



SHEERHATCH PRIMARY SCHOOL

CHILD PROTECTION & SAFEGUARDING POLICY

Policy Consultation & Review

This policy is available on our school [website](#) and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance [‘Keeping Children Safe in Education’](#), DfE (2023).

This policy will be reviewed in full by the Governing Board on an annual basis. This policy was last reviewed and agreed by the Governing Board on 17th January 2024. It is due for review in January 2025.

Signed by Head Teacher

Signed by Chair of Governors

Key Contacts:

Role:	Name / Details:	Contact:
Designated Safeguarding Lead (s)	Mrs L Buisson	head@sheerhatchprimary.org.uk
Deputy Designated Safeguarding Lead (s)	Mrs D. Kipling Mr O. Cresswell	d.kipling@sheerhatchprimary.org.uk o.cresswell@sheerhatchprimary.org.uk
Nominated Governor for Safeguarding / CP	TBC	TBC
Chair of Governors	Mr P Emery Mrs S Cropley	p.emery@sheerhatchprimary.org.uk s.cropley@sheerhatchprimary.org.uk
Local Authority Designated Officer (LADO)	Sandeep Mohan	LADO@bedford.gov.uk
Prevent Co-ordinator	Stephanie Golby	Stephanie.Golby@luton.gov.uk Alison.Burnett@liverpool.gov.uk
Integrated Front Door	Mon-Fri, 9am – 5pm Outside of these hours	Tel: 01234 718700 during office hours 0300 300 8123 out of hours https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/safeguarding-children-board/are-you-worried-about-a-child/
Police	In an emergency For non-emergency but possible crime	999 101

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due every three years)	January 2024	January 2027
Designated Safeguarding Lead (DSL) (Due every 2 years)	28 th April 2022	April 2024
Deputy DSL (Due every 2 years)	January 2024	January 2026
Whole School Staff Refresher/updates (Annual)	September 2023	September 2024

Safer Recruitment Training (Due every 5 years)	June 2022	June 2027
Governor Training	Completed individually every three years (dates recorded on Governorhub)	
DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	Delivered to all staff April 2023	April 2025

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Safeguarding Policy:

INTRODUCTION:

- 1.1. It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child**.
- 1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.
https://bedfordscb.proceduresonline.com/p_risk_sign_harm.html
- 1.3. Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure for all.

2 OUR ETHOS:

- 2.1 We believe that this school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.
- 2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children
- 2.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm.
- 2.4 We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 SCOPE

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEND it is up to 25 years of age.
- 3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

4 THE LEGAL FRAMEWORK

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2023:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023:
https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

5 ROLES AND RESPONSIBILITIES

- 5.1 Keeping Children Safe in Education (KCSIE) is reviewed annually and changes are communicated to staff.
- 5.2 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is **Mrs L.Buisson**. We have two deputy designated safeguarding leads, **Mrs D. Kipling** and **Mr O. Cresswell** to ensure there is always appropriate cover for this role. **The responsibilities of all Designated Safeguarding Lead are described in detail Appendix A.**
- The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead (and the deputy) will be **explicit in their job description**. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- 5.3 The school has a **nominated governor TBC** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.
- 5.4 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors **Mr P. Emery or Mrs S. Cropley. The procedure for managing allegations is detailed in Appendix Document (Page 25).**
- 5.5 The **head teacher** or proprietor will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go [missing from education](#).
- 5.6 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

- 5.7 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware of behaviours and physical signs linked to behaviours that put children in danger. 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. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers.
- 5.8 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools, colleges and educational settings is here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/99239/SVSH_2021.pdf)

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from upskirting, bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination. Staff have familiarity with the [Equality Act 2010 and the Public Sector Equality Duty](#) (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding

<https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response> ,

Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

The guidance covers: It covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment

Children may not feel ready to, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the DSL.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

- 5.9 There is a Digital Safety policy, which covers the use of mobile phones, cameras and other digital recording devices e.g., i-Pads. Children are not permitted to have phones with them in school. The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online (e.g. sites they need to visit or who they'll be interacting with online) Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. The Head teacher is responsible for monitoring the effectiveness of the filtering system by working with the IT supplier and reviewing this annually.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all of their pupils to attend in person.

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

(Linked policies are can be found on the school website.)

6 SUPPORTING CHILDREN

- 6.1 We recognise that children who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognize that children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help> They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.
- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.3 **Our school will support all pupils by:**
- ☐ ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RHSE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;

- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'
- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Health Education (RSHE) requirements.
- liaising and working together with other support services and those agencies involved in safeguarding children; including domestic abuse
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour';
<https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
- The school will consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- Clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment - these procedures are easily understood and easily accessible. Children who have experienced sexual violence can display a wide range of responses, so the school will remain alert to the possible challenges of detecting those signs and show sensitivity to their needs
- Playing a crucial role in preventative education and preparing pupils for life in modern Britain. There is a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
- Acknowledging the importance of 'contextual safeguarding', <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare.
- Liaising with a range of Early Help agencies that support the pupil such as Health Services, Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.
<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
- Ensuring that, when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved;

- Alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- Acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;
- Applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group;
- Recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

7 SAFEGUARDING PROCEDURE

7.1 Sheerhatch Primary School adheres to child protection procedures that have been agreed locally through the Bedford Borough Safeguarding Children Board. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Bedford Borough safeguarding board threshold](#).

7.2 In line with the procedures, the Integrated Front Door will be contacted as soon as there is a significant concern Tel: 01234 718700 during office hours
0300 300 8123 out of hours

<https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/safeguarding-children-board/are-you-worried-about-a-child/>

7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school **and on the website**, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

7.5 We will use the NSPCC- [When to call the police](#) to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

7.6 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should escalate their concerns using the Bedford Borough Safeguarding Children Board's [Escalation procedures](#).

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

8.1 ***If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:***

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in the school / setting

Record - Vital to stick to the facts, no opinions – Think about When? Where? Who? What?

Review – Take responsibility to follow up any referral (via your DSL)

In addition:

- ☐ Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- ☐ Complete the Safeguarding incident report on My Concern.

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

The role of an appropriate Adult in Safeguarding:

The Police and Criminal Evidence (PACE) act advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

The role of AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

<https://safeguarding.network/content/safeguarding-and-the-role-of-the-appropriate-adult/>

RECORD KEEPING

- 8.2 All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded on My Concern.
- 8.3 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.
- 8.4 Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (KCSIE 2023)

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DSLs

- 9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 9.2 If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision and the reason for this decision.
- 9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred to capture the child's lived experience **and their own words when possible**.
- 9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.
- 9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to the Integrated Front Door, unless you consider that this would place the child at increased risk of significant harm.
- 9.8 You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to the [Integrated Front Door](#)
- 9.9 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.
- 9.10 When you make your referral, you should agree with the Integrated Front Door what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

MAKING A REFERRAL - If a child or young person is at risk of harm, abuse or neglect please report it to the **Integrated Front Door**

Tel: 01234 718700 during office hours
0300 300 8123 out of hours

10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (This procedure is detailed in Appendix document)

- 10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with (KCSIE 2023) In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: <https://teacherservices.education.gov.uk/>

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here:

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

- 10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. See Appendix document, for information on Single Central Record (SCR). The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school.
- 10.3 Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our 'vacancies' section. The school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.
- 10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.
- 10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) in line with Local procedures here: [allegations against persons who work with children](#). We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed
- 10.6 Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.
- 10.7 There is an agreed code of conduct for staff which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media.
- 10.8. For agency and third-party supply staff, schools and colleges must 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 certificate check has been provided in respect of the member of staff.

Further Guidance can be accessed (Feb 2022):

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

11 STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related policies. All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "[Working Together to Safeguard Children](#)." 2023
- 11.2 The induction will be proportionate to staff members' and governors' roles and responsibilities
- 11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSL's should undertake Prevent awareness training and disseminate the training to all staff biannually
- 11.4 All staff members of the school will undergo training which is regularly updated and at least every three years. *All governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they're assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated.* Training for Governors is available from Bedford Borough Governor Training & Development Co-ordinator, governorstraining@bedford.gov.uk
- 11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it.
- 11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually.
- 11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.8 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2023. These will occur annually or more frequently when necessary. [Local Child Safeguarding Practice Reviews · Bedford Borough Council](#)
- 11.9 The school will maintain accurate and up to date records of staff induction and training.

12 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

- 12.1 We recognise that all matters relating to Safeguarding are confidential.
- 12.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only

- 12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.
- 12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
- 12.7 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. (KCSIE 2023)

13 INTER-AGENCY WORKING

- 13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on Early Help click: <https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/help-for-families/early-help/>
- 13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children
- 13.3 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

- 14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2023*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.
- 14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

15 WHISTLE-BLOWING AND COMPLAINTS

- 15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

Whistleblowing: guidance and code of practice for employers is located:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf

Whistleblowing Advice Line is available for all worker - 0800 028 0285

- Email help@nspcc.org.uk

- 15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures in place for confidentially sharing and handling of low-level concerns.
- 15.4 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

16 SITE SECURITY

- 16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- 16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Visitors will be asked to read key safeguarding information whilst signing in. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- 16.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

17 QUALITY ASSURANCE

- 17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.
- 17.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by Bedford Borough Council and using the Section 175 audit tool provided by them for this purpose.
- 17.3 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

18 POLICY REVIEW

- 18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle
- 18.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures
- 18.3 Additional updates to the safeguarding policy and appendix will take place when needed.

Updated Policy Date:	Scheduled review by
17/01/2024	17/01/2024

SCR monitoring – a guide for headteachers, DSLs and those maintaining the SCR (for maintained schools)

November 2023

Requirements and recommendations

Keeping Children Safe in education (KCSiE) requires:

- Governing bodies and proprietors to make sure that the school has policies, procedures and training in their schools that are effective and comply with the law at all times including...written (safer) recruitment and selection procedures.
- Schools and colleges to maintain a single central record of pre-appointment checks.

Ofsted has clarified that although governors are responsible for ensuring that safeguarding procedures are adequately followed in schools, this does not require their direct involvement in reviewing the school's Single Central Record.

Therefore, Bedford Borough Council is now recommending that headteachers and/or DSLs monitor the SCR, possibly with school business managers present. The nominated safeguarding governor may assist in certain aspects of this process but is not the role of governors to directly monitor the document.

We recommend that this monitoring occurs three times during an academic year as a minimum.

There is no statutory format for a SCR, it can be kept in paper or electronic form.

Bedford Borough template SCR

Headteachers and DSLs need to be familiar with the requirements of the SCR and for convenience, the SCR template labels each column as:

- **Mandatory** - Any check that it is a statutory requirement (KCSiE) for schools to carry out and record on the SCR.
- **Mandatory*** - Any check that it is a statutory requirement for schools to carry out, but it is not a statutory requirement to record it on the SCR.
- **Recommended** - Any check that it is not a statutory requirement for schools to record on the SCR. Information in these columns will help schools be assured they have robust safeguarding checks in place, over and above the minimum requirements of the SCR and within GDPR.

We strongly recommend schools use the most recent template available. **Schools not using this template SCR can still use this document for cross referencing purposes to make sure all mandatory checks are recorded as a minimum.**

Questions to ask

During the visit, we recommend that the headteacher/DSL checks that:

Accuracy check	Question
<ul style="list-style-type: none">• the information required for each column, matches that which has been recorded, eg where a date is required, this is always the date information was received/seen by the school (apart from the start date of employment/working/volunteering at the school).	Is that the date recorded on the SCR?

It is generally not practicable for the person responsible to monitoring to thoroughly inspect every section of the SCR during one visit. We recommend that only one section is examined at a time until the whole document has been closely scrutinised.

Thereafter, monitoring can consist of a few key questions:

Completion check	Questions
<ul style="list-style-type: none"> • any gaps are accounted for. The SCR should indicate where required information is missing with 'see comments' and action taken by the school recorded in the notes column (last column on the right of each sheet) eg <i>See risk assessment on staff file</i>. 	<ul style="list-style-type: none"> • Do the notes and any actions recorded relate directly to the gap? • Does the headteacher/DSL know about the gaps and the action/s taken? <p><i>If not</i></p> <ul style="list-style-type: none"> • Ensure these school leaders are informed about the gaps in order to retain leadership responsibility for actions taken.

Where gaps occur, the urgency of any action will depend on whether the information is mandatory or recommended. School staff can request advice from their HR department about managing gaps in the SCR and appropriate actions to take.

Monitoring changes	Questions
<ul style="list-style-type: none"> • Actions agreed at previous monitoring visits are completed • the SCR is kept up to date and reflects: <ul style="list-style-type: none"> o changes to statutory recording requirements set out in Keeping Children Safe in Education. o changes to staffing, governance and regular volunteering roles and to agency staff working in school. 	<ul style="list-style-type: none"> • Have actions agreed at the last visit been completed to ensure all the required checks have been made and recorded? <p><i>If not</i></p> <p>What more needs to be done, including leader's intervention to expedite any missing information required from an individual or organisation?</p> <ul style="list-style-type: none"> • Have there been any changes to SCR recording requirements since the last monitoring visit? <p>If so, the headteacher/DSL should check that the SCR now complies with new requirements. Updates to the SCR when statutory guidance changes.</p> <ul style="list-style-type: none"> • Have there been any new appointments - staff or regular volunteers? <p><i>If so,</i></p> <p>check if the appropriate checks have been completed and agree/record actions for the school if gaps remain.</p> <ul style="list-style-type: none"> • Have and staff, governors or regular agency staff or volunteers left? <p><i>If so,</i></p> <p>check that all data relating to these people have been removed from the SCR.</p>

The following pages show expanded notes from this SCR relating to each check. The person responsible for monitoring the SCR is advised to prepare for a monitoring visit by using these notes to become familiar with requirements of the section/s on which they will focus during the visit. The template includes a monitoring record where dates and key personnel involved in the process can usefully record dates and track actions agreed.

Staff and trainee / student teachers (salaried)

Identity checks					
NOTE: record full name of employee including their title. Suggested format - SURNAME, first name, title.	NOTE: record the job title the applicant will be appointed to. Record all job titles if there is more than one	NOTE: colleges only - record colleges must record whether the person's position involves 'relevant activity' ie regularly caring for, training, supervising or being solely in charge of persons aged under 18 - Record Yes or No	NOTE: record the date applicant starts employment at the school.	NOTE: record the most recent date proof of address ID seen.	NOTE: record the most recent date document seen to evidence it should be recorded on the SCR. The staff file will contain copies of any previous address ID seen.
Name	Job title	Relevant role?	Start date	Date address ID seen	Document seen to evidence it should be recorded on the SCR. The staff file will contain copies of any previous address ID seen.
Mandatory	Recommended	Mandatory	Recommended	Mandatory*	Mandatory

Relevant role?

This column is for **colleges only**. It appears in the staff, agency staff and volunteers' sheet on the template. All schools should delete this column in each sheet.

Date address ID seen

If a member of staff moves home when employed at the school, the **new** address and the document seen to evidence it should be recorded on the SCR. The staff file will contain copies of any previous address ID seen.

While it is not strictly a statutory requirement to document the date when the school last verified an employee's address, there may be instances where the employer requires current addresses for their staff. In such cases, we highly recommend maintaining this information within the SCR for practical purposes.

Documents ID seen

If a member of staff has no approved form of photo ID, schools should refer to the government [ID checking guidelines](#) for standard/enhanced DBS check applications that includes details of acceptable forms of ID. In this case, we recommend to list all the documents used to evidence the person's identity.

We suggest recording the most recent date and document seen by the school for the ID and address. The original date may be noted in the comments section.

Qualifications (when qualification is a statutory requirement of the post)		Vetting Checks			
NOTE: record description of qualification held eg for a teacher QTS for qualified teachers or N/A	NOTE: record date registration seen eg QTS or N/A.	NOTE: FROM SEPT 2021 - record the original date the school requested or applied for an enhanced DBS check. If no new DBS is being applied for, record 'see comments' and write in comments column 'Portable DBS Certificate'. For any staff whose contract started before 1/09/21, record 'Appointment pre-dates requirement'.	NOTE: record the most recent date the school saw the person's DBS certificate. If the DBS update service was used, record 'Portable DBS Certificate'. In the comments section, you may record any dates the school had previously evidenced and checked the DBS.	NOTE: record 12 digit number	NOTE: record the most recent date DBS with barred list check seen and verified by school (where the individual is/will be engaging in regulated activity) or the most recent date separate barred list check obtained by school where person is starting prior to their DBS certificate being available and/or a barred list check is not included on the DBS certificate. Refer to Keeping Children Safe in Education for a detailed description of regulated activity.
Qualification	Date qualification seen	Date original DBS applied for/ requested	Date DBS evidenced and checked	DBS certificate number	Date barred list checked
Mandatory		Mandatory	Mandatory	Recommended	Mandatory

Qualification

The only qualifications that need to be recorded are those that are required for the role – ie QTS for teachers and a SENDCo qualification. Teaching assistant qualifications and higher-level awards (NPQH, MA etc) need not be recorded on the SCR but copies of any certificates seen will be kept on the staff personnel file.

Date **original** DBS applied for/ requested

From Sept 2021, schools should record the **original date** the DBS certificate was applied for (by the school) or requested (if the staff use the DBS update service). There is no need for schools to retrospectively import the date onto the SCR, so for anyone who started before 1/09/21, schools should record 'Appointment pre-dates requirement'.

Date DBS evidenced and checked

If repeat DBS are carried out, we recommend recording the date of the most recent DBS certificate. The original date may be recorded in the comments section.

DBS certificate number

Schools and colleges should not routinely retain copies of DBS certificates for staff. Any copy kept should be destroyed within 6 months of retention, to comply with GDPR and data protection regulation.

DBS barred list checked

Most staff will be in regulated activity (which broadly means that they are in regular contact with children and unsupervised) which means they will need an enhanced DBS certificate with a barred list check (anyone who is not in regulated activity will only need an enhanced DBS without a barred list check).

If the date for the barred list check is missing, this should be queried.

Sometimes, the date of the DBS certificate will be different from the date of the barred list check: this is likely to be caused by the school having completed a separate barred list check before seeing the DBS certificate.

Recording repeat DBS checks

- Schools that choose to renew the DBS certificate for their current staff and volunteers, we recommend recording the most recent dates associated with the enhanced DBS certificate and the barred list check as well as the date and documents used to verify the person's identity and address.
- In the comments section, schools may document the date the initial DBS was evidenced and checked.

Please note that the column titled 'Date the original DBS was applied for/requested' (from staff who started from Sept 2021), the date when the original date the school applied for or requested the certificate should be retained on the SCR (rather than recording any dates repeat DBS certificates were applied for or requested for existing staff members/volunteers).

Vetting Checks					Right to work in the UK
NOTE: record 'N/A' or date criminal records checks/overseas police check/certificate of good conduct for overseas applicants/applicants who have lived or worked abroad have been checked and verified by the school. Include a list of documents seen in the relevant staff file. Or record "RA DDMMYY" if a risk assessment was undertaken.	NOTE: record date school checked and verified using TRA Teacher Services' system that teacher (and anyone whose role falls under the definition of teaching) is not barred from teaching or N/A. This is not the same as a barred list check. Prohibition checks were done before April 2014 but they did not need to be recorded on the SCR.	NOTE: maintained schools should record a date for the head and any teacher governors.	NOTE: record the date school received response by employee in relation to Disqualification under the Childcare Act 2006 or N/A	NOTE: FROM SEPT 2022 - it is good practice to record the date school carried out an online search as part of their due diligence on the shortlisted candidates. For anyone shortlisted before 1/09/22, record "appointment predates requirement".	NOTE: record for all employees, including British and EU nationals, that the applicant is entitled to work in the UK (check, copy and keep/photocopy relevant documentation in staff files) Yes/No for staff appointed prior to Nov 2020. Bedford Borough Council recommends that schools record the date the check was completed for any staff appointed from Nov 2020.
Date overseas records checks obtained and verified (for overseas applicants and applicants who have lived or worked abroad)	Date prohibition from teaching list check	Date Section 128 direction (prohibition from management) check	Date childcare disqualification declaration	Date of online search carried out	Date of the right to work check
Mandatory			Mandatory*	Mandatory*	Mandatory

Overseas criminal records checks

This applies to anyone who has lived or worked abroad, regardless of their right to work in the UK status.

There is **no** requirement for a school to carry out overseas checks if, during a period which ended not more than three months before the person's appointment, the applicant has worked in a school in England, in a post which brought them regularly into contact with children.

Schools are advised to refer to the '*Overseas checks missing - flowchart and risk assessment*' on Right Choice if it is found that no overseas checks were carried out for an existing member of staff who has lived or worked abroad.

The updated template has merged both overseas checks columns for simplicity.

Prohibition from teaching check

The check is completed on the TRA website.

Schools should check teachers and other roles (eg HLTAs) against the definition of 'teaching work' (below) to determine whether a prohibition from teaching check is required for them:

The Teachers' Disciplinary (England) Regulations 2012 define teaching work as:

- *planned 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.*

Section 128 (prohibition from management) check

In **maintained schools**, only governors (including staff governors) and the headteacher will require a S128 check.

Childcare disqualification declaration

This applies only to staff school and settings who provide either **early years** childcare (up to and including reception year) or **later years** childcare (children up to the age of 8) outside of the normal school day. This includes before-school settings, such as breakfast clubs, and after school provision.

It is recommended for this declaration to be signed annually, at the same time as a criminal records declaration.

Online search

This was introduced in KCSiE 2022, please refer to your HR provider for further information.

For anyone who was shortlisted on or before 31/08/22, record "Appointment pre-dates requirement".

Right to work in the UK

The documentation seen as evidence of right to work in the UK may be the same document used as (photo) ID if both meet the criteria eg British passport.

The updated template clarifies that a date is required rather than 'yes'.

References		Validation and Safer recruitment			
NOTE: record date a satisfactory reference received and approved by recruiting manager/headteacher. If a risk assessment has been written in the absence of references, record "RA date DDMMYYYY"	NOTE: record date a second satisfactory reference received and approved by recruiting manager/headteacher.	NOTE: record the name and job title of the person undertaking the checks listed on the SCR.		NOTE: record name of one member of the recruitment panel who has attended safer recruitment training.	NOTE: record date staff paper file has been checked and is complete. The person currently undertaking safer recruitment checks should ensure all staff files have copies of the documentation required by the SCR in relation to ID, Right to work in the UK, Qualifications and References (no copies of DBS should be kept). If the file has been checked and is incomplete, record 'in progress' while documentation is requested. If documentation cannot be found, take advice from the school's HR adviser. If risk assessments (agreed by the HR adviser) have been completed in place of documentation that has not previously been retained,

					record the date as these files can be considered to be complete. If the file has not yet been checked leave blank.
Date reference 1 completed (from most recent employer)	Date reference 2 completed	Name of checker	Role of checker	Name: SR training	Date of file check
Mandatory*	Recommended	Recommended			

References

Copies of references for all staff, including school leaders (or risk assessments if documents are missing) should be kept in their personnel file.

The SCR should indicate that a risk assessment is in place for any member of staff for whom there is no reference on file.

Date of follow up

School staff should keep a record on the staff file of any follow up made eg to confirm identity of the referee if necessary and/or to clarify any points made in the reference provided.

Date of file check

School leaders need to be confident that copies of the documents seen as evidence within the safer recruitment process, are available for inspection if required. The staff member with responsibility for updating the SCR change should be able to confirm that this is the case. The nominated governor can undertake some of these file checks alongside the staff member as part of the monitoring process.

Governors and regular volunteers

Identity checks					
NOTE: record full name of volunteer including their title. Suggested format - SURNAME, first name, title.	NOTE: record the role that the volunteer will be engaging in	NOTE: colleges only - record colleges must record whether the person's position involves 'relevant activity' ie regularly caring for, training, supervising or being solely in charge of persons aged under 18 - Record Yes or No	NOTE: record the date applicant starts volunteering at the school.	NOTE: record the most recent date proof of address ID seen.	NOTE: record the most recent date of documentation
Name	Role	Relevant role?	Start date	Date address ID seen	Documentation seen address
Mandatory* (see guidance notes)		Mandatory*	Recommended		

Only volunteers working in school regularly ie once a week or more often, or on any 3 or more days in a 30-day period, or overnight need to be added to the SCR.

Identity checks

Bedford Borough Council recommends that copies of the documentation seen is retained by the school in a central safeguarding folder and destroyed securely once the governor period of office is over or the regular volunteer finishes work at the school.

Vetting Checks		
NOTE: FROM SEPT 2021: this applies to all new volunteers, not just governors - Record the original date the school requested or applied for an enhanced DBS check. If no new DBS is being applied for, record 'see comments' and write in comments column 'Portable DBS Certificate'. For any volunteer who started before 1/09/21, record 'Appointment pre-dates requirement'. Note that from March 2016, a DBS for a governor must be applied for within 21 days of appointment and the school must keep a record of the date that this was done.	NOTE: record the most recent date the school saw the person's DBS certificate. If the DBS update service was used, record 'Portable DBS Certificate'. In the comments section, you may record any dates the school had previously evidenced and checked the DBS.	NOTE: record 12 digit number
Date original DBS applied for/ requested	Date DBS evidenced and checked	DBS certificate number
As required (see guidance notes)		

Date DBS evidenced and checked

All governors of maintained schools must have an enhanced DBS certificate. This applies retrospectively.

Any volunteer who will engage in regulated activity should have an enhanced DBS check with a barred list check.

Schools and colleges should not retain copies of DBS certificates for governors and other volunteers and do not need to record the DBS number on the SCR.

The updated template provides additional information about the process to follow when the DBS update service was checked.

DBS barred list checked

Whilst most staff will be in regulated activity (which broadly means that they are in regular contact with children and unsupervised) and therefore WILL require a barred list check, this isn't automatically the case for governors. For example, a governor who is not in regulated activity will only require an enhanced DBS certificate without a barred list check.

Vetting Checks				
NOTE: record 'N/A' or date criminal records checks/overseas police check/certificate of good conduct for overseas applicants/applicants who have lived or worked abroad have been checked and verified by the school. Include a list of documents seen in the relevant file. Or record "RA DDMMYY" if a risk assessment was undertaken.	NOTE: record for all governors but not for volunteers	NOTE: record the date school received response by volunteer in relation to Disqualification under the Childcare Act 2006 or N/A. Governors are not usually expected to complete a declaration unless they volunteer to work in relevant childcare on a regular basis, or they are directly concerned with the day-to-day management of such provision.	NOTE: FROM SEPT 2022 - record the date school carried out an online search as part of their due diligence. For anyone appointed before 1/09/22, record "appointment predates requirement".	
Date overseas records checks obtained and verified (for overseas applicants and applicants who have lived or worked abroad)	Date Section 128 direction (prohibition from management) check	Date childcare disqualification declaration	Date of online search carried out	
As required (see guidance notes)				

Overseas check missing?

This applies to anyone who has lived or worked abroad, regardless of their right to work in the UK status.

There is **no** requirement for a school to carry out overseas checks if, during a period which ended not more than three months before the person's appointment, the applicant has worked in a school in England, in a post which brought them regularly into contact with children.

The updated template has merged both overseas checks columns for simplicity.

S128 check

This only applies to governors on this tab, not volunteers.

See also 'vetting checks' section for staff.

Online search

This was introduced in KCSiE 2022, please refer to your HR provider for further information.

For anyone who commenced on or before 31/08/22, record "Appointment pre-dates requirement".

Agency and third party staff (supply staff) and trainee / student teachers (fee-funded)

- employed by an external organisation, in direct
contact with children

Identity and vetting checks								For organisations or individuals who provide community activities, tuition or after-school clubs for children only
NOTE: record full name of agency worker/s supply teacher including their title. Suggested format - SURNAME, first name, title.	NOTE: record role(s) within school, for future reference	NOTE: colleges only - record colleges must record whether the person's position involves 'relevant activity' ie regularly caring for, training, supervising or being solely in charge of persons aged under 18 - Record Yes or No	NOTE: record start date	NOTE: record full name and address of agency supplying the agency worker/s supply teacher	NOTE: record the date that school obtained written notification from any agency, or third-party organisation used, that the organisation has carried out the relevant checks and obtained the appropriate certificates on the individual. Vetting check must be obtained again	NOTE: in situations where the DBS has disclosed any matter or information, record the date the school has seen the individual's DBS certificate. Record 'N/A' where the DBS certificate is clear.	NOTE: record the date the school checked and verified that the person presenting themselves for work is the same person on whom the checks have been made.	NOTE: record the date of confirmation obtained by the school that the organisation who provides community activities, tuition or after-school clubs is complying with the DfE guidance "After-school clubs, community activities, and tuition - Safeguarding guidance" (good practice)

					from the agency/organisation if the individual has had a break in service of 12 weeks or more.			as part of the letter of assurance). Record 'N/A' if the organisation does not run such a setting.
Name	Role	Relevant role?	Start date	Organisation name	Date written confirmation received	Date DBS certificate seen by the school, if applicable	Date ID seen (by our school)	DfE guidance compliance confirmation date
Mandatory	Recommended	Mandatory	Recommended	Recommended	Mandatory	Mandatory*	Mandatory	Recommended

Start date

New column introduced in the revised template

Date written confirmation received

Previously titled 'Date checks confirmed', renamed for clarity.

Schools and colleges should add the names of agency staff who work in the school even if they only work for one day.

Bedford Borough Council recommends that the evidence provided by the agency detailing the relevant up to date checks undertaken is retained by the school electronically or in a central safeguarding folder.

Evidence provided of checks made relating to agency staff should be destroyed securely when the agency member of staff no longer works at the school or when superseded by up-to-date information eg new DBS following a break in service.

Date written confirmation received

This column was previously titled 'Date checks confirmed'. It was renamed for clarity.

Date DBS certificate seen by the school, if applicable

The School Staffing (England) Regulations 2009 (section 18 1.b) sets out that "... where the employment business has obtained an enhanced criminal record certificate before the person is due to begin work at the school which disclosed any matter or information was provided to the employment business in accordance with section 113B(6) of PA 1997, a copy of the certificate".

This is reinforced by KCSIE para 287: Schools and colleges should not retain copies of DBS certificates for agency staff unless any matter or information was disclosed on the DBS certificate, in which case the school must obtain a copy of the certificate from the agency or organisation.

There is no need to record the DBS number on the SCR.

Date ID seen (by our school)

The wording in red providing clarity that the date to be recorded is the one on which the school verified the person's ID (and not the agency's date).

DfE guidance compliance confirmation date

This is a new column, reflecting that it is good practice for schools to obtain confirmation (as part of the letter of assurance) that organisations offering community activities, tuition, or after-school clubs are adhering to DfE guidance "After-school clubs, community activities, and tuition - Safeguarding guidance".

Self-employed individuals (new tab)

Checks verified or undertaken by the school						
NOTE: record date school verified the individual's DBS update service and saw the DBS certificate. KCSiE sets out that when using the DBS update service, schools still need to obtain the original physical certificate. Some affiliated members may already (but not necessarily) have an existing DBS certificate carried out through this organisation: we recommend that this can be used if certificate seen and no more than 3 years old. If the individual isn't signed up to the DBS update service, DBS certificates older than 3 years should not be accepted.	NOTE: record date DBS with barred list check seen (where the individual is/will be engaging in regulated activity) and verified by school or date separate barred list check obtained by school where a barred list check is not included on the DBS certificate. Refer to KCSiE for a detailed description of regulated activity.	NOTE: record 'N/A' or date criminal records checks/overseas police check/certificate of good conduct for overseas applicants/applicants who have lived or worked abroad have been checked and verified by the school. Include a list of documents seen in the relevant staff file. Or record "RA DDMMYY" if a risk assessment was undertaken.	NOTE: record date school checked and verified using TRA Teacher Services' system. The prohibition from teaching check should be carried out for anyone carrying out 'teaching work' ie: •Planning and preparing lessons and courses for pupils •Delivering lessons to pupils •Assessing the development, progress and attainment of pupils •Reporting on the development, progress and attainment of pupils. Anyone else: record 'N/A'. This is not the same as a	NOTE: record the date school received response by individual in relation to Disqualification under the Childcare Act 2006 or N/A	NOTE: record for all self-employed individuals, including British and EU nationals, that the applicant is entitled to work in the UK (check, copy and keep/photo copy relevant documentation in evidence file).	NOTE: record the date of confirmation obtained from the self-employed individual they are following the DfE guidance " After-school clubs, community activities, and tuition " - Safeguarding guidance ". Record 'N/A' if the individual does not run such a setting.

			barred list check.			
Date DBS Update Service was checked (and paper certificate was seen) OR date paper certificate was seen (issued within past 3 years)	Date barred list check (those in regulated activity only)	Date overseas records checks obtained and verified OR date certificate of good conduct verified, if applicable	Date prohibition from teaching list check, if applicable	Date childcare disqualification declaration, if applicable	Date of the right to work check	DfE guidance compliance confirmation date For individuals who provide community activities, tuition or after-school clubs for children only
Mandatory	As required (see guidance notes)				Mandatory	Recommended

- This is a suggested (non-statutory) tab for schools to record the self-employed individuals working at the school.
- Schools may prefer to keep information about self-employed individuals on the 'agency and third-party' tab instead and record a summary confirmation of the checks in the comments section.
- Schools should assure themselves that any self-employed individual is suitable to work with children.
- The responsibility of the checks falls on the school as individuals are not able to carry out checks on themselves.
- Contrary to agency staff who are employed by a company, self-employed vetting is the responsibility of the school.
- Self-employed individuals are either:
 - o Stand-alone or
 - o Affiliated/associated with an organisation
- It is likely that self-employed individual who are affiliated/associated with another organisation will have been checked by that organisation; however schools should not rely on external organisations to have completed the checks and Bedford Borough Council strongly recommends that schools see this evidence for themselves.

DfE guidance compliance confirmation date

This is a new column, reflecting that it is good practice for schools to obtain confirmation (as part of the letter of assurance) that organisations offering community activities, tuition, or after-school clubs are adhering to DfE guidance "After-school clubs, community activities, and tuition - Safeguarding guidance".

Membership of quality assurance scheme/professional organisation/body	
NOTE: record the name of the umbrella organisation	NOTE: record the date that school checked the directory list to evidence the individual is a current member of the organisation. We suggest this is amended annually.
Name of the affiliated organisation	Date the school checked membership with the affiliated organisation

Record N/A for 'stand-alone' self-employed ie those not affiliated or associated with an organisation Record N/A in both columns for 'stand-alone' self-employed ie those not affiliated or associated with an organisation
Recommended

If a self-employed individual is associated or affiliated with an external organisation, schools are advised to record:

- [first column] the name of the organisation and
- [second column] the date confirmation was obtained that the person is a current member of that association eg the date the directory list was checked online.

Contractors (new tab)

Identity and vetting checks					
NOTE: record full name of contractor. Suggested format - SURNAME, first name, title.	NOTE: record role(s) within school, for future reference	NOTE: record start date	NOTE: record full name and address of building company/employer	NOTE: record the date that school obtained written notification from the building company/organisation used, that the employer has carried out the relevant checks and obtained the appropriate certificates on the individual. Vetting check must be obtained again from the company/organisation if the individual has had a break in service of 12 weeks or more.	NOTE: record the date the school checked and verified that the person presenting themselves for work is the same person on whom the checks have been made.
Name	Role	Start date	Company/organisation name	Date checks confirmed	Date ID seen by the school
Mandatory	Recommended	Recommended	Recommended	Mandatory*	Mandatory*

- This is a new (non-statutory) tab to record contractors if the school so wish eg cleaners, IT technician, grounds maintenance, contracted from an external company.
- Schools are reminded that there is no statutory requirement to record contractors on the SCR - see para 269 KCSiE 2023.
- Schools may instead keep information about contractors on the 'agency and third-party' tab instead and record a summary confirmation of the checks in the comments section.

AP (Alternative Provision)

Vetting checks		Additional information
NOTE: record name of the alternative provision	NOTE: record the date that school obtained written notification from alternative providers used, that the organisation has carried out appropriate safeguarding checks on individuals working at the establishment ie those checks that the school would otherwise perform in respect of its own staff. It is good practice to request this information annually.	NOTE: record start date
Alternative provision name	Date checks confirmed (within past 12 months)	Start date
Mandatory*		Recommended

Confirmation of checks completed by alternative providers

Schools should obtain written confirmation from the alternative provider(s) used by the school that appropriate safeguarding checks have been carried out on individuals working at the establishment ie those checks that the school would otherwise perform in respect of its own staff.

Each academic year, there should be a review of the information the school holds about alternative providers.

It would be good practice to ensure that all due diligence is no more than 12 months old. This isn't set out explicitly in KCSiE but Ofsted would be seeking to ensure that schools have sought confirmation in writing that all checks have been carried out in line with safer recruitment practice and appropriate insurances are in place.

Assurances should be obtained for every new commission from a provider to ensure that information is as up-to-date as possible.

Other tabs

A guidance note worksheet provides useful information for those who maintain the SCR. However this should not be relied upon as training to complete the document, Bedford Council recommends staff responsible for inputting data on the SCR complete:

- Safer recruitment training (eg [NSPCC](#)). The training should cover, as a minimum, the content of Keeping Children Safe in Education.
- Microsoft Excel training where appropriate.

Safer recruitment training may also be attended by anyone responsible for monitoring the SCR as part of their wider safeguarding responsibilities.

Schools and colleges are free to use the SCR to record any other information they deem relevant.

The SCR template includes:

- **A safeguarding training record (not a statutory requirement for the SCR but schools do need to retain evidence of training attended).**
The record provides space for the school to record that the statutory safeguarding training requirements have been met for all staff including for designated safeguarding leads.
- **A SCR monitoring record (not a statutory requirement for the SCR but a useful way to track scrutiny and oversight of key statutory arrangements)**
This record provides space for key school personnel to record dates and actions arising from SCR monitoring meetings.

Appendix 2 Role of DSL

What are the responsibilities of the designated safeguarding lead (DSL)?

The DSL has a remit to oversee the whole matter of child protection, so their main functions are wide ranging.

The management of referrals will see them pass on cases, which are deemed to be suspected abuse, to the relevant local authority children's social care. They should also support other staff who are carrying out this duty. In cases which need to involve the Channel programme, the designated safeguarding lead should implement the above as they would with referrals.

It's crucial for the person within the role to also act as a central point of contact, so that all other school or college staff can discuss any of their own concerns about a certain pupil, with the designated safeguarding lead then providing subsequent advice. Ultimately, they are required to constantly liaise with the three safeguarding partners, as well as all relevant school staff, to act as a source of support, advice and expertise.

Considering the complexity of the role and often-sensitive nature of child protection incidents, the position demands regular training and continuous professional development in order to keep on top of the latest changes to statutory guidance and policy which surround every aspect of safeguarding.

Safeguarding awareness

While acting as a focal point for all things related to child protection in the school or college, this further extends to developing staff members' knowledge of the subject.

This can be in the form of making the school or college's child protection policies are firstly known, secondly understood and finally used appropriately and in the correct way. These policies must be reviewed and evaluated on a minimum annual basis, while also making sure they are publicly available.

Local policies on local safeguarding arrangements are required to be made clear to staff members, who should be alerted to any training opportunities too.

Safeguarding children between schools

Upon a child leaving to join another school or college, it is essential that their child protection file moves with them at the earliest possibility. Prior to the child transferring, the designated safeguarding lead must assess the need to disclose any information which the new school or college would require to carry on supporting victims of abuse, so that this can be in place for them commencing study.

At The National College we offer an award-winning video update service that keeps governing bodies, proprietors, teachers and staff members up to date with the latest changes in statutory guidance and policy.