South York MAT
Child Protection Handbook

Last updated: September 2021   Approved by Board of Trustees

Contents:

DESIGNATED SAFEGUARDING LEAD

Each school within the South York MAT has a designated safeguarding lead; a senior member of staff, with appropriate training, who takes responsibility for safeguarding within their setting. Each school will also have a minimum of one deputy DSL who is able to deal with safeguarding issues in the absence of the DSL.

Fulford School	-	Paul Walker
Dunnington CofE Primary	-	Caroline Hancy
Wheldrake with Thorganby CofE Primary	-	Alison Shaw
Archbishop of York CofE Junior	-	Sally Sutton
Escrick CofE Primary School	-	Emma Miller

NOMINATED TRUSTEE FOR SAFEGUARDING

Sheena Powley

Local Authority School Safeguarding Advisor:

Caroline Wood   Contact Number: 01904 555694

Local Authority Designated Officer(s):

Debra Lane/Leigh Moore Contact Number: 01904 551783 email: lado@york.gov.uk

REFERRAL TO CHILDREN'S SERVICES

This is through the advice and assessment team known as **The MASH Hub**.
Contact Number: **01904 551900**.

Any member of staff, volunteer or visitor to a school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead or in their absence, a Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff, or a referral may need to be made to The Children's Services Front door by the member of staff themselves.

This policy applies to all staff, governors and trustees working within the South York MAT, including supply staff and volunteers.

1. Definitions

1.1 The terms **"children"** and **"child"** refer to anyone under the age of 18.

1.2 For the purposes of this statement, "safeguarding and protecting the welfare of children" is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils' health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to promote student wellbeing and enable all pupils to have the best outcomes.

1.3 For the purposes of this statement, the term **"harmful sexual behaviour"** includes, but is not limited to, the following actions:

- Using sexually explicit words, phrases and images
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

1.4 In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2021), and for the purposes of this policy, the term **"'sexual harassment"** is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

1.5 For the purpose of this policy, the term **"sexual violence"** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

1.6 For the purposes of this policy, **"upskirting"** refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

1.7 The term **"teaching role"** is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

2. Legal framework

2.1 The safeguarding policy implemented by each school within the South York MAT has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- [DfE (2021) 'Keeping children safe in education'
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Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

2.2 Other relevant policies implemented by Trust schools include:

- Allegations of Abuse Against Staff Policy
- Behavioural Policy
- Staff Code of Conduct
- Information Management Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Exclusion Policy
- SEND policy
- Equal Opportunities Policy
- Recruitment Policy
- Use of IT Agreement

3. Roles and responsibilities

3.1 The Trust Board and local governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the governing body and Trust board are nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Ensure that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing body itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting preemployment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.

- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Ensure that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Ensure that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

3.2 The headteacher for each school has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, online safety training, and the identity of the DSL and any deputies.

3.3 The DSL for each school has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners.
- Make the necessary child protection referrals to appropriate agencies.
- Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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's Child Protection and Safeguarding Policy and procedures.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available on the schools website, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available during school hours to discuss any safeguarding concerns.
- Hold the details of the LA School Safeguarding Advisor and liaise with them as necessary.

- Be aware of those students who are supported by a social worker or an early help practitioner.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- Regular communication with the Virtual Head should take place in each school as they have responsibility for the education of each child with a social worker.

3.4 The designated teacher in each setting has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

3.5 Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Channel training undertaken by staff.
- Challenge senior leaders over any safeguarding concerns, where necessary.

4. Identifying and reporting concerns

4.1 All members of staff working within the South York MAT will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

4.2 All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

4.3 All staff who work within the trust will undertake safeguarding awareness training on an annual basis to ensure that they are well equipped to spot potential signs of abuse. Leaders in each school are responsible for making arrangements for this to be completed.

4.4 Staff in each school will be aware of who the DSL and deputy DSL are within their setting and the process for reporting and recording concerns.

4.5 Each school will have a secure system for logging safeguarding concerns about children. These records should be accessible to the DSL and their deputy and should be shared only where necessary and in line with GDPR guidelines. Where it is necessary to share personal information in order to protect a child, priority will be given to safeguarding that student.

4.6 When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries or bruises that are not consistent with age or activities or where this is a frequent occurrence.
- Lack of concentration and becoming withdrawn
- Language or knowledge beyond age related expectations, e.g. knowledge about sex or substances.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- A change in appearance or eating habits.

5. Types of abuse and neglect

5.1 The South York MAT is aware that there are many types of abuse and that a child of young person is experiencing. In order to safeguard students, staff should be aware of the main categories of abuse defined in KCSIE (2021).

5.2 **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

5.3 **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

5.4 **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

5.5 **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

5.6 **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

6. Specific Safeguarding Issues

6.1 There are specific safeguarding issues that school staff should be aware of; these are outlined within this statement and individual policies for South York MAT schools should make reference to these issues in more depth. If a member of staff suspects that a student is experiencing one of these issues they should speak with the DSL in their setting or call the police if appropriate.

6.2 **FGM**: is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs. If a member of staff suspects that a girl may be at risk of FGM then they should speak with the DSL in their school. If evidence is presented that a girl **has** been subjected to FGM, either through disclosure or visual evidence, staff have a **legal duty** to report this to the police immediately.

6.3 **Forced marriage:** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK. Staff who suspect this should speak to their DSL who can liaise with the police, children's social care, and the Forced Marriage Unit.

6.4 **Child sexual exploitation:** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity. A discussion should be had with the DSL who follow local safeguarding procedures, which may include a referral to Children's Social Care.

6.5 **Sexting:** If a member of staff is made aware of an incident of youth generated sexual imagery, they should report it to the DSL or deputy. Staff should **never** the image, nor should they ask the pupil to delete the image (this may be used as evidence by the police).

6.6 **Homelessness**: The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

6.7 **County lines criminal activity** refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and

market and seaside towns. If staff suspect that a student if vulnerable to or is involved in this, then they should report the issues to their DSL who will follow local safeguarding procedures.

6.8 **Child criminal exploitation** is defined as a situation in which an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. Staff should be aware that any students who have unexplained absences from school, several new and expensive possessions or changes in friendships. A discussion should be had with the DSL who follow local safeguarding procedures, which may include a referral to Children's Social Care.

6.9 **Serious Violence** Students can be at risk of being involved in violent crimes which may occur alongside CCE, but may be evident in its own right. Males are historically more at risk, as are students who have previously been excluded or experience other forms of abuse. Staff should be aware that any students who have unexplained absences from school, several new and expensive possessions or changes in friendships.

6.10 **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies. All staff in school should have some understanding of radicalisation and of the key identifiers of this issue. The DSL and deputies should have completed an online PREVENT training course, but all staff may complete this to enhance understanding across the setting. If radicalisation is suspected then a member of the safeguarding team should make a referral to the Channel Program and the local authority.

6.11 **Children missing from education:** A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Students with consistent low attendance should be highlighted to the DSL. If a student is absent for a period of 10 days or more, without explanation, then the DSL should make the local authority aware of this absence. Where contact cannot be establish with a parent or carer, staff should consider a home visit or request a welfare call from the police by dialling 101.

6.12 **Domestic abuse** is defined as any kind of behaviour which is intended to cause harm or create control over another person, over the age of 16, with who they have a close relationship; this can include: coercive behaviour, financial control, emotional, sexual and physical abuse. Domestic abuse does not have to involve physical violence. Staff who have indicators to suggest that a student may be exposed to domestic abuse should discuss this immediately with the DSL, who will contact children's services and the police, if necessary.

6.13 **Student Mental Health:** The South York MAT is committed to supporting the mental wellbeing of children and young people and acknowledge that poor mental health can be an indicator of abuse, but also consider mental ill health to be a potential safeguarding matter as a standalone issue. Where a student is experiencing a mental health crisis, an appropriate member of school staff should remain with the student while the crisis team are contacted. Where a young person is not in crisis but is in need of further support, the safeguarding team will consult with parents, CAMHS, and the City of York School Wellbeing Service to establish the most appropriate form of support for the young person. Each school within the South York MAT has staffed who are trained and able to offer some pastoral support.

7. Peer on Peer abuse (including sexual harassment and violence)

7.1   All staff within school should be aware that children can abuse other children and that this can take place within any setting and at any age. Staff should assume that these issues may be affecting students in their settings even if they have not had disclosures of such abuse (KCSIE, 2021)

7.2   Staff have a duty to challenge and report any behaviours of concern, and any language that is misogynistic or may be perceived as sexual harassment, should **never** be dismissed as banter.

7.3   Sexual harassment includes, but is not limited to;

- Uninvited comments of a sexual nature, in person or online
- Attempting to coerce someone into sending nude images
- Sending an intimate photo or pornography to someone
- 'Upskirting' : Taking a photo of someone under their clothing without permission.

7.4   Sexual violence includes rape, assault by penetration and sexual assault. It should be noted that this may occur within an intimate relationship between young people and elements of this may occur online i.e. threats of sexual violence.

7.5   **Harmful Sexual Behaviour** is developmentally inappropriate behaviour by children and young people which may cause harm or abuse. What is defined as harmful sexual behaviour varies depending on age and stage of development. Staff should refer to Brook traffic light guidance when concerns about HSB are raised. Staff must have received training to use these tools and should never make decisions in isolation, seeking advice from children's social care when necessary.

7.6   Each school should ensure that any disclosures of sexual violence or harassment are taken seriously and dealt with in a sensitive and confidential manner. Staff should report all instances to the DSL who will speak with the victim and work with social care and the police where required. School should in almost all instances look to involve parents in the process and offer support to the student. Where an offence has been committed staff should seek advice from the police and relevant agencies before speak with the alleged perpetrator.

7.7   All allegations should be dealt with on a case by case basis. Where it is felt that a student poses risk to another young person in the school then the DSL and/or headteacher should make a decision about the best way to safeguarding both students against any further incidents. This may involve support from other agencies and should usually include a comprehensive risk assessment.

7.8   All schools within the SYMAT should take proactive measures to reduce the prevalence of sexual harassment and violence in schools.

8. Alternative provision

8.1 If a school needs to utilise the services of an alternative provider to enhance the education of a pupil then the school where the pupil is registered will remain responsible for oversight of their welfare while the pupil attends the alternative provision.

8.2 When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and that safeguarding procedures are in place within the alternative setting.

8.3 The named school should take responsibility for checking the attendance of the student while attending an alternative provision.

9. Private fostering

9.1 If a school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

10. Complaints about staff members and safeguarding practices

10.1 If a pupil or parent of a pupil raises concerns about the unfair treatment of a pupil or their family, then this will be dealt with in accordance with the South York Multi Academy Trust Complaints Procedure.

10.2 If a staff member has concerns about another member of staff, it will be raised with the headteacher. If the concern is with regards to the headteacher, it will be referred to the chair of governors.

10.3 If concerns relate to the safeguarding practices at the school this will be dealt with in accordance with the South York MAT Whistleblowing Policy.

10.4 Any allegations of abuse made against staff members will be dealt with in accordance with the school's HR policies and in line with local safeguarding protocols, including referral to the LADO and appropriate external agencies.

11. Online safety

11.1 Students of any age may be at risk online if they are:

- Engaging with inappropriate content,

- Are in communication with a potentially harmful contact,

- Witness to, participating in, or the victim of harmful conduct,

- Involved in or exploited by a harmful or dangerous contract.

11.2 As part of a broad and balanced curriculum, all pupils should will be made aware of online risks and taught how to stay safe online, in line with what is appropriate for their age and stage of development.

11.3 Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online

- The procedure to follow when they have a concern regarding a pupil's online activity

11.4 Schools should ensure that suitable filtering systems are in place to prevent children accessing inappropriate material including, but not limited to, extremist, violent or pornographic materials. Where pupils are discovered to be attempting to access inappropriate material, staff should explore this and inform the DSL.

12. Sports clubs and extracurricular activities

12.1 Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

12.2 Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

12.3 Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

12.4 All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

13. Safer recruitment

13.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

13.2 The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

Volunteers

13.3 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

13.4 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

13.5 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

13.6 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

13.7 The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

13.8 Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

13.9   A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Associate members

13.10   Associate members (i.e. individuals that are appointed by the governing board to serve on one or more committees) will not be required to obtain enhanced DBS checks.

Contractors

13.11   The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

13.12   Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

13.13   Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

13.14   DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

13.15   A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

Referral to the DBS

13.16   The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Ongoing suitability

13.17   Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

14. Single central record (SCR)

14.1   Each school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

14.2   All members of the proprietor body are also recorded on the SCR.

14.3   The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A section 128 check for relevant personnel
- A check of professional qualifications
- A check to determine the individual's right to work in the UK

- Additional checks for those who have lived or worked outside of the UK
- Any checks conducted by volunteers.

14.4 For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

14.5 If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

14.6 The SCR will be subject to regular scrutiny by the named Safeguarding governor and the DSL with updates provided to the local governing body. The CEO and Safeguarding Trustee have the right to review the SCR on behalf of the Trust. The Trust will also commission an external review of the SCR via the CYC Safeguarding Advisor to provide an additional level of independent assurance.

15. Training

15.1 All staff in schools should receive safeguarding training at induction to inform them of the safeguarding practices within the school setting.

15.2 Schools are responsible for organising their own child protection or safeguarding training and all school staff should be offered this at least annually, usually in line with any updates in legislation.

15.3 Updates should be sent to all staff regarding any change in guidance or on key issues that have been brought to light throughout the school year.

15.4 All DSL's and deputies should have undertaken advanced safeguarding training to enable them to deal with disclosures and child protection issues; this must be reviewed **every two years**.

15.5 SYMAT recognise that extremism is a significant and genuine risk that should be taken seriously and therefore it is strongly recommended that staff have undertaken some PREVENT training each year.

16. Allegations against staff

16.1 All allegations against staff should be dealt with in line with the SYMAT Whistleblowing policy. It is now a requirement for all concerns, including low-level concerns to be reported **directly to the headteacher**.

16.2 It is an allegation if the person* has:

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

16.3 Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.