

St. James CE Primary School



Child Protection & Safeguarding Policy

St. James CE Primary School

Flourish
Respect Courage
Friendship Develop
Strong Growth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

Child Protection Policy

This policy was reviewed in September 2023 in light of the changes to the Keeping Children Safe in Education document issued by the DfE (September 2023).

The policy is to be reviewed in September 2024.

Name of School	St James CE Primary School
Designated Safeguarding Lead	Lisa Everard
Deputy Designated Safeguarding Leads	Stacey James & Andrea Collins
School Mental Health Lead	Michelle Sheehan
Executive Headteacher	Michelle Sheehan
Head of School	Lisa Everard
Contact number for all school members of staff as above:	0208 8041987
Safeguarding Governor	Nicolas Turner (Chair of Governors)
Contact email for Safeguarding Governor as above:	chairofgovernors@st-james.enfield.sch.uk
Multi-Agency Support Hub (MASH) contact number for discussing and reporting child protection concerns:	0208 379 5555
Local Authority PREVENT contact email:	prevent@enfield.gov.uk
Local Authority Designated Officer (LADO) and contact email:	Andreas Kyriacou Andreas.Kyriacou@enfield.gov.uk
NSPCC phone number:	0808 800 5000

1.0 Introduction

- 1.1 The Governors and staff of St James' CE Primary School Primary School fully recognise the role of the school, and all members of the school community, have in safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.2 All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. We are committed to proactively identifying, assessing and responding to risks or concerns relating to the safety and welfare of children.
- 1.3 We recognise the definition of safeguarding to be:
 - * protecting children from maltreatment;
 - * preventing impairment of children's mental and physical health or development;
 - * ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - * taking action to enable all children to have the best outcomes
- 1.4 The aims of this policy are:
 - 1.4.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.4.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
 - 1.4.3 To provide a systematic means of monitoring children known or thought to be at risk of harm.
 - 1.4.4 To highlight the need for good levels of communication between all members of staff and to emphasise where confidentiality is crucial and where disclosure is imperative.
 - 1.4.5 To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
 - 1.4.6 To maintain and promote effective working relationships with other agencies, especially the Police and Social Services.
 - 1.4.7 To emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations.
 - 1.4.8 To ensure that all adults within our school who have access to children have been checked as to their suitability.
 - 1.4.9 To ensure that visitors to the school are made aware of this policy and what they should do if a child chooses to disclose to them.

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

2.0 Procedures

- 2.1 Our school procedures for safeguarding children will comply with the Local Safeguarding Partnership (LSP) procedures. The LSP have adopted and follow the All London Child Protection Procedures.

We will ensure that:

- 2.1.1 We have designated members of staff who undertake training every two years with updates at least annually; Mrs L Everard, Mrs S James & Mrs A Collins
 - 2.1.2 All members of staff develop their understanding of the signs and indicators of abuse, and their role in safeguarding children, and refresh their training on a yearly basis.
 - 2.1.3 All members of staff know how to respond to a pupil who discloses abuse or exploitation.
 - 2.1.4 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures in the home-school agreement.
 - 2.1.5 All staff will have read and understood the school Child Protection Policy.
 - 2.1.6 All staff will have read and understood Part One of the most up-to-date version of the Government Guidance: Keeping Children Safe in Education.
- 2.2 Our procedures will be reviewed and updated annually and/or in accordance with changes to government guidance and legislation.
- 2.3 All new members of staff will be given a copy of our child protection procedures as part of their induction into the school and these procedures will be explained so that all staff are aware of their responsibilities.

3.0 Responsibilities

- 3.1 The Designated Safeguarding Lead (DSL) is responsible for:
- 3.1.1 Keeping up to date with all relevant legislation and guidance in relation to safeguarding and child protection, including maintaining a good knowledge and understanding of the local safeguarding context and issues. Communicating this to the rest of the Safeguarding Team and other members of staff where appropriate, and ensuring that it is followed in school.
 - 3.1.2 Communicating regularly with all staff about issues related to safeguarding and child protection and ensuring regular professional development opportunities are provided relevant to this.
 - 3.1.3 Acting as a source of advice, support and expertise for all staff in relation to safeguarding issues.

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- 3.1.4 Dealing with any disclosures or concerns reported by staff in relation to children; discussing concerns and disclosures with parents and carers where appropriate; recording actions taken and the outcomes, and communicating this to others where necessary.
- 3.1.5 Referring a child to the MASH Team if there are concerns about possible abuse, neglect and/or exploitation.
- 3.1.6 Referring a child/family for Early Help where needed.
- 3.1.7 Consulting with the MASH/Early Help Team for advice where needed.
- 3.1.8 Referring cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- 3.1.9 Referring cases to the LADO where appropriate, then acting as point of contact during any subsequent investigation.
- 3.1.10 Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- 3.1.11 Keeping written records of concerns about a child, even if there is no need to make an immediate referral.
- 3.1.12 Keeping written records of any reported safeguarding concerns about members of staff.
- 3.1.13 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 3.1.14 Ensuring that an indication of further record-keeping is marked on the pupil records.
- 3.1.15 Ensuring that all such records are passed to the next educational setting when a child leaves the school, and that confirmation of receipt is received.
- 3.1.16 Ensuring that any pupil currently the subject of a Child Protection Plan, who is absent without explanation for two days is reported to Children's Social Care.
- 3.1.17 Monitoring attendance for all pupils and ensuring that Local Authority procedures are followed where a child is, or is suspected to be, Missing in Education.
- 3.1.18 Liaising with the Virtual School Headteacher for children looked after by the Local Authority, and taking on the role of Designated Teacher for Looked After Children (see also the school's LAC Policy).
- 3.1.19 Overseeing the Safeguarding Team within the school: ensuring regular and effective communication between all members of the team; ensuring that information related to safeguarding is recorded in a high-quality and timely manner; ensuring that all members of the team receive the training needed to carry out their roles effectively.
- 3.1.20 Attending Child Protection Conferences and Core Group Meetings when a child/family is placed on a Child Protection or Child in Need Plan.
- 3.1.21 Communicating with the Social Worker re any concerns where a child/family has a Child Protection or Child in Need Plan in place.
- 3.1.22 Ensuring systems are in place so that all children within the school know how to report abuse and express their views, feel confident in doing this, and are able to do so easily and in a variety of ways.

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- 3.1.23 Taking responsibility for the school's filtering and monitoring systems, and reviewing these at least annually.
- 3.1.24 Updating this policy to reflect any changes to government legislation or guidance (at least annually).
- 3.2 The Governing Body, and particularly the Governor with responsibility for safeguarding, are responsible for ensuring that this policy, and other linked policies, are implemented effectively. They must keep their own training up-to-date, understanding any changes and updates that are made to guidance and legislation, in order that they are successfully able to oversee the work of the DSL and Safeguarding Team and hold them to account. The Governor with responsibility for safeguarding must meet with the DSL at least termly to monitor the effective management of safeguarding in school, and must play an active role in the annual safeguarding audit of the school. When visiting school for any reason, all Governors should check staff's understanding of safeguarding and safeguarding practice, to check that this meets expectations. Governors should also check the Single Central Record at least termly.
- 3.3 The Deputy Safeguarding Leads are trained to the same level as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the on-going safety and protection of pupils.
- 3.4 All staff are responsible for:
 - 3.3.1 Following the Good Practice Guidelines and Staff Code of Conduct (as detailed below), as well as all relevant guidance contained within this policy and all linked school policies.
 - 3.3.2 Promoting the welfare of all pupils within the school.
 - 3.3.3 Ensuring the safeguarding of all pupils within the school by reporting concerns and disclosures to the DSL immediately (see section 8.0 below).

4.0 Good Practice Guidelines and Staff Code of Conduct

- 4.1 Good practice includes:
 - 4.1.1 Treating all pupils with respect.
 - 4.1.2 Setting a good example by conducting ourselves appropriately and using the school vision and values as a vehicle for modelling and promoting positive behaviour.
 - 4.1.3 Involving pupils in decisions that affect them.
 - 4.1.4 Encouraging positive, respectful and safe behaviour among pupils, and understanding the link between behaviour and mental and emotional wellbeing.
 - 4.1.5 Being a good listener.
 - 4.1.6 Being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation recognising that challenging behaviour may be an indicator of abuse.

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- 4.1.7 Reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues.
- 4.1.8 Being aware of the risk factors for particular group of pupils that may lead to an increased risk of abuse.
- 4.1.9 Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care. All staff members read and sign the Staff Code of Conduct. This clearly lays out expectations of staff conduct. A copy can be viewed in the school office.
- 4.1.10 Using and making reference to the National Police Chief's Guidance for When to Call the Police.
- 4.1.11 Ensuring that all staff and volunteers have read and understood the relevant Code of Conduct document, and that the guidelines within this are followed at all times

5.0 Supporting Children

- 5.1 We recognise that a child who is abused, exploited or witnesses violence may find it difficult to develop and maintain a sense of self-worth. It is understood that a child in these circumstances may feel helpless and humiliated and may feel self-blame.
- 5.2 We recognise that many factors can contribute to an increase in risk of abuse or neglect, including (but not limited to): SEND, involvement of a social worker, child or parent/carer mental health issues and/or drug/alcohol misuse, poverty and homelessness, CLA/post-CLA, adverse childhood experiences, exploitation, persistent absenteeism, young carer status.
- 5.3 We understand that pupils who are currently, or have previously been, subject to a Child Protection Plan, identified as a Child In Need, or been Looked-After, will require additional support in relation to learning, wellbeing, and safeguarding. We work closely with the Virtual School to provide this and use current research to inform our practice, such as the recent document 'What Works for Children Who Have Had Social Workers' (Education Endowment Fund, 2020). See also Children Looked-After Policy.
- 5.4 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 5.5 In relation to pupils with SEND, we acknowledge that additional barriers can exist when recognising abuse and neglect and expect staff to be especially vigilant in their care of more vulnerable pupils.
- 5.6 We understand that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. On observing a change of behaviour, we will ensure that this is monitored closely, and that a graduated response (assess, plan, do, review) is used to address the issue. If it is suspected that any behaviour

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change is related to a child protection issue, advice will be sought from the MASH Team where appropriate.

5.7 We recognise the link between mental health and abuse, and understand that mental health issues can indicate that a child is at risk of suffering, or has suffered, abuse, neglect or exploitation. We have a designated Senior Mental Health Lead in school (Mrs Amin, SENCo) and use the Mental Health and Behaviour in Schools guidance to inform our policies and processes around this (see Mental Health and Wellbeing Policy and Behaviour Policy).

5.8 Our school is committed to encouraging the children to be confident, capable and caring and we will support all pupils by:

5.8.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.

5.8.2 Promoting a caring, safe and positive environment within the school.

5.8.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

5.8.4 Notifying Social Services as soon as there is a significant concern; this may be via referral direct to the MASH Team, or to Enfield Early Help.

5.8.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

5.9 We recognise that a child going missing from education is a potential indicator of abuse or neglect. This is reported to the local authority through referral to the Education Welfare Officer.

6.0 Confidentiality

6.1 We recognise that all matters relating to child protection are confidential.

6.2 The DSL will disclose any information about a pupil to the Headteacher and other members of staff on a need to know basis only.

6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.4 All staff must be aware that they cannot promise to a child to keep secrets.

7.0 Prevention and Early Help

7.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

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7.2 We also understand that the monitoring of concerns over a period of time can build a fuller picture of potential harm or neglect, and that there does not necessarily need to be a disclosure or allegation for an issue to be considered as abuse.

7.3 The school community will therefore:

7.3.1 Ensure and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

7.3.2 Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.

7.3.3 Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

7.3.4 Ensure that appropriate support and sign posting is offered to parents and carers.

7.3.5 Ensure that referrals are made to Early Help Teams wherever there is a concern which does not meet the threshold for a MASH referral, but which goes beyond the services we are able to offer in school.

7.3.6 Ensure that all staff know how to make a referral to Enfield Early Help via the Enfield Children's Portal

8.0 Child Protection Procedures

8.1 Recognising abuse, neglect and exploitation

8.1.1 To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse, neglect and exploitation.

8.1.2 Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone. Somebody may exploit a child by using them for someone else's advantage, gratification or profit, for example by trafficking them or using them to transport drugs.

8.1.3 Abuse may be committed by adult men or women and by other children and young people. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and it is important to be aware that children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), criminal exploitation, serious youth violence, county lines, and radicalisation.

8.1.4 Keeping Children Safe in Education (DfE 2022) refers to four categories of abuse. These are set out within Appendix 1 of this policy.

8.2 Taking Action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

- 8.2.1 In an emergency take the action necessary to help the child, if necessary call 999.
- 8.2.2 In the case of suspected Female Genital Mutilation (FGM), call the police on 999.
- 8.2.3 Report your concern as soon as possible to the DSL, immediately if you can and definitely by the end of the day.
- 8.2.4 Do not start your own investigation.
- 8.2.5 Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- 8.2.6 Complete a record of concern.
- 8.2.7 Seek support for yourself if you are distressed.

8.3 If you are concerned about a pupil's welfare:

- 8.3.1 There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.
- 8.3.2 Staff should use the concern log to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

8.4 If a pupil discloses to you:

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- 8.4.1 Allow them to speak freely
- 8.4.2 Remain calm and not overreact

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- 8.4.3 Reassure the child that they are being taken seriously and that they will be supported and kept safe. Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- 8.4.4 Not be afraid of silences
- 8.4.5 Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- 8.4.6 At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- 8.4.7 Not automatically offer any physical touch as comfort
- 8.4.8 Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- 8.4.9 Tell the pupil what will happen next
- 8.4.10 Report verbally to the DSL even if the child has promised to do it by themselves
- 8.4.11 Complete the school's safeguarding concern form and submit to the DSL as soon as possible (the same day), or in their absence, one of the Deputy DSLs.
- 8.4.12 Seek support if they feel distressed.

8.5 Notifying parents:

- 8.5.1 The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure, subject to 8.6.2.
- 8.5.2 Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

8.6 Concerns about staff

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors, Mr Nicolas Turner (contact details available on request from the school office). The headteacher/chair of governors will then follow the procedures set out in appendix 1, if appropriate.

9.0 Referral to Children's Social Care

- 9.1 The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their

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age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Referrals to Children's Social Care in Enfield are now made through the Enfield Children's Portal: <https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home>
The MASH Team in Enfield can be contacted for advice regarding a referral or child protection concern on 020 8379 5555.

10.0 Children Absent from Education

- 10.1 Attendance, absence and exclusions are closely monitored.
- 10.2 A child absent from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
- 10.3 The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children are absent on repeated occasions and/or are missing for periods during the school day.
- 10.4 Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

11.0 Private Fostering Arrangements

- 11.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.
- 11.2 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

12.0 Children Looked After (CLA)

- 12.1 The most common reason for children becoming looked after is as a result of abuse or neglect.
- 12.2 The school ensures that staff have the necessary skills and understanding to keep looked after children safe.

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12.3 Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.

12.4 See also Children Looked After (CLA) policy.

The Designated Teacher for Looked After Children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

13.0 Child on Child Abuse

13.1 All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse, which can happen both in and out of school.

13.2 This is most likely to include (but is not limited to): bullying, including cyberbullying, prejudice-based and discriminatory bullying; physical abuse; sexual violence/harassment; sexting; consensual or non-consensual sharing of nude semi-nude images; causing someone to engage in sexual activity without consent; initiation/hazing rituals.

13.3 We have a zero-tolerance approach to child on child abuse and always remain vigilant to this. In relation particularly to sexual violence and sexual harassment, we always take concerns and allegations extremely seriously. We actively teach children about consent as part of our RSE curriculum and whenever opportunities arise so that a culture of respect and safeguarding is cultivated and maintained.

13.4 In the event that any member of staff has a concern about child on child abuse, they must report this to the DSL in the usual way.

13.5 If any pupil needs to report a concern about child-on-child abuse, there are a range of ways in which they can do this, and they are made aware of this through information shared during Collective Worship, regular reminders in class, and a display in a central location within the school.

13.6 When there has been a report of sexual violence or harassment, the DSL will carry out a risk assessment, which will consider the risks and needs of the alleged perpetrator and victim/s, as well as other children at the school, who could be affected.

13.7 We firmly believe in preventing child on child abuse through our vision and values-led approach. We also regularly teach about abuse through a range of subjects, including PSHE and RE. However, where it does occur, child on child abuse will be dealt with using a range of strategies appropriate to the situation, usually in line with the school's Behaviour Policy. Referrals will be made to the MASH Team/Early Help/other relevant agencies where necessary.

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13.8 Parents/carers will always be informed where their child has been involved in child on child abuse, either as a victim or a perpetrator.

13.9 Support will always be provided to both victims and perpetrators of child-on-child abuse. This will be coordinated by the DSL.

14.0 Specific Safeguarding Issues: Child Sexual Exploitation, Forced Marriage, Female Genital Mutilation, Honour-Based Abuse, Serious Violence, Upskirting

14.1 The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

14.2 Our staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum.

14.3 The school works with and engages our families and communities to talk about such issues.

14.4 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

14.5 Our designated Child Protection Team will seek and obtain specific advice and guidance as necessary.

14.6 The school will engage experts and uses specialist material to support the safeguarding preventative work we do.

14.7 Our policy through the school's values, ethos and behaviour policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

15.0 Supporting Staff

15.1 We recognise that staff working in the school who have become involved with a child who has suffered from harm, or appears to be likely to suffer from harm, may find the situation stressful and upsetting.

15.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

16.0 Allegations Against Staff & Volunteers

16.1 We understand that a pupil may make an allegation against a member of staff.

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- 16.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. This includes instances which involve an allegation being made against a temporary, or supply, member of staff.
- 16.3 The Headteacher on all such occasions will discuss the content of the allegation with the LADO, Local Authority Designated Officer for Child Protection and Safeguarding.
- 16.4 If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors, Mr Nicolas Turner who will consult with the LADO, Local Authority Designated Officer for Child Protection and Safeguarding.
- 16.5 The school will follow the Local Authority procedures for managing allegations against staff, a copy of which can be found in Appendix 1.

17.0 Whistleblowing

- 17.1 We recognise that children cannot be expected to raise concerns in an environment where the staff fail to do so.
- 17.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. This should be with the designated teacher, unless their concern is in relation to the designated teacher, in which case they should contact the Safeguarding Governor. All staff are in receipt of the London Borough of Enfield Whistleblowing Policy.
- 17.3 Alternative routes for Whistleblowing: Staff who feel unable to raise an issue, or feel that their genuine concerns about the effectiveness of safeguarding in the school are not being met, may wish to use the **NSPCC Whistleblowing Helpline 0800 028 0285**.

18.0 Physical Intervention

- 18.1 Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to the child and/or another person.
- 18.2 Any physical intervention should ideally be undertaken by a member of staff who has undergone appropriate 'COSIE' training.
- 18.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

19.0 Behaviour Policy

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- 19.1 Our behaviour policy is set out in a separate policy and runs alongside our anti-bullying policy and acknowledges that to allow or condone bullying, including cyber bullying may lead to consideration under child protection procedures.

20.0 Racist Incidents

- 20.1 Our policy on racist incidents is set out in our Equal Opportunities policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

21.0 Safer Recruitment

- 21.1 Our policy on Safer Recruitment can be found in Appendix 2. It follows the LBE Safer Recruitment Guidelines for use by Maintained Schools. It acknowledges that it is essential that all organisations that employ staff or engage volunteers to work with children adopt a consistent and rigorous approach in their recruitment and selection processes with the aim of ensuring that those recruited are suitable for such an important and responsible role. Details can be found in Appendix 2.

22.0 Health and Safety

- 22.1 Our Health and Safety policy is set out in a separate policy and reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

23.0 Online Safety

- 23.1 We recognise that some children are at greater risk of harm than others, both online and offline
- 23.2 Our Online Safety policy is a separate document which recognises the need to have strategies to protect children in the digital world. This reflects the fact that children can be at risk of abuse online as well as face to face.
- 23.3 All staff understand their expectations, roles and responsibilities around filtering and monitoring and receive annual training in relation to this.
- 23.4 The school carries out an annual review of the filtering and monitoring processes in accordance with the DfE's filtering and monitoring standards.
- 23.5 Filtering within the school is managed by LGfL, using Webscreen, a safe web filter designed specifically for schools. This is customised to meet the needs of the school, and access is personalised based on the log in used to access the device.
- 23.6 Monitoring is also managed by LGfL; incidents are identified and reported to/actioned by the DSL.

24.0 Prevent Policy & Radicalisation

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- 24.1 The school recognises the need to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism" according to the Counter-Terrorism and Security Act (2015).
- 24.2 The school aims to protect pupils from the risk of radicalisation through supporting their spiritual, moral, cultural and social development. This includes promoting the fundamental British values within our curriculum and linking these to our own school values.
- 24.3 All staff receive annual training to support them in identifying pupils at risk, challenging extremist ideas, and understanding what to do if they have a concern about radicalisation or extremism.
- 24.4 If any member of the school community has a concern about radicalisation or extremism, they must refer this to the DSL (or one of the Deputies), who will decide whether to involve other agencies such as the LA, police, social services, or Channel, the government's programme for identifying and supporting those at risk of being drawn into terrorism.

25.0 Teaching About Safeguarding

25.1 All pupils are taught about safeguarding in a way which is appropriate to their age and stage of development.

25.2 The PSHE curriculum, including RSHE, teaches children about safe relationships. This curriculum is adapted for pupils with SEND and the method of delivery is personalised for vulnerable pupils e.g. those who are known to have been victims of abuse.

25.3 Within each year group, units on online safety are delivered termly.

25.4 Annual NSPCC workshops teach all pupils about different types of abuse and what to do if they are worried about abuse or neglect.

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Appendix 1: Definitions and Types of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it. CSE is a form of sexual abuse and can affect any child who has been coerced into engaging in sexual activities. Upskirting is a form of sexual abuse and is also a criminal offence, whereby a picture is taken under a person's clothing without their consent or knowledge with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic abuse can affect children, who can be the victims of the type of abuse through having witnessed this within their own homes, or by experiencing it in their own relationship

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Appendix 2: allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education. This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

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

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer (LADO) at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be

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provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency. Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

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- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution:

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

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The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We

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will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education. This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

Suspicion

Complaint

Disclosure made by a child, parent or other adult within or outside the school

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Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Code of Conduct.

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Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 3: Recruitment and selection process

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken, including an online check of the candidate
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children

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- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms follow the LDBS agreed format and will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

An online search may be conducted as part of due diligence checks on any shortlisted candidates.

Once we have shortlisted candidates, we will ask shortlisted candidates to complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- o If they have a criminal history
 - o Whether they are included on the barred list
 - o Whether they are prohibited from teaching
 - o Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - o Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations

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- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - o For all staff, including teaching positions: criminal records checks for overseas applicants

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o For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be: responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

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- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors. We will not keep copies of such checks for longer than 6 months. Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check.

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Policy Reviewed: September 2023

Policy will be reviewed annually : September 2024
(or updated as required)