually by all staff, Governors and Headteacher.

A copy of this policy is placed on the school website and is available in hard copy format on request from the office.

# Appendix/Attachments

1. Incident report form
2. Rutland Early Help Strategy

Appendix 1 – Incident Report Form

Name of child:

Name of staff member:

Date of disclosure/incident/observation:

Time of disclosure/incident/observations:  
  
Place or context of incident/disclosure/observation:

Record of incident/observation:

Appendix 2

Rutland Early Help Strategy

Rutland County Council and its partners have agreed an Early Help Strategy which sets out Rutland’s ‘Early Help Offer’ and informs the approach it is taking in working with children and families and the design of future services. Early intervention is crucial to ensure children, young people and families in Rutland have the chance to make the most of their lives. This is a critical role for children’s services across the Children’s Trust and the geographical area of Rutland and is a theme behind Rutland County Council’s strategic commitment to building individual, community and economic resilience. Whilst the Early Intervention Service in the People’s Directorate of the Council has a key role in the provision of Early Help services – taking a lead in the delivery and commissioning of services - it also has a role as a partner working collaboratively and co-operatively within a system of services from the statutory, voluntary and community sector. It is also a facilitator – helping to strengthen the partnership and build capacity and confidence across the partnerships. This Early Help Strategy in Rutland draws on existing best practice locally and nationally and a vision, shared by the partners of Rutland’s Children’s Trust, to improve outcomes for our children and young people.

Early Help or Early Intervention in Rutland means:

preventing the problems occurring – providing support as soon as a problem emerges, at any point in a child’s life, from the early years through to teenage years:

preventing problems escalating – providing targeted Early Help before any social care intervention or adding value and collaboration to a social care intervention:

reducing the severity of problems – ‘step down’ from social care where the aim is to prevent re-escalation and further statutory intervention:

This Early Intervention Practice Manual and Early Help Assessment Guidance has been produced for all those working in children’s services across Rutland, including those working in schools, early years, health, police, housing, inclusion, youth work and social care.

It sets out our approach to supporting families across the levels of need and supports staff to understand:

(a) The service model in which we work with children, young people and families.

(b) The role of universal, targeted and specialist teams.

(c) The range of services and interventions provided both directly and commissioned, to support children and families requiring Early Help.

(d) The services and support provided in relation to Early Years funded education and childcare.

(e) The systems and processes used within the services and for broader partnership activities.

(f) The partnerships vital to the Early Intervention service to support delivery.

The Early Help Assessment is the tool which will identify unmet need and the guide includes a comprehensive explanation of how and when to use it. The aim of these documents listed above is to provide concise and clear guidance to enable consistency of practice across the workforce.

Rutland Children’s Trust continues to prioritise its prevention and early support model to enable early identification and response to issues that arise in the lives of children and young people. Training is delivered to ensure that practitioners are able to use the process effectively and outcomes will be reviewed and evaluated to inform the development of the process.

The documents and relevant forms are available by emailing the secure Early Help inbox – EarlyHelp@rutland.gcsx.gov.uk – and will soon be available for download on the Rutland County Council website. Support and professional advice will be provided to help with practice issues by Rutland County Council’s Early Help Co-ordinators in the Children’s Services Duty and Assessment desk: childrensduty@rutland.gcsx.gov.uk, Telephone 01572 722577 ext 8407 and via the secure Early Help inbox: EarlyHelp@rutland.gcsx.gov.uk

APPENDIX 3

Safeguarding and Attendance

Rutland County Council ‘Guidance’ for Educational Settings (September 2017)

The purpose of this document is to provide Rutland educational settings with ‘guidance and recommendations’ that define safeguarding and attendance for those children on roll who do not present to school/nursery. This ‘guidance’ does not relate to children who are on roll but who are currently ‘missing education’ (for example families who may have moved out of the area).

Please note that in the event of any immediate safeguarding risk or concern; please contact the Police and children’s social care outside of any timescales in this guidance

Unexplained Absence

For the purpose of this ‘guidance’, we define *unexplained absence* as a child who does not present at their setting on any given day, and there being no explanation for the absence in advance of the occurrence.

For the majority of these children, there may be no current safeguarding concerns and as such, your local safeguarding procedures should detail the process for ‘first day call’ to ensure these children are accounted for. As a local authority our ‘*recommendation’* in this situation is that a process is followed to make contact with the parent/carer or other designated contacts given for the child, from the first day that the child is absent, which should be detailed in your local safeguarding procedures.

For children who do not present at their setting, on any given day, where a child, young person or family is open to Rutland Children’s Social Care or Early Help and where attendance is identified as a concern in the child’s plan (Early Help, CIN, CP, CLA\*), the local authority should be notified, directly making contact with the child’s allocated social worker/early help worker.

If a child unexpectedly fails to attend their setting and all reasonable attempts have been made to contact the parent/carer and other designated contacts, then the local authority recommended ‘*guidance’* is that all settings should have detailed in their safeguarding procedures a process for ‘Safe and Well Checks’.

‘Safe and Well Checks’ should be used when a child does not present at their setting and no relevant adult can be contacted, after attempting contact for a period of 3 days. On day 4, the police should be contacted in order to make a visit to the family home\*.

\*In all events, the child’s history, attendance record and consideration of any escalating concern should always be considered when deciding on the use of any action. Where there are any safeguarding concerns, contact RAIS (Referral, Assessment & Intervention Service - Children’s Duty) on 01572 758407.

This ‘guidance’ has been written in response to the Judiciary Report for Chadrack Mbala MULO

<https://www.judiciary.gov.uk/wp-content/uploads/2017/06/Chadrack-2017-0120.pdf>

Children who go missing during the course of the school day

When a child goes missing from their setting during the course of the day, settings should have detailed in their local safeguarding procedures the process for responding to such events.

Procedures should be designed to ensure that any child who goes missing during the course of the day is found and returned within as short a timeframe as reasonably possible.

When the alarm is raised that a child has gone missing, the local authority *recommends* that the following steps be put into place:

1. Alert reception
2. Designated member/s of staff should co-ordinate a detailed search of the site including its grounds
3. If the search is unsuccessful, the parent/carer (or other emergency contact) should be notified
4. If contact with the parent/carer (or other emergency contact) cannot be made, or upon contact parent/carer cannot confirm location of the child, the Police should be contacted. It is the responsibility of the setting to report the child missing.
5. Provide Police with any appropriate information such as a detailed description of the child and an indication of when they were last seen
6. Where there are any safeguarding concerns, contact RAIS (Referral, Assessment & Intervention Service - Children’s Duty) on 01572 758407
7. Staff should continue a detailed search of the site including its grounds until the Police attend and undertake an investigation

Following such an incident a meeting should be arranged with parents and the setting’s Inclusion Officer and Social Inclusion Designated Officer at the local authority to ascertain the circumstances of the incident and ensure steps are put into place to avoid any further incidents.