



SHOBNALL PRIMARY SCHOOL

POLICY FOR SAFEGUARDING CHILDREN

**Also includes guidance for Safer Working
Practice for Adults Who Work with Children and
Young People**

Reviewed by Governors
29th June 2017

Mission Statement

Shobnall Primary School recognises its legal duty under s175 Education Act 2002 (section 157 in relation to independent schools and academies) and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all pupils. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

This document has regard to the statutory guidance 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education April 2015 (KCSIE)'. The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) Policies, Procedures and Training Strategy and reflects what Staffordshire Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching, non-teaching including temporary and supply), governors and volunteer to ensure that statutory and other duties are met in accordance with Staffordshire Safeguarding Children Board requirements and procedures. All staff and volunteers need to have read and be familiar with the Policy, and our internal procedures around referral including contact details of the designated safeguarding leads (referred to as 'DSLs' in subsequent paragraphs).

This Safeguarding Policy will be reviewed annually by the governing body.

Safeguarding and Promoting the Welfare of Children

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2015 is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Statement of intent

Shobnall Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are

alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).

- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is the Headteacher. In the absence of the DSL, child protection matters will be dealt with by the DDSL who is Muriel Howell.

Roles and responsibilities

The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015.
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the local safeguarding children board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils.
- Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.

- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

The headteacher, in their capacity as DSL has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.
- Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

- Link with the local Safeguarding Team to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation.

Procedures - Thresholds for Intervention

There are three intervention thresholds / types of referrals that need to be considered:

Early Support: Early Help Assessment

Practitioners should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

All staff receive EHA awareness training. The DSL ensures staff are familiar with EHA processes). Staff are required to discuss children who appear to have additional needs with the DSL, Mr Rob Cruise or Assistant DSL, Mrs Muriel Howell in addition to the child and parents. The school will obtain parental/pupil consent for an EHA to be completed. The School EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). Staff will follow the guidance of the SSCB Threshold Document - accessing the right help at the right time (www.staffsscb.org.uk – procedure 1E). The School will inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

Child in Need - S17 of the Children Act 1989:

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under a CAF, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents/young person and obtain their consent for referral to the First Response Team (FRT -see below) or the appropriate social care team, if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need Section 17 support. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).

Child Protection:

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

If staff have significant concerns about any child they must make them known to the Designated or Deputy Designated Safeguarding Leads without delay in accordance with

reporting and recording procedures (complete a 'Child Protection Incident Report' form, see appendices). These concerns may include:

Abuse and neglect

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.

All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender based violence, sexual assaults and sexting.

All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's **Anti-Bullying Policy**.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Types of abuse and neglect

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

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

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

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

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

Female genital mutilation (FGM)

For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.

Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. *The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.*

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

1. The position of the family and their level of integration into UK society
2. Any girl with a mother or sister who has been subjected to FGM
3. Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

1. The risk of FGM increases when a female family elder is visiting from a country of origin
2. A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
3. A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
4. A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
5. It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear
- Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been

carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse, and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

Forced marriage

For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

Child sexual exploitation (CSE)

For the purpose of this policy, "**child sexual exploitation**" is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- a) In exchange for something the victim needs or wants
- b) For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

Shobnall Primary School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

1. Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

Going missing for periods of time or regularly going home late
Regularly missing lessons
Appearing with unexplained gifts and new possessions
Associating with other young people involved in exploitation
Having older boyfriends or girlfriends
Undergoing mood swings or drastic changes in emotional wellbeing
Displaying inappropriate sexualised behaviour
Suffering from sexually transmitted infections or becoming pregnant
Displaying changes in emotional wellbeing
Misusing drugs or alcohol

2. Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

3. Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

Shobnall Primary School will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns, and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

A child missing from education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

Shobnall Primary School will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.

Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.

If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent/carer with whom the pupil will live
- The new address
- The date from when the pupil will live at this address

If a parent/carer notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.
- The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent/carer with whom the pupil lives
- At least one telephone number of the parent/carer with whom the pupil lives
- The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

school will work with the LA to establish methods of making returns for pupils back into the school.

The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.

The school will also highlight any other necessary, contextual information, including safeguarding concerns.

Making referrals

Where a child is registered at school, consultation must take place with the DSL (Mr R. Cruise or Mrs M. Howell, the deputy DSL) who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form. See Appendix 1. This should then be given to the DSL (or Deputy if DSL unavailable) or as per school's internal procedures when relevant who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the Designated Safeguarding Lead to the relevant Children's Social Care team in that area.

As per statutory government guidance 'Keeping Children Safe in Education', anybody **can** make a referral. However, due to the role of the Designated Safeguarding Lead this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy Designated Safeguarding Lead, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances, the Designated Safeguarding Lead must be informed about the referral as soon as possible.

For referral to First Response phone 0800 1313126. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multiagency form is available from the SSCB website (procedure 3B): www.staffsscb.org.uk

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children’s social care departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children’s social care. Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. Shobnall School will follow the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.

The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or Children’s Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive
- listen carefully and uncritically at the child’s pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said.

YOU SHOULD NEVER

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping ‘secrets’
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved

- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. This will include any unexplained bruising, marks or signs of possible abuse or neglect in all classes including the Early Years Foundation Stage.

Records should:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder.

Records about child protection or pertaining to welfare concerns or issues, including CAF paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the Designated Safeguarding Lead of the receiving school or college.

Protecting yourself against allegations of abuse

Keeping children safe in education 2014 says that all staff members should be aware of systems within school which support safeguarding. All staff receive a copy of this policy, the Code of Practice for Employees in the Use of Social Networking Sites and Electronic Media and Policy for Staff Discipline plus other relevant policies and the Staff Handbook as part of their induction. You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguards
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)
- Do not arrange to meet pupils outside of school activities
- Never 'befriend' or chat to pupils on social network sites
- the school policy/guidance in regard to contact with ex-pupils, particularly those under 18 years of age should be made explicit here.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student even when the pupil/student is over the age of consent but under 18 years of age.

Any use of physical force or restraint against pupils/students will be carried out and documented in accordance with the relevant physical intervention policy. If it is necessary to use physical

action to prevent a child from hurting themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Safer Recruitment

The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience and qualifications as appropriate.

A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

An enhanced criminal records DBS check will be carried out on for each member of the governing body.

The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

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

Volunteers

- No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.
- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in The Data Protection Act 1998.
- A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

Single central record (SCR)

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

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

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

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.¹

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Allegations of abuse against a person working in a position of trust

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer is therefore taken seriously.

Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in the school,

¹ DfE (2016) 'Keeping Children Safe in Education', p.25

whether historical or current, should be reported to the head teacher (or, if the allegation is against the head teacher, it should be reported to the Chair of Governors). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. (See Policies File 3 of 3 in Staff Room).

In line with government guidance and SSCB procedures, the Head Teacher/ Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

(Keeping children safe in education April 2015)

This initial discussion will establish the validity of any allegation under SSCB procedures (www.staffsscb.org.uk procedure 4A) and if child protection enquiries may be required due to a child having possibly suffered, or being at risk of suffering, 'significant harm'. If this is the case a referral will be raised with the relevant social care safeguarding team and a section 47 child protection strategy meeting will be convened that the head teacher/ Chair of Governors will attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Position of Trust Meeting (POT) to consider the issues and any action required.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the senior HR advisor for the school.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, Shobnall School will undertake investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when necessary in line with current guidance.

Specific Safeguarding Issues

Identifying cases of Female Genital Mutilation (FGM) and Forced Marriage

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- Shobnall School is an 'open environment', where students feel able to discuss issues that they may be facing
- the Designated Safeguarding Leads have a good understanding of the issues surrounding FGM and Forced Marriage and access relevant training
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in the School's safeguarding training so

that all staff and volunteers are able to identify indicators.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the DSL to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- **not** to consult or discuss with the pupil's parents or family, or others within the community.

Online safety

Shobnall School utilises the curriculum (particularly PSHE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

Further, in order to help protect our pupils:

- The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.
- The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.
- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information
- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Lead will be informed immediately)
- Pupils / students should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils and staff should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Storage of Mobile Phone, Images of children (Early Years Framework 2014)

To minimise any risks, all personal mobiles must not be used where children are present.

This applies to shared use of rooms where non setting staff may be present at the start of the session, for example an out of school club using a classroom with teaching staff present.

- Procedures must be put into place that will ensure safe and secure storage of practitioners' personal belongings including mobile phones. It is recommended that personal mobile phones are security marked, password protected and insured.
- Visitors, including other professionals, contractors and parents/carers must be made aware by signs and verbal reinforcement that they are not to use their mobile phone where children are present.
- Under no circumstances are images, videos or audio recordings to be made without prior explicit written consent by the designated safeguarding person.
- Personal mobiles may be used in designated areas at break times.

- Staff are advised to provide their work place contact number to their family members, own children's schools/settings for use in the event of an emergency.
- The setting will not be held responsible for any loss or damage of personal mobile phones.

Email and Digital Communications:

Only approved school e-mail accounts may be used at school/via the school network. Additionally, pupils must not receive or access personal e-mail accounts.

Pupils should notify a teacher immediately if they receive an offensive e-mail.

Pupils should be taught about the dangers involved in e-mail communications. They should be taught:

- Not to reveal personal details about themselves or others in e-mail or digital communication. This will generally include full names, addresses, mobile or landline phone numbers, school name, instant messenger (IM) address, e-mail address, names of friends, specific interests and clubs etc.
- Never to arrange to meet someone they have 'met' via e-mail/online without appropriate safeguarding measures (e.g. the presence of a parent or responsible adult).
- That online communications are 'real' and as such require the same respect for others as face-to-face interactions.
- Parents and pupils alike should both be informed of the risks inherent in using social media. Social media websites will not be accessible through the school's network unless it is linked directly to the school Twitter account. Only the Head Teacher and teaching staff have access to posting 'Tweets' on the school account.
- All photographs taken for Twitter will be taken on school associated ipads and not on any other mobile device.
- Whenever staff or pupils send e-mails to organisations or persons outside of the school, these should be authorised in the same way official school correspondence would be.

The School Website:

The headteacher has overall responsibility for the content of the school website. This includes ensuring all content is appropriate and accurate. There are procedures in place for authorising the uploading of any content onto the school's website.

No personal information or contact details will be published on the school's website. This extends to the use of pupil's full names. The school address, e-mail and main telephone number should be the only contact information available to website visitors.

The uploading of any images or photographs of pupils onto the school website requires parental permission in writing.

Use of a Professional Photographer

- Only a reputable photographer who can provide evidence of authenticity should be used. Their photographic identity should be checked on arrival.
- They should be viewed as visitors therefore appropriate supervision should be in place at all times to ensure no unsupervised access to children. They should be supervised by a person who is in regulated activity. For further information on this follow the website link on the back page.

- They should be asked to sign an agreement to ensure that they comply with Data Protection requirements, to agree that images will only be used for the agreed specified purpose and not be disclosed to any third person.

Key documents referred to and underpinning this policy are:

- 'Working Together to Safeguard Children' 2013 (DfE) <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Staffordshire Safeguarding Children Board Procedures (online) www.staffsscb.org.uk/professionals/procedures/
- Staffordshire Safeguarding Children Board Training Catalogue (online) www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/
- Keeping children safe in education April 2014 www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf
- Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- Shobnall School Whistle Blowing policy
- Staffordshire e-safety Tool Kit
- Staffordshire Entrust Guidance 'Early Years Mobile Phone and Camera toolkit' [Staffordshire Education Safeguarding Advice](#)

The Designated Safeguarding Lead in this school is: Mr R Cruise

The Deputy Designated Safeguarding Lead(s) in this school is: Mrs M. Howell

The Nominated Governor for Safeguarding is: Mrs R Urquhart

The Chair of Governors is: Mrs M Dixon

Further advice on Safeguarding matters can also be obtained from:

First Response Team including LADO advice 0800 1313126.
Emergency Duty Team (for out of office hours referrals for children)
Prevent Referral number 01785 232054

LST (duty contact number: 01889 256400)

All documents relating to Safeguarding are available on the following web pages

Staffordshire County Council - Education Safeguarding Advice Service 01785 895836;

Email esas@staffordshire.gov.uk

Website [Staffordshire Education Safeguarding Advice](#)

The Local Authority Designated (LADO) contacts are:

Julie Astall
Education Safeguarding Officer
Tipping Street
Stafford ST16 2DH
01785 278997
julie.astall@stafforshire.gov.uk

Any of these people can be contacted if you have a safeguarding concern in the school

Related Policies

Policy for Subject Leadership
Policy on Equal Opportunities
Policy on Special Educational Needs & Disabilities
Policy for Monitoring and Evaluation
Policy on Staff Development
Policy for Reporting & Recording
Policy for Gifted and Talented
Policy for Inclusion
Policy for Teaching and Learning
Policy for Assessment of Learning
Policy for Whole School Planning
Policy for ICT
Policy for PHSE & Citizenship
Policy for Drugs Education and the Management of Drug Related Incidents
Policy for Behaviour & Discipline Statement
Policy for Whistleblowing

**CHILD PROTECTION INCIDENT REPORT**

Name of person completing report:
Position in school

This report should be completed **immediately** following any incident which raises any concern about possible child abuse: (e.g. on observation of an unexplained/suspicious injury or following something said by a child which causes concern). It should be completed by the member of staff most directly involved. Care must be taken to record the information accurately and confidentially. This form must be passed **as quickly as possible, on the same day** to the school's Designated Teacher.

Child Involved:

Date of Birth:

Year Group/Class: _____ **Time:**

Name of Parent: _____

Place where incident/observation of injury/disclosure occurred

Adults/children present: _____

DETAILS OF YOUR CONCERN. Record exactly what you saw or heard. Do listen to the child rather than directly question. Do recall all subsequent events up to the time of observation. Do reassure the child that they have done the right thing and that you will pass on the information. Do no delay, do not interview or investigate. Do not examine marks or injuries. Do not ask children to remove clothing. Do not describe the injury

Reported to the Designated Teacher at _____ **(time) on** _____ **(date)**

Action taken/No further action _____

Signed: _____ **(Designated Teacher)**

This record should be placed on the child's personal file and a central copy retained by the Designated Teacher. **If a referral is being made, telephone referrals must be confirmed on the form already supplied.**

Making a referral: First Response 0800 13 13 126 or Central Referral Unit 0300 123 4455.
Emergency Duty Service out of hours 01785 354030 or email
firstr@staffordshire.gov.uk



Childcare Disqualification Declaration Form:

1. Personal Information

| Name | Position | School/Academy |
|------|----------|----------------|
| | | |

2. Questions – please circle yes or no and note the questions should be answered in relation to yourself and anybody who lives within your household.

| | | |
|--|-----|----|
| 1. Have you ever been convicted/cautioned of any offences against a child? | Yes | No |
| 2. Have you ever been convicted/cautioned of any violent or sexual offences against an adult? | Yes | No |
| 3. Have you been barred by the DBS from working with children? | Yes | No |
| 4. Have you had any children taken into care? | Yes | No |
| 5. Has a court order been made with regards to any children in your care? | Yes | No |
| 6. Have they been or are any of your children subject to a child protection order? | Yes | No |
| 7. Have you been refused registration or had registration cancelled in relation to childcare or a children home, or have you been disqualified from private fostering? | Yes | No |

3. Further Information

If you have answered YES to any of the questions above you should provide details below in respect of yourself, or where relevant the member of your household. You may supply this information separately if you so wish, but you must do so without delay.

| | |
|---|--|
| Details of the order, restriction, conviction, caution etc. | |
| The date(s) of these | |
| The relevant court(s) or body(ies) | |
| You should also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS Certificate may be provided. | |

4. Declaration

| |
|--|
| In signing this form, I confirm that the information provided is true to the best of my knowledge and that: |
| <ul style="list-style-type: none">• I understand my responsibilities to safeguard children. |
| <ul style="list-style-type: none">• I understand that I must notify my headteacher/Principal immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children. |
| <ul style="list-style-type: none">• Name (printed) |
| <ul style="list-style-type: none">• Signed |
| <ul style="list-style-type: none">• Date |

*Please note you may apply to Ofsted for a waiver against your disqualification.



| | |
|------------------------|--|
| Name of person: | |
| Date of check: | |
| Type of check: | Initial check before employment <input type="checkbox"/> Follow-up check on an employee <input type="checkbox"/> |

Step 1 Obtain

- You must **obtain original** documents from either **List A** or **List B** of acceptable documents.

List A

- A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
- A passport or national identity card showing the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
- A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
- A Permanent Residence Card issued by the Home Office, to the family member of a national of a European Economic Area country or Switzerland.
- A **current** Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- A **current** passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
- A **current** Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
- A **full** birth or adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
- A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
- A certificate of registration or naturalisation as a British citizen, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

List B Group 1

- A **current** passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
- A **current** Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
- A **current** Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence.
- A **current** Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

List B Group 2

- A Certificate of Application issued by the Home Office under regulation 17(3) or 18A (2) of the Immigration (European Economic Area) Regulations 2006, to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is **less than 6 months old together with a Positive Verification Notice** from the Home Office Employer Checking Service.
- An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
- A **Positive Verification Notice** issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.

Step 2 Check

| | |
|---|---|
| <ul style="list-style-type: none"> You must check that the documents are genuine, that the person presenting them is the prospective employee or employee, the rightful holder and allowed to do the type of work you are offering. | |
| 1. Are photographs consistent across documents and with the person's appearance? | Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> |
| 2. Are dates of birth consistent across documents and with the person's appearance? | Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> |
| 3. Are expiry dates for time-limited permission to be in the UK in the future i.e. they have not passed (if applicable)? | Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> |
| 4. Have you checked work restrictions to determine if the person is able to work for you and do the type of work you are offering? (for students who have limited permission to work during term-times, you must also obtain, copy and retain details of their academic term and vacation times covering the duration of their period of study in the UK for which they will be employed) | Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> |
| 5. Are you satisfied the document is genuine, has not been tampered with and belongs to the holder? | Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> |
| 6. Have you checked the reasons for any different names across documents (e.g. marriage certificate, divorce decree, deed poll)? (Supporting documents should also be photocopied and a copy retained.) | Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> |

Step 3 Copy

You must make a clear **copy** of each document in a format which cannot later be altered, and retain the copy securely: electronically or in hardcopy. You must copy and retain:

- Passports:** any page with the document expiry date, nationality, date of birth, signature, leave expiry date, biometric details and photograph, and any page containing information indicating the holder has an entitlement to enter or remain in the UK and undertake the work in question.
- All other documents:** the document in full, both sides of a Biometric Residence Permit.

Know the type of statutory excuse you have

If you have correctly carried out the above 3 steps you will have an excuse against liability for a civil penalty if the above named person is found to be working for you illegally. However, you need to know whether you have a continuous or a time-limited excuse, because this determines how long it lasts for, and if and when you are required to do a follow-up check.

The documents that you have checked and copied are from:

- List A** You have a **continuous statutory excuse** for the **full duration** of the person's employment with you. You are **not** required to carry out any repeat right to work checks on this person.
- List B: Group 1** You have a **time-limited statutory excuse** which expires when the person's permission to be in the UK and undertake the work in question expires. You should carry out a **follow-up check when the document evidencing their permission to work expires.**
- List B: Group 2** You have a **time-limited statutory excuse** which expires 6 months from the date specified in your Positive Verification Notice. **This means that you should carry out a follow-up check when this notice expires.**

Date follow-up check required: _____

List of Policies for New Staff 2016-17

Keeping Children Safe in Education (Part 1 only) Dfe

Safeguarding

Use of Physical Intervention

Staff Handbook

Code of Practice for Staff

Code of Conduct

Childcare Disqualification Declaration form

Other Policies

Newly Qualified Teachers

Newly Appointed Staff

Induction of Newly Appointed Staff