

Plymouth CAST Safeguarding Handbook



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

Keeping Children Safe in Education, Statutory guidance for schools and colleges (2018)

Plymouth CAST’s Designated Safeguarding Lead (DSL):

Kim Wathen

T: 07889 213576

E: safeguarding@plymouthcast.org.uk

E: kimberley.wathen@plymouthcast.org.uk

Senior Leader with responsibility for overseeing Safeguarding:

Matthew Barnes

T: 07889 213575

E: matthew.barnes@plymouthcast.org.uk

Contents

1) Our Safeguarding Culture	Page 3
2) Inducting staff to meet CAST expectations	Page 4
3) CAST protocol for signing in and out of schools	Page 4
4) Reporting on safeguarding SG Forms	Page 6
5) Safeguarding Vulnerable Groups	Page 7
6) Safeguarding Reviews – Questions to think about	Page 8
7) Safeguarding Training	Page 11
8) Single Central Record	Page 13
9) Expectations for the Safeguarding Curriculum in Schools	Page 17
10) What does a Safeguarding Governor do?	Page 18
Appendices	Page 20

This booklet is intended for the Headteacher and designated safeguarding lead in Plymouth CAST schools. It should be used to guide safeguarding practice to achieve best practice and ensure a consistent and standard approach to safeguarding across our schools.



Our Safeguarding Culture

Safeguarding children is the number one priority at Plymouth CAST. The Trust is committed to building a collective and open culture within all Plymouth CAST schools and the Trust itself. Effective safeguarding arrangements can only be achieved when this commitment is shared with all leaders, staff, volunteers and linked agencies in schools. It starts by ensuring staff and stakeholders receive the correct training which leads to an open awareness and consciousness of the needs of the children in our schools.

The children are our primary responsibility. Safeguarding them effectively will ensure they grow and prosper throughout their lives because they have been nurtured to be active, caring and self-aware members of the community. To achieve this outcome, children have to be surrounded by people who understand them and stay alert to their wellbeing and changing needs as they grow up in our schools and their communities.

Keeping Children Safe in Education (2018) states: *“No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”*

Taking collective responsibility for children’s safety within a culture of open and transparent working, is, therefore, paramount. Every person that works or volunteers in a school must be clear about what to do if they have a concern, who they can talk to and what happens when concerns are passed onto leaders within an institution. No-one should feel unable to share a concern, however minor, or whoever the concern relates to. Sometimes it is the smallest of things that once reported complete a bigger picture for a child or family. Everyone has a part to play in safeguarding children.

This booklet is intended to support the standard application of safeguarding processes for the whole of Plymouth CAST. Although Trust leaders and directors understand that there will be some local procedures that will be specific to the local authorities that schools reside, there are some areas that should be done in a way that is recognisable whichever school within the Trust someone visits or attends.



Inducting staff to meet CAST expectations

At Plymouth CAST, our aspiration is to ensure that in all our academies and settings, safeguarding is at least effective and moving towards best practice. This is fundamental to our vision of the dignity of the human person, especially the vulnerable.

Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, or neglect.

Staff will familiarise themselves with the Plymouth CAST Child Protection and Safeguarding Policy (latest version: September 2018) and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

Our safeguarding policy and procedures are available on the CAST website and from each academy. New staff will also be given copies on arrival as part of their induction.

All staff are required to read, understand and abide by the principles and practices outlined in the following key safeguarding documents which will be emailed to them at the beginning of term. All staff must sign a Safeguarding Declaration (see appendix 6) by Friday 21 September 2018 to confirm they have done so.

- CAST Child Protection and Safeguarding Policy (presented to board on 14 Sept 2018)
- Keeping Children Safe in Education (Sept 2018)
- Staff Code of Conduct [this document] (presented to Board on 26 Oct 2018)
- Health and safety Policy (to be revised by Board on 26 Oct)

The CAST protocol for signing in and out of CAST school buildings

We know that all of our schools have their own processes when visitors sign in and out. However, the varying practices that exist mean that some of these processes are more robust in some schools than others. There can be no doubt that we all would like to ensure that our processes to protect children are best practice. It is also important that we promote a consistent approach based on our shared commitment.

This part of the handbook is intended to make explicit the Trust's expectations around best practice. The appendices to the handbook include resources to support the implementation of these expectations.

When entering a CAST school every visitor should be greeted with the same approach:

- No visitor should gain access to a school site before their identification has been checked and verified by a member of staff. Even when visitors are expected, identification should be checked.
- Every school should have a visitor's signing in book. Every visitor should sign in before gaining access to the school site. They should be given a visitors lanyard to distinguish them as a visitor to the school. There should be a clear protocol for who takes the visitors book with them if the school is evacuated, so that all visitors can be accounted for. Visitors must make sure they sign out and return their lanyard when leaving the premises.

- All staff should have an appropriate identification badge that should be worn at all times. This includes staff who work centrally for the Trust, as well as those in schools.
- A brief verbal explanation of the expectations for visitors should be given. It should include where visitors can go, which facilities they are free to use, the expectations in terms of mobile phones, who should be spoken to if they have any questions and the procedures if a child should disclose something to them. Please see Appendix 3 for an adaptable script for this process. It should also make clear which facilities are available for guests and where they should go in the case of an evacuation.
- Following the verbal explanation, a Safeguarding leaflet should be given to them which summarises the pertinent arrangements for the school that visitors need to know. **Appendix 3a is attached to the back of the handbook and will be emailed out to all schools.**
- Visitors must be informed that they should not use their mobile phones around children while on a school site. Arrangements for where phone calls can be made at the school should be established on their arrival.
- All Plymouth CAST staff and Directors have their own photo identification. School staff should ask to see them if they are not already visible.
- The key personnel responsible for safeguarding should be advertised both verbally and through display around the school. A format for this purpose is included as Appendix of this booklet.
- Visitors should be accompanied by a staff member at all times. Occasionally, workmen will be left alone to complete jobs around the school. However, typically these areas will be out of bounds to children while the work is carried out.

Check list for visitors entering the school building

- ✓ Check identification
- ✓ Clarify who they are visiting and where they will need access
- ✓ Get them to sign in with a date and time
- ✓ Issue a visitor's lanyard
- ✓ Hand over a safeguarding leaflet and run through procedures linked to mobile phones, fire safety and facilities
- ✓ Ensure visitors are handed over to the person they are visiting
- ✓ When the visit is complete. The visitor must sign out and hand in their lanyard

All staff should be familiar with these expectations. This will help to ensure a consistency in approach through shared accountability.

Reporting on SG Forms

As a multi-academy trust, senior staff and Directors are responsible for safeguarding in all CAST schools. The SG forms are an essential component of how the trust shares its expectations. They are also vital as a means to monitor the quality of safeguarding arrangements in schools. Therefore, the accurate and timely return of the forms is mandatory for all CAST schools. They should be returned to safeguarding@plymouthcast.org.uk.

SG1 overview:

The SG1 form is a self-evaluation. It is intended to ensure that the Designated Safeguarding Lead (DSL) can identify areas of the school's practice that need attention. The trust uses this information to identify trends across the trust and develop policy and training to support the schools.

SG2 overview:

The SG2 form acts as an audit tool for the beginning of the academic year. This is very similar to the audit forms completed by your local authority but this information is paramount for the Trust to ensure training is up to date and monitoring is happening across each school. This needs to be completed at the beginning of the academic year.

SG3 overview:

The SG3 form is intended to support the local governing board hold leaders to account for the school's safeguarding arrangements. Therefore, the local governor with designated responsibility for safeguarding should lead the completion of this form in collaboration with the DSL. This form needs to be completed by the end of the autumn term.

SG4 overview:

This form is a termly tracking document which needs to be completed at the end of every term. This should act as a working document to help monitor incidents in the school and to track trends.

SG5 overview:

This form is for 'Looked After Children' (LAC) in the school. This needs to be completed by the designated teacher for looked after children. The form should be shared with the local governing board, as well as being returned centrally to Kim Wathen, CAST's DSL.

Safeguarding Vulnerable Groups

There are some groups within our schools that need a greater amount of support to flourish. They include, but are not limited to, children who are looked after by their local authorities (LAC), children who have special educational needs and/or disabilities (SEND), children from disadvantaged backgrounds and those who fit into multiple categories.

Part of Safeguarding is identifying different groups of children. **Looked After Children (LAC)**, because of their vulnerability, are a key focus for the trust. Consequently, there is now a new SG form through which the Trust can track their achievements. We have called it the **SG5 form** which needs to be completed on a termly basis and reported back to the Designated Safeguarding Lead for Plymouth CAST. Within the school setting, there should be a designated teacher for looked after children, normally a member of the Leadership Team. They are responsible for monitoring looked after children, reporting to governors about wellbeing and their progress in school and completing the SG5 form and returning it to CAST's DSL, Kim.



Children and Young People who have SEND

No two children who have SEND are the same. Consequently, policies and practices must be amended to meet their individual needs. The same is true in terms of how their behaviour is managed and the curriculum that is offered to help teach them to keep themselves safe. For example, a child with autism is much more vulnerable to online grooming and radicalisation because of their difficulties in managing relationships. Typically, children with SEND will also present with the most challenging behaviours. Our commitment is to manage these challenges with the individual long-term wellbeing in mind. Therefore, all policies should be applied with reasonable adjustments. The trust also expects leaders to plan provision carefully when pupils present with challenging behaviour to help ensure that physical restraint is kept to an absolute minimum and only in an emergency.

Safeguarding Reviews for Schools

Safeguarding reviews will be carried out during the academic year as a monitoring exercise to ensure safeguarding procedures across the Trust are effective.

The reviews focus on 7 main aspects of safeguarding:

- 1) Leadership and Culture
- 2) Child Protection
- 3) Promoting Welfare
- 4) Working with others
- 5) Staff
- 6) Safer Recruitment
- 7) Site Security and off-site security

Leadership and culture – overview:

Reviewers are looking to establish the culture the Senior Leadership Team have created. Leaders will need to evidence what they do to ensure that staff consistently apply the trust's safeguarding policies and contribute to an open and transparent way of working. Reviewers will consider how well school staff understand their individual and collective responsibility to keep pupils safe. How actively staff follow safeguarding procedure and are tenacious in chasing responses to their concerns will be considered. Reviewers are looking for a sense that staff understand that 'it could happen here' and that they put the safety of pupils before any other consideration when they have a concern. An understanding of the specific context of the school and, therefore, what the priorities are for the school to safeguard children will be explored.

Some questions that might be helpful to consider:

- *What does keeping children safe mean for you, your governors and staff at this school?*
- *What do you consider to be your greatest priority when thinking about how to keep pupils safe?*
- *How do leaders and governors evaluate the effectiveness of safeguarding arrangements at this school?*

Child Protection – overview:

This part of the review will focus on policies and procedures to manage concerns about pupils, the effectiveness of training and how well the school understands and uses the locally agreed procedures of the local authority of where the school is situated. Reviewers will want to explore the clarity of understanding amongst staff of the child-protection arrangements of the school. As well as knowing what to do if concerned, reviewers will review the quality of records, what evidence there is that concerns were taken seriously and what action was taken. How well information is shared will be considered, including with other agencies and social services. Reviewers will review if records are up to date and are maintained in accordance with data protection principles. The understanding staff have of Keeping Children Safe in Education will be explored, including how well people understand the role of the DSL.

The following questions will typify what reviewers will ask you:

- *Can you tell me about the child protection policy at this school and how you ensure it is implemented effectively?*
- *What is the process if a child discloses something to you? What do you do and who do you talk to?*

- *Talk me through how you record and store information relating to child protection?*
- *How do you ensure that information about individual children does not fall through the cracks?*
- *What training have staff received about the school's policies in this area? How do they know what should and what should not be shared?*

Promoting Welfare – overview:

This part of the review focuses on how well designed the curriculum is to support pupils to learn how to keep themselves safe. Reviewers will also consider what voice pupils have in the life of the school and whether pupils know what to do if they are worried or do not feel safe. The quality of behaviour management, attendance and transition arrangements, as well as arrangements to promote the achievements of vulnerable groups will all be considered.

Think about these questions to help you understand what Promoting Welfare means in your school:

- *What curriculum opportunities are planned to ensure pupils know what the school rules are and where to go if they have a concern?*
- *Can you give me an example of a time children have fed something back that isn't working and the school have listened and made a change?*
- *What was the last thing you did as a senior leadership team that was to give pupils a better voice?*
- *How well have your teachers prepared you to be safe when you start your new school, college, and job?*

Working with others – overview:

As made clear in Keeping Children Safe in Education, 2018, leaders' ability to work effectively with other agencies is a crucial part of safeguarding children. This area of the review is intended to focus solely on information sharing, data protection, understanding of the role of the LADO and evidence of how leaders work with the local authority to protect children and promote their welfare.

Some example of questions you may be asked:

- *Can you talk me through a case study child for whom you have had to work with other agencies? What evidence have you got that this work has resulted in improved outcomes for the child and their family?*
- *What does early help mean for you at this school?*
- *Talk me through a pack you have prepared for a CIN review meeting. What did you include and what analysis did you make of its effectiveness?*
- *How many pupils do you have who are looked after by the local authority (CLA)?*
- *What does the school do differently for these children to ensure they remain safe?*
- *How do governors ensure that staff apply the school's policies consistently?*

Staff – overview:

This part of the review focuses on staff training, induction and the organisation of safeguarding arrangements. Reviewers will explore what training staff receive, how closely the training links with leaders' assessments on SG forms and whether key principles such as dealing with concerns about colleagues is covered.

Some other useful questions:

- *Tell me about the training you have been given and how it has helped you fulfil your role and responsibilities relating to safeguarding. How has the training you have received helped you to apply the school's policies that relate to keeping pupils safe?*
- *What is the process if you have a concern a pupil is not safe or at risk of harm or neglect?*
- *How do you know as a staff member what you can and can't do? What would you do if you noticed a colleague breaching any of these rules?*

Safer Recruitment – overview:

Safer recruitment is a key aspect of safeguarding and needs to be completed correctly to ensure an effective safeguarding culture. The single central register will be checked. Reviewers will case study certain appointments to ensure the correct checks have been made and the appropriate references collected. Part of the review will be spent with the person or persons who oversees the SCR and will ask questions about how it is monitored and who it is monitored by. Questions will be asked about the policies and procedures in place for safer recruitment, including who has undertaken safer recruitment training.

Typical questions that will be asked include:

- *Can you talk me through the SCR? Who is included on the register and what information do include on there?*
- *What training have you been given to ensure the SCR is doing the job that is intended?*
- *Talk me through what happens when you have a vacancy at the school. Begin from the vacancy being identified up until the member of?*

Site Security and Off-Site Security – overview:

This part of the review focuses on the security of the school site, health and safety practice, signing in arrangements, the effectiveness of risk assessments (within the school and for trips and visits).

Questions are likely to include:

- *What have your risk assessments told you about your school site and security, including levels of supervision across the school day?*
- *What actions have you taken to mitigate those risks?*
- *How do children know who whether an unknown adult is allowed in the school?*

Safeguarding Training

Keeping Children Safe in Education (2018):

Keeping Children Safe in Education (2018) should be shared with all members of staff, volunteers and contract workers. The trust fully supports and abides by the statutory guidance contained within this publication. School leaders need to ensure that their application of trust policies and procedures fully adhere to and follow the guidance correctly.

- **Part 1** All staff need to read this part of the guidance. Leaders must ensure that staff sign to say they have read it. School DSL's should lead Level 1 training for staff to ensure they fully understand their role in safeguarding children.
- **Part 2** All local governors must read this part of the guidance, along with school leaders. School DSL's can lead Level 2 training for the local governing board.
- **Part 3** Office staff and school leaders must read this part of the guidance. Office staff should sign to say they have read and understand the guidance. Although no specific training is required for this section of the guidance, School DSLs must be able to answer and questions or concerns for staff in school.
- School leaders, including the Headteacher, DSL and deputy DSL should read the entire statutory guidance. The Headteacher should keep a record of who and when the whole guidance was read. *Please see **Appendix 7a and b** for exemplar formats for recording training and inductions protocols for new staff.*

School leaders should ensure that they have clear processes for ensuring staff, governors and volunteers have read what they are supposed to and that evidence is kept to demonstrate this. There should also be consideration of how leaders will ensure that there is no one working in the school that has not had the latest school training, has not read KCSIE 2018 and are not aware of who the key leaders are with responsibility for safeguarding.

Level 3 DSL Safeguarding training 2018-2019

Led by: Kim Wathen and Matthew Barnes **Cost:** tbc

Date	Area	Time	Location
8th and 9th November 2018	West	9.30 – 4.00	St Austell Business Park
24 th and 25 th January 2019	Central	9.30 – 4.00	St Nicholas Primary School Exeter
6 th and 7 th December 2018	East	9.30- 4.00	St Mary's First School Dorchester

Audience: Training for Designated Safeguarding leads, and Deputy Designated Safeguarding Leads.

Content: The training will cover all aspects of safeguarding good practice, with the intention of engendering a strong culture of safeguarding in each of our schools. Candidates will complete the course by participating in an assessment to ensure their full understanding of their role and of safeguarding challenges.

DSL/DDSL Safeguarding Refresher Course 2018 – 2019

Led by: Kim Wathen **Cost:** tbc

Date	Area	Time	Location
Tuesday 9 th October 2018	West	10am – 2pm	St Boniface College Plymouth
Wednesday 10 th October 2018	Central	10am – 2pm	St Nicholas Primary School Exeter
Thursday 11 th October 2018	East	10am – 2pm	St Marys First School Dorchester
Tuesday 19 th March 2019	West	10am – 2pm	St Boniface College Plymouth
Wednesday 20 th March 2019	Central	10am – 2pm	St Nicholas Primary School Exeter
Thursday 21 st March 2019	East	10am – 2pm	St Marys First School Dorchester
Tuesday 9 th July 2019	West	10am – 2pm	St Boniface College Plymouth
Wednesday 10 th July 2019	Central	10am – 2pm	St Nicholas Primary School Exeter
Thursday 11 th July 2019	East	10am – 2pm	St Marys First School Dorchester

Audience: Any DSL or DDSL colleagues who are in need of bi annual L3 refresher course.

Content: Current legal developments, procedures and policies.

Single Central Record – A guide to completing the form accurately

Keeping an accurate Single Central Record is a statutory requirement and an essential part of keeping children safe in education and forms part of the statutory guidance Keeping Children Safe in Education (KCSIE) (DfE 2018) [link](#) which applies to all maintained schools and academies. The SCR is covered by the statutory guidance included within KCSIE and is a requirement of the School Staffing Regulations (and Independent School Regulations for academies). Guidance about what information should be held on the SCR is outlined at paragraph 112 of the guidance.

The following notes are intended to give some exemplification about what you need to do to complete a SCR accurately:

Note 1 – Identity Checks – The check should confirm name, date of birth, address and should have been a photographic form of identity (e.g, passport). This check can also help prove the persons eligibility to work in the UK.

Note 2 – A Children’s Barred List check (formerly List 99) must be undertaken on all staff working in schools. If an enhanced DBS (formerly CRB) check has been made this will include a check against the Children’s Barred list. If by virtue of their start date and continuity of service, a member of staff has not been DBS checked, then the school must have undertaken a Children’s Barred List check.

Note 3 – It is a statutory requirement to check on appointment that a teacher is not **prohibited from teaching**. This can be done via the NCTL website and the section referred to as “Employer Access Service”.

Note 4 – Plymouth CAST schools should have DBS (formerly CRB) checked all staff who commenced duty after March 2002. There is no mandatory requirement to DBS check staff who have been employed in the same post continuously since before the date DBS checking started. There is no mandatory requirement to set in place a programme of 3 yearly DBS renewals for staff in schools.

Note 5 – The **Childcare Disqualification Regulations**, more commonly known in schools because of the ‘disqualification by association’ regulations, have been amended from 01 September 2018. This means that the regulations around ‘disqualification by association’ have been scrapped for schools and nursery settings (but continue for staff working in domestic premises). However, you may well have records of checks that were made prior to the change in the regulations and these should be recorded in this section.

Note 6 – Eligibility to work in the UK must be confirmed before the employee starts work. The record should indicate the document that was evidenced to confirm that right. UK and EEA nationals have that right (but must be able to prove it!); others will probably need a permit.

Note 7 – Where a qualification is a requirement of the post, it must be checked and confirmed as a part of the record, this includes QTS, NPQH and registration as a teacher with the DfE.

Note 8 – Although you must still undertake a DBS (formerly CRB) check for staff that have lived overseas, it is necessary to undertake further checks with the country where they lived. These checks may include certificates of good conduct from local police forces or embassies, follow ups to anything that is provided should be made (e.g. call the organisation that sent the document and/or make checks through embassies etc).

Note 9 – Use this column to record all relevant safeguarding training completed by member of staff. This is likely to include Level 1, 2 and/or 3 safeguarding training, safer recruitment training, training delivered by the DSL on school practices, any external training on specific issues (such as Prevent or CSE) and anything else relating to safeguarding that has established best practice at the school. Please include the date of training, who delivered the training, the level of the training (when relevant) and when the training expires.

General Notes:

Members of the ESM team – The exemplar SCR includes a tab which includes the checks that have been made centrally. This tab should be included in each school's SCR.

Board of Directors – All Directors are required to have an Enhanced DBS check and the Chair of the Board's DBS check is signed by the Secretary of State, full details are held at the central office, St Boniface House, Ashburton.

Local Governors – All Local Governors now require a DBS check and should be included in a section on your SCR

Volunteers – If they work with children or have unsupervised access to them in your school they should be included (in a separate section) on your record.

Supply Staff – You should ensure that you have written confirmation from the agency that they have carried out all the necessary checks for every member of staff they supply to you. This means you can complete the majority of the columns on the SCR, but also include the records of your check with the agency either embedded on the SCR or attached to a paper version kept in the office. The agency must also tell you when there is any information revealed on the DBS disclosure. We would recommend a model which allows you to check on line and see a photo of the person who is being sent to your school.

Here are some of the frequently asked questions we have received from schools and answers which schools may find helpful when managing the SCR.

- **Who should be included on the Single Central Record?**
All Staff who work at the school and all others who have regular contact with children in the school. The Chair and all members of the Local Governing Body must be included.
- **How do we record agency staff, peripatetic teachers and sports coaches on the Single Central Record?**
Staff from agencies with regular unsupervised contact with the children should also be included. Whilst schools do not need to carry out the SCR checks themselves for agency staff, since agencies should carry out the same checks as your school does for your staff, the school must obtain written confirmation from the agency that the appropriate checks have been carried out and are satisfactory. If you have any concerns about the checks performed then you will need to discuss this with the agency prior to the start date for the placement.
- **What information should be recorded on the Single Central Record?**
The information recorded on each individual confirms whether a particular check has been performed, the date the check was completed and who by. The checks included are:
 - Identity check

- Disclosure and Barring Service check (including Barred List checks where relevant)
- Details of Professional Qualifications
- Prohibition Order check
- Rights to Work in the UK check
- Childcare Disqualification check
- Overseas checks (EEA sanctions, Certificates of Good Conduct etc)
- Section 128 check for Academies

- **What documentation can be retained?**

Schools and colleges do not have to keep copies of DBS certificates for the purposes of the Single Central Record. Schools and Colleges must see the original certificate in order to establish its accuracy and check for any potential traces.

In line with Data Protection Act, where the school chooses to retain a copy of a DBS certificate or Certificate of Good Conduct, it should not be retained for longer than six months. However a copy of the documents used to verify the successful candidate's identity, right to work and required qualifications should be kept for the personnel file.

- **Staff employed at the school continuously for many years may not hold a Disclosure and Barring Clearance. Is this acceptable?**

The Disclosure and Barring Service (formerly known as Criminal Records Bureau) was created in March 2002. DBS checks (formerly known as CRB) were strongly recommended for all school staff who were employed/engaged after March 2002. On the 12th May 2006 the School Staffing Regulations 2006 made it mandatory for Enhanced CRB/DBS Disclosures to be carried out on all new appointments to the school workforce. For those employed prior to May 2006 the minimum requirement is a Children's Barred List check (formerly known as a List 99).

- **Can you please confirm the procedure if a member of staff was questioned/arrested/convicted of an offence – would we, as their employer, be automatically notified and if so by whom?**

In theory, you should be notified. On arrest the person gives their name and occupation. If the occupation is related to work with children, then the Local Authority Designated Officer (LADO) should be informed and a strategy meeting may be convened, to which the Head Teacher and employer would be invited to attend. It is also reasonable to expect an employee to inform their employer if he/she is subject to Police questioning, arrest or charge.

- **We have a music teacher that comes in for an hour one day a week; they have been in for the last 8 months. We have not DBS checked the music teacher as we were under the impression that because they are supervised at all times for that one hour, there is no requirement to do so. Have we done the right thing?**

If the person is teaching music and is paid to do that, they are effectively a member of staff and whether they are supervised or not is irrelevant, as they are in regulated activity. (See [Keeping Children Safe in Education \(2016/18\)](#), page 24)

If the person is not paid (a volunteer) and is supervised, then they are not in regulated activity and you cannot legally ask for a barred list check. However, although it is not legally required, it is sensible to complete an enhanced DBS check because of the regular contact with children.

DfE guidance on supervision of work which would otherwise be 'regulated activity' is available at [Supervision of Activity with Children – GOV.UK](https://www.gov.uk/guidance/supervision-of-activity-with-children).

- **Our Single Central Record does not have a barred list column as I thought that it was done as part of the Enhanced DBS Check?**

The Single Central Record should have a column for both the DBS check and for the Barred List check (previously known as List 99). The two columns are required because they are two separate checks, however they are usually performed together at the same time.

All individuals engaged in regulated activity (i.e. teachers, support staff, administrative staff and unsupervised volunteers) will need an enhanced DBS check and a Barred List check, therefore you complete both columns and if the checks were done together, you may use the same clearance date for both. Individuals who are not engaged in regulated activity (i.e. Governors), you will record the enhanced DBS clearance date, but enter 'n/a' in the Barred List column. It is illegal to do a barred list check for someone who isn't in regulated activity.

- **What is a Prohibition Check and who should we perform this check upon?**

Anyone who is appointed to carry out teaching work, in addition to a DBS clearance, is required to have a prohibition check. A prohibition order means that the person concerned is not allowed to undertake unsupervised teaching work in school and academies. Where an individual is prohibited, their details will appear on the Prohibited List. The National College for Teaching and Leadership administer the Prohibited List and the list can be accessed via the [Teacher Services' system](#) (formally known as, Employer Access Online System). This is a free service that allows current and prospective employers of school staff to view the following lists.

Please see Appendix 4 of an example of a SCR spreadsheet format

Expectations for the Safeguarding Curriculum in Schools

The curriculum and teaching in CAST schools should raise pupils' awareness of personal safety and explore a range of strategies for pupils to ensure their own protection. The curriculum should help develop pupils, however vulnerable, to have the skills and confidence to flourish in modern Britain.

School curricular should promote positive and safe relationships and personal resilience. Pupils need to be made aware of their right to be safe, where they can go if they need help and what to do if they do not feel safe. Leaders should ensure there are opportunities in the curriculum to develop an understanding of local services and community organisations. Pupils should develop the skills to know how to promote and protect their own well-being, both physically and mentally.

CAST schools should ensure they:

- raise pupils' awareness of child protection issues appropriate to pupils' age and level of understanding to empower them to make informed choices, judgments and decisions
- help children to express their wishes and feelings and to be sensitive to the needs and feelings of others
- teach the children to sustain positive relationships in a variety of contexts
- have a policy on how to respond to concerns about young people who are in abusive relationships with each other (Secondary only)
- help pupils to consider ways to keep themselves safe in a range of contexts and situations; including from peer-on-peer abuse

Please see Appendix 5 for a format to use to plan your Safeguarding curriculum for your school dated 2018 – 2019



What does a Safeguarding Governor do?

Every CAST school should have a designated safeguarding governor. The safeguarding governor has a key role in ensuring that safeguarding arrangements are effective in meeting the specific contextual needs of the pupils in the school.

The link governor should understand the requirements of safeguarding guidance and legislation, and be *'confident in their challenge to executive leaders on strategies for monitoring and improving the behaviour and safety of pupils.'* (Competency Framework for Governance (DfE 2017))

Main Aspects of the Safeguarding Governor's role:

- Understand safeguarding requirements
- Report back to the Governing Body about the effectiveness of safeguarding arrangements
- Check that the school is compliant with statutory guidance
- Check whether there is consistency in safeguarding practice
- Make sure that there are effective systems in place to keep vulnerable children safe
- Provide challenge to school leaders about their implementation of policy and practice
- Lead on the completion of the SG3 form and check it is submitted to CAST
- Support the work of the Designated Safeguarding Lead

What should Safeguarding Governors ask?

- **Ask any of the questions included in the Safeguarding Review section of this booklet to the DSL or Headteacher**
- Ask the DSL to talk through areas of strength and weakness in safeguarding practice within the school according to their own evaluations
- Ask the DSL for updates on staff training and induction. This could be done by talking through the SG forms
- Talk to the DSL and/or Headteacher about the implementation of the safeguarding policy
- Ask about who completes the SCR, talk through what is included and check that it meets the guidance within this booklet
- To ask about procedures in the school in how to handle allegations against staff and children
- To ask about procedures in the school in how to handle parent complaints
- To ask what procedures are in place when making referrals to the Disclosure and Baring Service to ensure safer recruitment checks are made
- To ask about the wider curriculum opportunities the school are providing to ensure the children understand in how to keep safe

How should Safeguarding Governor's support the school?

- Be the lead person who understands the safeguarding requirements
- Support the work of the designated safeguarding Lead
- Complete the SG3 Form with the Designated Safeguarding Lead of the school for the Trust
- Meet regularly with the Designated Safeguarding Lead and any other relevant other staff
- Report back to the governing body about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties
- Ensure that safeguarding absences are brought to the governing body and challenged to ensure safeguarding procedures are effective within school

- Ensure that the safeguarding and child protection policy is being followed in practice; and to be involved in any policy reviews
- Report to the governing body so that they can ensure resources are effectively allocated or where changes might be required
- Ensure that the training programme for staff reflects the needs of the school and statutory regulations
- Ensure that the governing body are kept aware of the safeguarding risks to young people in the school
- Ensure that records are kept securely and in one place
- Ensure that there is appropriate monitoring and tracking in place for vulnerable students such as Looked After Children
- Ensure that there is a consistent approach to safeguarding and child protection across the school
- Ensure that the curriculum for safeguarding reflects the risks for the young people in the area
- Ensure that safer recruitment processes are in place
- Ensure that the Single Central Record is compliant and checked

Appendix 1:

**Information for Visitors on Safeguarding
in our Academy Trust**

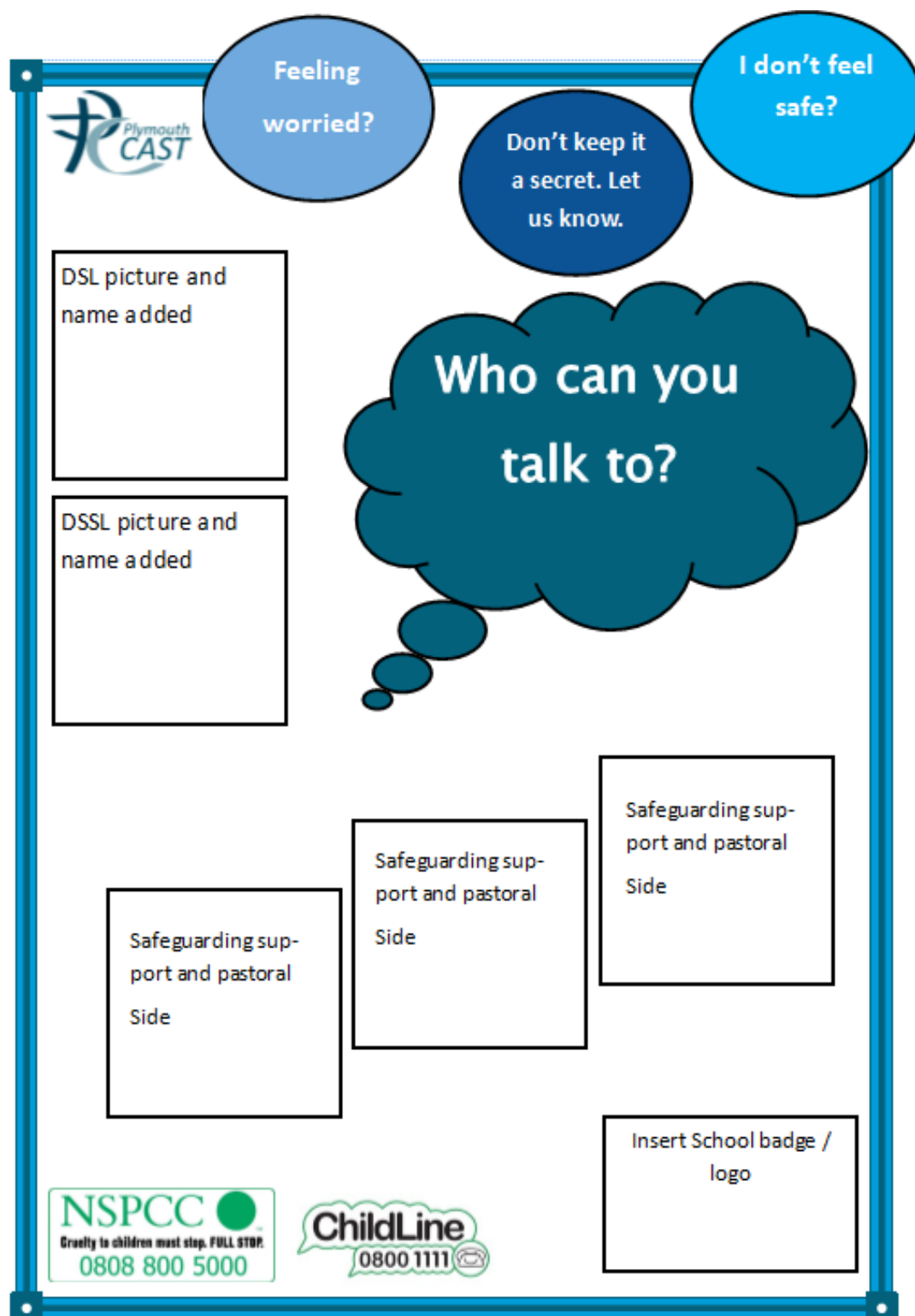


Safeguarding

is

***everyone's responsibility and if in doubt report it to the
Safeguarding Team***

Picture needed	Name Role Email address Telephone number
Picture needed	Name Role Email address Telephone number
Picture needed	Name Role Email address Telephone number
Picture needed	Name Role Email address Telephone number



Feeling worried?

I don't feel safe?

Don't keep it a secret. Let us know.

Who can you talk to?

DSL picture and name added

DSSL picture and name added

Safeguarding support and pastoral Side

Safeguarding support and pastoral Side

Safeguarding support and pastoral Side

Insert School badge / logo

NSPCC
Cruelty to children must stop. FULL STOP.
0808 800 5000

ChildLine
0800 1111

Appendix 3.

<u>Checked?</u>	<u>Check list for visitors entering the school building</u>
	Check identification
	Clarify who they are here to see
	Get them to sign in with a date and time
	Issue a visitors lanyard
	Hand over a safeguarding leaflet and run through procedures linked to mobile phones and fire safety
	Visitors have to wait till they are greeted by the correct person or can be accompanied by a member of staff to correct area of the school
	When the visit is complete. The visitor needs to sign out with a time and hand their lanyard

Adaptable script for visitors:

The bullet points below should be used as a guide to briefly talk through the trust's expectations with visitors:

- A welcome and explanation of the signing in process
- Sharing the safeguarding overview for visitors
- Say who the DSL is and where they can be located if needed
- Evacuation protocol
- Available facilities
- Rules around the use of mobile phones

Appendix 3a.

The leaflet will be attached to the back of this handbook and an email copy will be sent to all schools to be adapted for the school.

DRAFT

Appendix 4.

A screen shot example for Plymouth CAST SCR.

A		B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	
Identity Checks (Note 1)		Childrens Barred List (Note 2)																				Records of Safeguarding Training (Note 9)	
Post & Date of Commencement in School	Name	Dob	Address	Check made by (name and/or post title), document seen and Date	Date Childrens Barred List check undertaken	Check made by and date	Disclosure Number & Level	Check made by and date	Declaration completed Y/N & Date	What evidence of right to work in UK was provided	Check made by and date	What Qualification was provided for the post	Check made by and Date (Admin) 1st	What checks have been made	Check made by and date	Date, level and expiry of training							
Teacher 1st Sept 2017	Kim Smith	12.02.61	12 Invented Street, Pretend, West Nonsense, EX	T Boss (HT), Driving Licence 12th July 2017	N/A Enhanced DBS Obtained		109876543 21, Enhanced.	School must ask to see certificate and note		British Passport	T Admin 12th July 2017	Y	PGCE Certificate Sept 2017	N/A - No overseas residency									

Ctrl+Left click
Scroll to the first sheet.
Right click
See all sheets.

Teaching Staff

Support and Admin Staff | Volunteers | Local Governing Body | Agency staff | HQ Staff DBS | Directors DBS | Monitoring of the ...

Appendix 5.

**(School Name) Safeguarding Curriculum Map
2018-2019**

Year Group	Curriculum Focus/Topic	Subject/Whole School	Date

Appendix 6: SG5:

**Designated teacher's annual report to the Governing Body on
Children Looked After**

Name of School:

Date:

Report is for the academic year:

Prepared for the full Governing Body Meeting to be held on:.....

To protect a child's need for confidentiality it is also important to ensure that the reports do not mention individual children by name. The report should enable the governing body to make judgements about the designated teacher role

This page must be completed each term by the Designated Teacher and attached to the minutes of the meeting for the Governing Body. If there are currently no children who are looked after on the school roll, please sign and date below. **In this circumstance only this page should be attached to the minutes:**

I confirm there are currently no children looked after on the school roll.

Signed:

Date:

N.B. Details of this information are confidential – names and specific circumstances cannot be discussed.

Author:

Name of Designated Teacher and Position within the School, e.g. Phase Leader, INCO, Assistant Headteacher, (as indicated by the annual register);

.....

Name of Nominated CLA Governor

1. Whole School Issues:

Summary of Designated Teacher Training:

- *It is recommended that all designated teachers attend designated teacher training every two years.*
- *It is recommended that all nominated CLA governors attend training on the education of Children Looked After.*

Role in School	Date Of Training	Name of course	Provider
Headteacher			
Designated Teacher			
Nominated CLA Governor			
Other Staff e.g. learning support assistants, SENCO, INCO, Mentor			

2. Training provided by Designated Teacher to colleagues about the education and wellbeing of CLA:

Focus of Training	Date of Training	Colleagues trained

3. Policy and other documents relating to the education of Children Looked After:

Policies and/or procedures for Safeguarding	Date in place	Next review date
Policy on the Education of Children Looked After		
Other related documents e.g. provision map,		

4. Is a record maintained to evidence that all relevant staff/volunteers have access to the above policy, including one to one tutors? Y/N

Who is responsible for maintaining that record?

5. Children Looked After Additional Information:

How many pupils currently on roll are defined as Children Looked After?	
How many pupils on roll have a different Local Authority as corporate parent? Please note the local authority.	
Are all PEPs fully up to date and formally reviewed at least annually?	
How has the additional budget share funding been used to support the children looked after in school?	
Has the Designated Teacher quality assured the PEP and reviewed the targets on at least a half termly basis?	
Describe how Children Looked After are making progress in relation to other vulnerable groups and all children in the school. (i.e. educational, social and emotional progress)	
What is the pattern of attendance and exclusions?	
How many pupils are registered on the SEND register and at what stage?	
How many CLA pupils are registered on the G&T register?	
What interventions are being used to support the educational attainment and achievement of Children Looked After?	

Where appropriate, has there been partnership working with others beyond the school. <i>E.g., social worker, Virtual School advisory teachers, specialist CLA educational psychologist, SIPs etc.?</i> (List number of meetings, reports prepared and outcomes)	
Secondary schools only: Summer term report: For young people in Year 11 indicate the pupil destinations post statutory school leaving age	

6. Progress of CLA children:

Childs name /Year group	End of Summer 2018 Progress			Autumn Term Progress			Comparison	Spring Term progress			Comparison	Summer Term			Comparison
	R	W	M	R	W	M		R	W	M		R	W	M	
A S Year 3	2W	2W+	2W+	2S	2S	2S+	Progress made in all areas								

Other comments on Children Looked After and actions to be taken:

.....

Signed..... Dated.....

The SG5 document provides both background information and a possible template for the termly report to the Governing Body from the Designated Teacher that will aid school planning. The document will be requested on a termly basis by Plymouth CAST as part of the trust's monitoring and evaluation of the school's effectiveness.

Background

In discharging this core function it is for the governing body of each school to determine, in partnership with the head teacher, the key responsibilities of the designated teacher to promote the educational achievement of looked after children, including those aged between 16 and 18 who are registered pupils at the school.

- The way in which the role of the designated teacher will be carried out will vary from school to school. It will depend on the number of looked after children on roll and their particular needs as well as, for example, whether the school caters for primary or secondary age children. It will be particularly important for governing bodies, in partnership with the school's leaders, to ensure that the focus of the designated teacher's role is on assessing and meeting the teaching and learning needs of the child and that administrative tasks which support that work are undertaken by support staff.

The designated teacher should be given the appropriate level of support in order to fulfil their role. Some schools may never have had a looked after child on roll and the designated teacher may not therefore be familiar with some of the issues and processes they need to know about. The governing body should, in partnership with the head teacher, needs to ensure that the designated teacher has or will, through their training and development, have the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of looked after children. This means in particular that they make sure the designated teacher understands and helps others to understand:

- the emotional, psychological and social implications of separation from birth families and the reasons for that separation;
- that looked after children are not a homogenous group, but are individuals with many of the same needs as any other child;
- the broad framework of the care system and the way it impacts on the child's education;
- the reasons why many looked after children under-achieve such as the possible impact of loss and attachment and how the role of the designated teacher is critical to educational achievement by robustly tracking progress and intervening early to narrow learning gaps.

- their own role in contributing to the statutory review of the looked after child's personal education plan which forms an integral part of the child's overall care plan.

The governing body should ensure that the designated teacher is a member of the teaching staff with appropriate seniority, professional experience and status to provide leadership, training, information and advice to others that will influence decisions about the teaching and learning needs of children looked after. Where the designated teacher is not a member of the senior leadership team, a member of the team should be designated as a champion of looked after children issues to work closely with the designated teacher.

The requirement on governing bodies is to appoint a designated teacher to promote the educational achievement of looked after children on the school's roll and this guidance sits alongside the duty on local authorities under the Children Act 1989 to promote the educational achievement of the children who they look after.

The governing body should monitor the effectiveness of the designated teacher in undertaking their responsibilities. The Governing Body should consider a brief report three times a year from the designated teacher on the progress and educational needs of Children Looked After who are on the schools role.

To protect a child's need for confidentiality it is also important to ensure that the reports do not mention individual children by name. The report should enable the governing body to make judgements about the designated teacher role in relation to:

- any workload issues arising as a result of the number of looked after children on roll at the school and the number of local authorities which are involved;
- how looked after children are making progress in relation to other vulnerable groups and all children at the school (i.e. Educational, social and emotional progress);
- the pattern of attendance and exclusions;
- any process or planning issues arising from the implementation of the action plan to raise achievement in the personal education plans (PEPs);
- whether any are identified as gifted and talented and how those needs are being met;
- whether any have special educational needs (SEND) and whether those needs are being met through a formal statement or other support measure (exceptional needs funding etc.);
- how the teaching and learning needs of children looked after are reflected in school development plans and are being met in relation to interventions and resources;

- training undertaken by the designated teacher in order to impart knowledge and understanding about the education and wellbeing of children looked after to colleagues;
- the impact of any of the school's policies, for example on charging for educational visits, extended schools activities and transport on looked after children.

DRAFT

Appendix 7a:

CAST Induction checklist for staff starting in schools and colleges
(Safeguarding)

Please use this checklist to ensure all relevant safeguarding information is covered in the induction of all new staff

Name of school / college:		Name of manager completing checklist:	
Name of staff member:		Date of completion:	


- All new staff must be provided with an induction programme appropriate to their roles and responsibilities.
- It is important that safeguarding induction is covered before the appointee starts working with children.
- Clear expectations of behaviour and professional boundaries must be established with all new members of staff.
- It is important to have a written checklist of what needs to be covered.
- The checklist should be completed and reviewed by the manager and the employee and signed off.
- A copy of the completed induction programme should be stored in the employees personnel file.
- The induction procedure should be reviewed regularly and kept up to date.
- Induction procedures must be monitored to ensure compliance.

Information to be covered	Y	N	Notes
<ul style="list-style-type: none"> • An overview of the management structure of the organisation. Who is who? • The staffing structure for reporting concerns about a child or another adult or staff member 			
A copy of all Safeguarding Policies <ul style="list-style-type: none"> • Part 1 of Keeping Safe in Education Statutory Guidance (2018) • CAST Child protection Policy • Positive Handling and the Use of Reasonable Force • Anti-bullying • Anti-racism 			

<ul style="list-style-type: none"> • Health and Safety • Behaviour • Exclusions • PHSE • Internet Safety • School Security • Educational Visits • Medical Needs • First Aid • Lone Working 			
A copy of the Confidentiality Policy.			
Information about the Complaints Procedure			
Guidance on Safer Working Practice with explicit direction to the standards of behaviour and conduct expected.			
Identify any training which the appointee may be required to undertake e.g safeguarding training (level 1 basic awareness), first aid.			Date when completed Level 1 training:
Information about disciplinary and or capability procedures that will be applied if necessary.			
Set up an individual supervision timetable ensuring the new member of staff has the opportunity to voice any worries or concerns.			

Employees must be asked to sign to say they have read and understood all policies.

Appendix 7b. Copy of training record for Safeguarding Leaders



This document is a record of safeguarding training and induction - it should never replace the school's Single Central Record

	Safeguarding at Induction		Date confirmation that Part 1 & Annex A of Keeping Children Safe in Education 2018 read	Whole-School Safeguarding Training			Is this person a DSL?	Specialised Designated Safeguarding Lead Training			Recruitment Training
	Date school safeguarding policy, including information about the role of the DSL and local procedures, explained and a copy provided	Date Part 1 & Annex A of Keeping Children Safe in Education 2018 provided		Date updated safeguarding policy and relevant updated guidance provided	Date last whole-school training undertaken (within the last year)	Date of last GOVERNOR safeguarding training		Date of last DSL training (within the last 2 years)	Date of last multi-agency training (within the last 3 years)	Date of last Family Support Process training (at least 1 DSL per setting)	
Headteacher											
Deputy Head											
Assissant Head											
All other staff											
Temporary staff											
Volunteers											
Governors											