



Somerdale Educate Together Primary Academy Safeguarding and Child Protection Policy 20-21

Somerdale Educate Together adopts B&NES safeguarding and child protection policy.

This updated policy is to be read in conjunction with the South West Child Protection Procedures that can be found [HERE](#) and the BCSSP website.

Approved ETAT Trust Board 11.2.21

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Contents	Page
Key contacts	3
PART A – Core Operational Duties & Policies	
1 Purpose of policy	4
2 Roles and responsibilities	4
3 Safeguarding children	10
4 Child protection procedures	12
5 Early years settings in schools	18
6 Safer recruitment	22
7 Staff practice and conduct	28
8 Health and safety/risk assessment	34
PART B – Additional Safeguarding Policies	
B1 Non collection of children	37
B2 Missing from education and home educated	38
B3 Peer on peer abuse	39
B4 Harmful sexual behaviour	40
B5 Prevention of radicalisation	43
B6 Mandatory reporting of FGM	43
B7 Online safety	44
B8 Looked after children and care leavers	44
B9 Children with SEND	45
B10 Safeguarding vulnerable groups	45
B11 Contextual safeguarding for young people	46
B12 Mental Health	48
B13 Opportunities to teach Safeguarding	48
B14 Other relevant policies	49
Appendices	50
Appendix 1: Child Protection Definitions and Indicators	
Appendix 2: Safeguarding children monitoring/incident form	
Appendix 3: Managing Allegations Referral Form	
Appendix 4: Schools central checks record	
Appendix 5: School’s safeguarding checklist	

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Part A: Core operational policies and procedures

1 Purpose of policy

This Policy sets out how Somerdale Educate Together Primary Academy will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. Somerdale ET will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need of help or protection.

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). The DfE has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual. <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

2 Roles and responsibilities

2.1 B&NES CHILDRENS SERVICES

The Directorate includes Specialist and Targeted Children's Services; Safeguarding and Quality Assurance services and Education services; they are responsible for:

- co-ordinating the delivery of integrated children's services within B&NES, including an early help service
- providing statutory social work services under the Children Act 1989 and the Children and Social Work Act 2017; Working Together 2018; Keeping Children Safe In Education 2020 and all associated guidance and other relevant legal frameworks
- providing the maintained schools with advice, support and guidance, model policies and procedures, training in relation to all aspects of safeguarding children
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education, including children who are known to be home educated.
- sharing with the designated safeguarding lead if a child has a social worker. This information should be used to inform decisions in the best interests of the child's safety.

2.2 Governing Body

The governing body will ensure that Somerdale ET meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- Somerdale ET has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;
 - safeguarding policies and procedures covering early help and child protection that are consistent with B&NES Safeguarding Children Board procedures (and B&NES internal policies if a maintained school)
 - a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media
 - a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.
- Somerdale ET is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory services and that children's plans are implemented and monitored.
- There is a nominated governor with responsibility for liaising with B&NES on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of staff is appointed as the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after and previously looked after children and that this person has received appropriate training for their role.
- Staff receive a thorough induction, including on Somerdale ET's approach to safeguarding, as soon as possible after joining and at most within seven days of their start date. Staff are given copies of all relevant safeguarding and child protection policies including the staff code of conduct policy and are required to read them – signing to evidence that they have been read
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at Somerdale ET and there are robust whistleblowing procedures in place.
- Steps are taken to ensure parents and pupils are aware of Somerdale ET's safeguarding and child protection policies and procedures – these are available on the school's website
- Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.

- Somerdale ET has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis. Making a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, is a legal duty. Failure to refer when the criteria are met is a criminal offence.
- At least 1 member of the governing body has undertaken accredited safer recruitment training.
- All staff receive safeguarding and child protection training at least every 3 years and receive regular updates (eg: via email, e-bulletins and staff meetings) as required, but at least annually, from the designated safeguarding lead to ensure they remain up to date with new legislation and current local and national safeguarding issues.
- Somerdale ET has procedures in place to deal with allegations made against other pupils.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children, and there is a robust system in place for gaining feedback from pupils.

2.3 Schools and Headteachers

The Headteacher will ensure that Somerdale ET meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly and have read all Somerdale ET's safeguarding and child protection policies, behaviour policies and the B&NES children missing from education policy so that they are fully aware of their role in safeguarding children and are able to fully implement policies.
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to B&NES Children's Services.
- Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.

- Somerdale ET offers a safe environment for staff and pupils to learn, and for children who may have concerns to report them.
- Somerdale ET's curriculum details how children are educated to be safe and to recognise and stay safe from abuse. This is taught explicitly through Learn Together and PSHE lessons.
- Safeguarding issues are brought to the attention of the governing body.

The Headteacher is responsible for liaising with the Local Authority Designated Officer (LADO) about all allegations against a person in a position of trust. The Headteacher will, where it is necessary, complete a referral to the LADO in respect of allegations made and will work directly with the LADO to ensure allegations are appropriately responded to, investigated and appropriate action is taken to ensure children are safeguarded.

2.4 Role of the Designated Safeguarding Lead

The role of the designated safeguarding lead and their deputy is to take lead responsibility for safeguarding and child protection within Somerdale ET and to be available during school hours for staff to discuss safeguarding concerns. Telephone numbers of these staff are shared with all staff in case of absence. All concerns should be recorded on c-poms so that the DSL and Deputy DSL are alerted.

The designated safeguarding leads (and their deputy) will:

- liaise with and manage referrals to relevant agencies such as B&NES Children's Services, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keep the head teacher and the board of governors informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues and completing Request for Service forms;
- ensure Somerdale ET's safeguarding and child protection policies are up to date and consistent with B&NES Safeguarding Children Board policies and that policies are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them;
- attend regular training (in line with BCSSP requirements), including Prevent awareness and Exploitation training, Child Protection Forums meetings hosted by B&NES in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;

- provide regular updates received from B&NES Council and BCSSP to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by B&NES at the Child Protection Forum meeting and safeguarding trainers via BCSSP bulletins; designated safeguarding leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings);
- have an awareness of those children who may be in need, young carers and children who have special educational needs / disabilities and liaise with the SENCO when considering any safeguarding action for a child with special needs;
- liaise with the designated teacher for LAC/Post LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within Somerdale ET, including the management of records, standards of recording concerns and referral processes;
- provide a link between Somerdale ET and other agencies, particularly B&NES Children's Services and the BCSSP;
- liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#). The National Police Chiefs Council ([NPCC](#))- [When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 3 years and receive regular updates (eg: via email, e-bulletins and staff meetings) as required, but at least annually;
- ensure parents are fully aware of Somerdale ET's policies and procedures and that they are kept informed and involved;
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support to the child on transfer.

2.5 Working with parents and carers

Somerdale ET recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

Somerdale ET will:

- make parents aware of Somerdale ET's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all policies available on the school's website or on request;

- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

2.6 Multi-agency working

Somerdale ET will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004, *Working Together to Safeguard Children 2018* and *Keeping Children Safe in Education 2020*

Somerdale ET recognises its vital role in safeguarding school-age children and will co-operate with the B&NES Community Safety & Safeguarding Partnership (BCSSP) to ensure joint working with partner agencies in order to improve outcomes for children in B&NES. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow the BCSSP arrangements.

3 Safeguarding children

Somerdale ET will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully
- educating children to enable them to live safely now and in the future.

Somerdale ET will refer to B&NES thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

[Threshold for Assessment](#) (June 2019)

All referrals for a children's social care service will be made by way of an **Early Help or Children's Social Care Request for Service Form**

Parental consent for referral must be sought but a referral will be made regardless of consent being given in cases where the child is deemed to be at risk of significant harm.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

3.1 Early Help cases

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
 - young carers
 - children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
 - children who frequently go missing from home, school or care;
 - children who are misusing drugs or alcohol;
 - children at risk of exploitation through modern slavery and trafficking;
 - children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
 - children who have returned home from care;
 - children who show early signs of abuse or neglect;
 - children at risk of radicalisation;
 - privately fostered children.
- Where the child's extra needs require services, consideration will be given to what early help support can be offered to a child by Somerdale ET.
 - If the child requires an early help service from another agency, Somerdale ET will make a referral to the Early Help service for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
 - Where the child is receiving an Early Help service, Somerdale ET will work as part of the Team around the Child and take up the role of lead professional where this is appropriate.
 - Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If Somerdale ET believes that this is not the case, consideration should be given to making a referral for a statutory social work service.
 - Reference should also be made to the Neglect Toolkit [Neglect Toolkit](#) (November 2018) and associated documents.

3.2 Request for Service (Referral) for a statutory social work service

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the designated safeguarding lead or their deputy. Following consultation, the designated safeguarding lead should decide on whether to make a request for service to B&NES Children's Services via the Triage Team.

Where the risks identified do not meet the threshold for a strategy meeting but there is concern that a section 17 child in need assessment might not be the right course of action, the concern is passed on to B&NES MASH team to gather relevant information from other agencies in order to make the recommendation of which route to pursue.

The Triage Team will inform Somerdale ET of the outcome of any referral within 24 hours of receipt.

4 Child protection procedures

4.1 Role of school

Somerdale ET will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (*DfE 2018*)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- What to do if you're worried a child is being abused (*DfE2015*)
[What to do if you're worried a child is being abused - Publications - GOV.UK](#)
- The South West Safeguarding Children Board child protection procedures
<https://www.proceduresonline.com/swcpp>
- Keeping Children Safe in Education (*DFE 2020*)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

In line with these policies and procedures, Somerdale ET will:

- identify those pupils where there are child protection concerns and make a referral to B&NES Children's Services.
- provide a written report and attend child protection case conferences in order to effectively share information about risk and harm

- contribute to the development and monitoring of child protection plans as a member of the core group (for children who are not deemed to be at risk but who have a child in need plan, Somerdale ET will contribute to the development and monitoring of that plan)
- carry out Somerdale ET's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

4.2 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.
- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the duty social worker on a no-names basis.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at Appendix 2. Details of any concerning incidents should also be recorded on this form.

4.3 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to B&NES Children's Services;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the designated safeguarding lead.

4.4 Request for Service (Referral)

- Where possible, a decision to refer a pupil to B&NES Children's Services should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns. However, this should not delay any referral and any member of

staff may make a referral if this is necessary, but staff should discuss the matter with a member of the senior management team and take advice from the Duty social worker. The designated safeguarding lead should be informed as soon as possible.

- Referrals should be made in writing using a **Children’s Social Care Request for Service Form**, completed either by the teacher raising concerns or by the designated safeguarding lead.

Urgent child protection referrals will be accepted by telephone but must be confirmed in writing immediately via the correct form. [request for service form](#)

- Calling the Triage Team numbers: 01225 396312 or 01225 396313
- Please email the form to: ChildCare_Duty@bathnes.gov.uk. Send by Fax: 01225 395416 (this is received by the duty team via email)

Referrals for disabled children can also be made using the request for service form above or by calling (01225) 396967

- Where there is any doubt about whether the concerns raised meet the threshold for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with the Duty social worker to obtain advice on how to proceed.
- Parental consent must be sought prior to the request for service being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated B&NES social worker, the referral should be made directly to them. You do not need to complete another Request for Service form an email can be sent directly to the allocated social worker copying in their Team Manager also. If the child lives outside B&NES, a referral should be made to their home local authority.
- All referrals will be acknowledged by the Triage Team within 24 hours.
- If Somerdale ET does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with Children Services via the designated safeguarding lead.

[BCSSP Escalation Policy](#) (March 2019)

[Escalation Report Proforma](#) (March 2019)

4.5 Attendance at case conferences and core groups

- The designated safeguarding lead will liaise with B&NES Children’s Services to ensure that all relevant information held by Somerdale ET is provided to B&NES Children’s Services during the course of any child protection investigation.

- The designated safeguarding lead will ensure that Somerdale ET is represented at child protection case conferences and core group meetings:
 - a report will be provided for all child protection case conferences and shared with the parents / carers for the child in advance of the conference
 - where possible, a member of staff who knows the child best, such as a class teacher will be nominated to attend
 - failing that, the designated safeguarding lead or their deputy will attend
 - if no-one from Somerdale ET can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

4.6 Monitoring

Where a pupil has a child protection plan in place and Somerdale ET has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead and this will be shared in preparation for the conference or with the social worker if needed separately to the conference;
- the completed monitoring information will be kept on the pupil's separate child protection file (that should be separate from Somerdale ET record) and copies made available to all conferences and core group meetings;
- the designated safeguarding lead will notify the allocated social worker if the child is removed from Somerdale ET roll, excluded for any period of time or goes missing and will report to other Council staff as required.

4.7 Records

- Somerdale ET uses CPOMS cloud based software for recording and monitoring concerns and for logging subsequent actions as this allows for timely referrals and an audit trail.
- Child protection records relating to pupils are highly confidential and will be kept on CPOMS which is separate to the pupil's education records. These records will be securely held within Somerdale ET.
- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding monitoring online tool, CPOMS.
- Records should show:
 - what the concerns were;

- what action was taken to refer on concerns or manage risk within Somerdale ET;
 - whether any follow-up action was taken;
 - how and why decisions were made.
 - who was notified of the concerns
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
 - CPOMs monitoring must be completed;
 - whenever concerns arise or there is a serious incident **or**
 - where a child is being monitored, prior to a case conference or core group meeting.
 - Where a child who is subject to a child protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that all relevant records are passed to the designated safeguarding lead at the new school.

4.8 Confidentiality and information sharing

- Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.
- All information must be shared in line with national and local procedures:
 - [BCSSP Information Sharing Protocol](#) (June 2018)
 - [Information Guidance Part 1](#) (June 2018)
 - [Information Guidance Part 2: Case Studies](#)
 - [Information Sharing](#): Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act 2005; otherwise consent should be sought from parents.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with B&NES Children's Services and make appropriate referrals. Equally, where a child protection investigation is taking place, schools and colleges must share any information about the child requested by B&NES Children's Services.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made, and parents made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure.

- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Duty and Assessment team on a “no names” basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of Somerdale ET’s duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from B&NES Children’s Services.

5 Early Years settings Within Schools

5.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), Somerdale ET must meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Somerdale ET will ensure that children taught in reception are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

5.2 Safeguarding and child protection

All safeguarding and child protection policies listed in sections 3 and 4 of this Policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, Somerdale ET has the following child protection policies:

- a policy on the use of mobile phones and cameras within the early years setting;
- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
- parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;

- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
- staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.

5.3 Suitable people

Somerdale ET will follow the Safer Recruitment Policy set out in section 6 of this Policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this Policy will apply equally to staff and volunteers in the early years settings, and Somerdale ET will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and Somerdale ET's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, Mulberry Park ET will follow the B&NES Policy "*Guidance of the management of an allegation against a member of staff*" as referred to in section 6 of this document.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

5.4 Staff training, skills and supervision

Somerdale ET will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- all policies set out in section 7 of this Policy will apply equally to early years staff;
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;
- all early years staff are able to communicate effectively in English both orally and in writing;
- a member of staff who holds a current paediatric first aid certificate is available on Somerdale ET premises at all times and accompanies children on school trips;
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

5.5 Staff ratios

Somerdale ET will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- parents are kept informed of staff members and numbers;
- children are kept within staff sight and hearing at all times.

For reception:

- class sizes will be limited to 30 pupils
- classes will be led by a qualified teacher supported by suitably qualified support staff.

For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

5.6 Health

Somerdale ET will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

5.7 Health and safety and suitability of premises

Somerdale ET will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, Somerdale ET will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

Somerdale ET has specific policies for ensuring that records of parent's details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

Additional procedures

Children each have an individual password, as given by the parent. Staff will be informed if a new person has been given parent/carer permission to collect the child from school; this person will need to share the child's password before the member of staff will hand the child over. If the person does not have the password the child will remain with staff until the parent/carer has been contacted.

5.8 Managing Behaviour

Somerdale ET will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school's policies and plans which will be specific for each child depending on their situation.

6 Safer recruitment

6.1 General principles

Somerdale ET recognises safer recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in school are suitable to do so and do not pose any kind of risk to children.

Somerdale ET will follow the *Keeping Children Safe in Education* guidance (DfE 2020).

- Somerdale ET will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors and those involved in the management of an independent school, in accordance with statutory requirements.
- No staff member, volunteer, governor or anyone involved in the management of an independent school will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.

Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in Somerdale ET (see section 6.4).

- All job advertisements and application forms will clearly state that the role is one in which safeguarding is of prime importance and that applicants will be expected to agree to undergo DBS and other checks as part of safer recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training. Schools will take up the safer recruitment training offered through B&NES Children's Services or any other accredited training provider.
- Although the head teacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.

- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- The head teacher will be responsible for keeping a single central record of all staff and volunteers who work at Somerdale ET.
- The single central records should include details of all checks carried out and the outcome of these checks or any certificates obtained in the format shown at appendix 3.
- Where Somerdale ET has salaried trainee teachers, they will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.
- For trainee teachers that are fee-funded, Somerdale ET will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are sourced via third parties such as employment agencies, the head teacher and/or the board of governors will:
 - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
 - request written confirmation of the outcome of all checks
 - request written confirmation that an enhanced DBS certificate has been received by the agency
 - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

6.2 Checks to be taken out

Mulberry Park ET will verify the following information for all new staff and volunteers in regulated activity:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before the enhanced DBS check has been seen they will remain supervised at all times.

- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and further checks made on TRA Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order.
- Checks will be made to ensure any member of staff or governor that may be involved in the management of Somerdale ET is not barred from doing so under a section 128 direction.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach via the TRA Teacher Services system.

Schools/colleges should be aware of the following central government guidance:
[Criminal records checks for overseas applicants - Publications - GOV.UK](#)
[Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK](#)

- Enquiries will be made regarding the applicant's state of physical and mental health, through a medical questionnaire, to the extent that it may affect their capacity to carry out their role and if necessary, reasonable adjustments may be made
- Somerdale ET will keep copies of the following documents on staff personnel files:
 - documents used as proof of identity such as passports or driving licences;
 - a summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed);
 - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

6.3 References

- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers, who should be a senior member of staff with the authority to provide references. References from colleagues will not be acceptable.
- All references will be taken up prior to interview and will be requested directly from the referee, including references for internal candidates. Referees will be contacted to resolve any issues that emerge from the references provided.
- References must be taken up from current employers ; if the applicant is not currently employed, verification will be sought from their previous organisation as to the dates the applicant was employed and the reasons for leaving the post.
- Any information provided by applicants as part of an application process will be verified with independent sources and any reference received electronically will be checked to verify the originating source.

6.4 DBS checks

In order to ensure that people who work in Somerdale ET are suitable to do so and are not barred from working with children, the school will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Enhanced DBS checks which include barred list checks will be taken out on individuals who are involved in regulated activity.

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:

a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;

b) work for a limited range of establishments (known as 'specified places', **which include schools and colleges**), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional: • personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability; • health care means care for children provided by, or under the direction or supervision of, a regulated health care professional

Staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in Somerdale ET, for example the head teacher or governor.

Somerdale ET has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

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Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in Somerdale ET, for example the head teacher or governor.

Somerdale ET has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

6.5 Volunteers

When deciding whether a volunteer is sufficiently supervised to be taken out of regulated activity the criteria set out in **Statutory guidance: Regulated Activity (children) - supervision of activity with children which is regulated activity when unsupervised** will be applied

The head teacher/principal will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as references, DBS and other checks and interviews that is appropriate and proportional to the duties assigned to them.

- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children should be subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity but who have an opportunity for regular contact with children will be subject to an enhanced DBS check, but this will not include a barred list check.
- For other volunteers who are not carrying out regulated activity and do not have regular contact with children, the head teacher/principal will carry out a risk assessment to decide whether an enhanced DBS check should be carried out depending on:
 - the nature of the role
 - what information is already known about the volunteer
 - what references from work or volunteering activity the volunteer has provided regarding suitability
 - whether the role is eligible for an enhanced DBS check.
- Somerdale ET will ensure that all volunteers are competent to carry out the duties assigned to them and are only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all school policies and procedures.

6.6 Governors and independent school management

Somerdale ET will take out an enhanced DBS check on governors but a barred list check will only be taken out if the individual governor will be carrying out a regulated activity within the school.

Somerdale ET will also take out a check with the Teaching Regulation Agency Teacher Services system to establish whether any individual seeking to become the governor of a maintained school or take up a position in the management of an independent school has been disqualified and therefore unable to do so.

6.7 Alternative education provision

Whenever Somerdale ET places a pupil with an alternative education provider, Somerdale ET will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out.

7 Staff practice and conduct

7.1 Induction and training

- The head teacher will ensure that all staff are fully inducted, are made aware of the following policies of Somerdale ET and that staff are fully aware of their role in implementing these:
 - Safeguarding and child protection policy and procedures
 - Behaviour policy
 - Staff code of conduct
 - Attendance policy
- Staff will be asked to confirm in writing that they have received and read all relevant staff policies, including “*What to do if you are worried a child is being abused*” guidance and the current version of Keeping Children Safe in Education.
- The designated safeguarding lead will ensure that all staff are fully inducted with regard to Somerdale ET’s child protection procedures within 7 days of starting work, and that they receive safeguarding and child protection training on a two-yearly basis.
- All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside Somerdale ET and/or can occur between children outside of these environments. 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 harm takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- The head teacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training provided by the BCSSP at the relevant level.
- As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role and other relevant multi-agency training courses provided by the BCSSP.
- School staff will also receive training on the use of the Common Assessment Framework assessment and referral process as part of their safeguarding training.
- School staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.

7.2 Conduct and safe teaching practice

- Somerdale ET expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The head teacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out Somerdale ET expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF “Guidance for safer working practice for adults working with children & young people” (2009). <https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>
- Staff will be expected to follow Somerdale ET’s social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. All staff and volunteers will sign an acceptable use agreement before being given access to Somerdale ET computer system.

7.3 Providing intimate or personal care to pupils

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Schools must have a written policy in place in order to promote safe working practices for staff and ensure children’s privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- *Staff should follow any agreed school policy or practice when providing intimate or personal care.*
- *When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.*
- *Parents should always be notified if intimate care has been provided.*
- *When providing intimate care, staff should carefully and sensitively observe the child’s emotional response and report any concerns to the designated teacher.*
- *When children are changing, levels of supervision should be appropriate to the pupil’s age.*
- *Staff should avoid any physical contact unless a child needs help.*
- *Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.*

7.4 Behaviour management, physical intervention and restraint

Somerdale ET has put in place a behaviour policy in line with government guidance and any use of physical intervention and restraint will be linked to the implementation of the school behaviour policy.

Somerdale ET will use physical intervention and restraint only in line with school's policy and the child's specific plan.

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside Somerdale ET. Details of these may be found at:

[Behaviour and discipline in schools - Publications - GOV.UK](#)

[B&NES policy on physical intervention and restraint](#)

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property.

Decisions on when to use physical intervention is a matter of professional judgement, and any intervention or restraint should be proportionate, reasonable and necessary to the perceived risk and should continue only for as long as the risk remains. Should such an intervention be required Somerdale ET should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

7.5 Music tuition

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *ensure that the pupil is always nearest the door in the room so that their exit is not blocked*
- *not to share musical instruments in particular woodwind or brass on grounds of health & safety*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken*
- *strongly suggest that all tutors keep a written record of every lesson*
- *never travel alone with children in a car*
- *seek permission from parents before contacting children by mobile phone, for instance to rearrange a lesson or rehearsal, and use home telephone contacts wherever practicable.*

Somerdale ET should:

- *carry out a risk assessment around providing music tuition. This should include:*

- *providing rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it*
- *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *sharing information with tutors regarding any needs the student might have which will affect their learning*
- *let parents know when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of Somerdale ET's own policies*
- *make sure music tutors are aware of Somerdale ET's safeguarding and staff conduct policies prior to starting.*

7.6 Allegations against staff

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then Somerdale ET will follow BCSSP Managing Allegations Protocol.

[Managing Allegations Protocol](#) (June 2018)

This guidance should be followed where it is alleged that anyone working in Somerdale ET that provides education for children under 18 years of age, including supply teachers and volunteers, 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 may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The Board of Governors should appoint the Head Teacher as Somerdale ET's representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the Head Teacher; allegations against the Head Teacher will be referred to the Chair of Governors.

Please use the form Appendix 2: **Managing Allegations Referral Form to make a referral**

7.6 Whistleblowing

Somerdale ET fosters a culture of openness and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

Somerdale ET recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within Somerdale ET, staff and volunteers may report concerns to the following:

- B&NES LADO Name: Sarah Hogan; Contact details: (01225) 396810
- The following numbers can be used where there are issues regarding Somerdale ET's overall procedures around safeguarding
 - B&NES Education Transformation and School Improvement (01225) 394364
 - The Ofsted whistle-blowing line on **0300 123 3155**
 - The NSPCC whistleblowing helpline on **0800 028 0285**.

Further detail is available in Educate Together Academy Trust's Whistle Blowing policy.

8 Health and safety and risk assessments

8.1 Responsibility for health and safety

The governing body and head teacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Further detail is available in the school's Health and Safety policy.

8.2 Risk assessments

Somerdale ET will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for Somerdale ET environment as a whole;
- for all school visits and visitors;
- for pupils travelling between locations during Somerdale ET's day;
- for all work-based learning or work experience placements;
- when a pupil who has been excluded for risky or violent behaviour is returning to school;
- whenever there are any changes to the school environment or school practices;
- following any serious incident.

8.3 Working with aggressive and violent parents

Where schools are working with families who are known to services and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the head teacher/principal and the designated safeguarding lead and the information shared with B&NES Children's Services.

8.4 Site security and visitors

- The board of governors is responsible for the security of Somerdale ET premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The head teacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
 - informed to report to reception on arrival;
 - expected to provide proof of identity
 - expected to wear a name-badge or carry some form of identification at all times when on the school premises;
 - suitably supervised by school staff at all times;
 - made aware of school health and safety procedures.
- The head teacher and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

8.5 Use of Somerdale ET premises by other organisations

Somerdale ET will only allow use of the school premises by other organisations or schools outside of school hours for the purposes of providing supplemental schooling if:

- the school's articles of trust or other incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values;
- the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks;

- the following reasonable and due diligence checks are taken out on the organisation by the school;
 - an internet search on the organisation eg Charities commission
 - checks with B&NES Children’s Services – LADO
 - checks with local Police

8.6 Monitoring and review

To enable Somerdale ET to monitor the safety of the premises and the school environment, as well as the implementation of policies, the head teacher and the board of governors will ensure that;

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and governing body;
- the school keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the head teacher has an overview all accidents/incidents;
- serious accidents and incidents are reported to the board of governors;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action
- all aspects of health and safety are regularly monitored.

Part B: Additional safeguarding policies and procedures

B.1 Non-collection of children from school

Somerdale ET will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Somerdale ET will also ensure that it holds the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, Somerdale ET will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of Somerdale ET’s day, Somerdale ET will follow the usual procedure:

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- If no contact can be made with the parent by 4.15pm, Somerdale ET will contact the B&NES Children's Services who will arrange for a social worker to collect the child or make arrangements for the child.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Children's Missing in Education Service. If there are also child protection concerns, a referral should be made to B&NES Children's Services.

B2 Children who are missing from education or home educated

Parents should be asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school. Schools should refer to B&NES "Children missing from education" policy and the B&NES missing children protocol for further details available at

http://www.proceduresonline.com/swcpp/B&NES/p_ch_missing_educ.html

http://www.proceduresonline.com/swcpp/B&NES/p_ch_miss_care_home_ed.html

Where a parent notifies Somerdale ET that they are removing the child so they can be educated at home, the following notifications should be made:

- *The CMEO must be notified of all decisions.*
- *If the child is already known to B&NES Children's Services, their allocated social worker should be notified immediately.*
- *If the child is not known to B&NES Children's Services, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to B&NES Children's Services.*

B3 Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to Somerdale ET's policy and procedures with regards to peer on peer abuse. Where a pupil's behaviour is likely to cause significant harm to other pupils, for example but not limited to, bullying, cyberbullying, upskirting, physical violence or initiation rites, the school will refer the perpetrator and the victim to Children's Services who may hold additional information on the children.

Where the harm is attributable to sexually abusive behaviour or sexual harassment, Somerdale ET will follow the B&NES Harmful sexual behaviour procedure;

http://www.proceduresonline.com/swcpp/B&NES/p_sexually_harm_behav.html

further details can be found in section B4 below.

B4 Harmful sexual behaviour, sexual violence and harassment

Policy

- Somerdale ET recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated. School behaviour management and anti-bullying policies will reflect the school's approach and staff and pupils will be made aware of the standard of expected behaviour and the likely responses to any incidents of sexual violence and harassment.
- Somerdale ET will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- Somerdale ET will take all necessary steps to put in place a planned PHSE curriculum to convey the school's policy for preventing harmful sexual behaviour and to promote respectful behaviour between pupils with regards to sexual conduct.
- Somerdale ET will promote an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by the school and appropriate referrals made to the police and B&NES Children's Services.

- Somerdale ET will ensure that staff and governors receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all pupils and staff.
- Somerdale ET will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

Procedures

- Somerdale ET will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the *Keeping Children Safe in Education 2020* statutory guidance.
- Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the designated safeguarding lead, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the school environment.
- Where the allegation involves material posted online, Somerdale ET will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance *Searching, screening and confiscation advice for schools*.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- The member of staff and designated safeguarding lead will write up a record of the investigation that will set out how Somerdale ET will respond to the incident.
- Decisions on responses will be based on the harmful sexual behaviour risk assessment and thresholds set out in the B&NES *Harmful sexual behaviour protocol*
http://bathnes.proceduresonline.com/pdfs/yp_with_sexually_harmful_behaviour_pr.pdf The designated safeguarding lead may take advice from Duty social workers before making a decision. Possible outcomes include referral to Early Help Services, B&NES Children's Services or the police, or managing the matter internally under school behaviour policies.
- Where a referral will be made to B&NES Children's Services or the Police under the protocol, the designated safeguarding lead will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.
- Somerdale ET will take any necessary action to continue to safeguard the victim and other pupils within the school environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and B&NES Children's Services investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.

- Where necessary and appropriate, Somerdale ET will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf under the *Harmful sexual behaviour* protocol.
http://bathnes.proceduresonline.com/pdfs/yp_with_sexually_harmful_behaviour_pr.pdf

B5 Prevention of radicalisation

Somerdale ET's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Under Counter-Terrorism and Security Act 2015, Somerdale ET also has a duty to refer young people on to B&NES Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Where a school has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, Somerdale ET will follow the guidance set out in the B&NES guidance "Safeguarding children and young people from radicalisation and extremism" available at:

https://www.proceduresonline.com/swcpp/B&NES/p_ch_from_abroad.html

Schools should always be a safe space for young people to explore new ideas and perspectives and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered Somerdale ET should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

Somerdale ET designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from Children Services or the B&NES Prevent Lead (01225) 396364

B6 Mandatory reporting of Female Genital Mutilation (FGM)

Somerdale ET will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:

[Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

Where a pupil makes a disclosure of FGM, Somerdale ET will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the B&NES guidance available at [BCSSP & LSAB Female Genital Mutilation Guidance](#) (March 2019)

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the designated safeguarding lead before any action is taken.

B7 Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

As part of its duty to provide a safe learning environment and ensure pupils know how to remain safe online, Somerdale ET will implement the recommendations of model schools online policy available at: <https://swgfl.org.uk/products-services/online-safety/resources/online-safety-policy-templates/>

Further detail is available in the school's Online Safety policy.

B8 Looked after and previously looked after children and care leavers

Somerdale ET recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

Somerdale ET's designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason; the designated safeguarding lead will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

B9 Children with special education needs or disabilities (SEND)

Somerdale ET is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. Somerdale ET will follow the B&NES guidance http://www.proceduresonline.com/swcpp/B&NES/p_disabled_ch.html

Further detail is available in the school's SEND policy

B10 Safeguarding vulnerable groups

Somerdale ET is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, B&NES Children's Services or other agencies in order to overcome problems or keep them safe.

Somerdale ET will adhere to the following policies in order to respond to the needs of these vulnerable groups and referrals into B&NES Children Services need to be made:

- **Children at risk of forced marriage**

- **Domestic abuse and/or sexual violence**

http://www.proceduresonline.com/swcpp/B&NES/p_dom_viol_abuse.html

https://www.safeguardingbathnes.org.uk/sites/default/files/B&NES_domestic_abuse_statement_final.pdf

- **Privately fostered children**

http://www.proceduresonline.com/swcpp/B&NES/p_ch_living_away.html?zoom_highlight=private+fostering

Schools have a legal duty to notify B&NES Council of any pupil they know to be privately fostered. Schools should notify B&NES Triage team of any private fostering arrangements that come to their notice.

- **Young carers**

https://bathnes.proceduresonline.com/chapters/p_young_carers.html?zoom_highlight=young+carers

If schools have concerns about a pupil, they believe to be a young carer, they can contact B&NES Children Service for advice and can refer the pupil on for services and support.

B11 Contextual safeguarding for young people

Somerdale ET is aware that as young people grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school or from their own peer group.

All staff should be aware of CSE and CCE. Both are forms of abuse and occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and

school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

*many of these forms of exploitation are linked and going missing from home or from education can be an indicator that young people are involved in child sexual exploitation, criminal exploitation, gang activity, modern slavery and trafficking.

Somerdale ET will adhere to the following policies whenever there are concerns that young people are at risk from any of these issues:

- **Children at risk of sexual exploitation**

http://www.proceduresonline.com/swcpp/B&NES/p_ch_sexual_exploit.html

Further information and help can be obtained from;

Androulla (Andri) Nicolaou

Prevention Officer and Coordinator

Topaz Child Exploitation Team (Child Sexual & Criminal Exploitation)

CSEPrevention@avonandsomerset.police.uk

- **Young people at risk from gang activity or serious youth violence**

[Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK](#)

- **Modern slavery and trafficked children**

http://www.proceduresonline.com/swcpp/B&NES/p_modern_slavery.html

The B&NES BCSSP protocol provides guidance for agencies where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern slavery/forced labour.

- **Children who run away/go missing**

http://www.proceduresonline.com/swcpp/B&NES/p_ch_miss_care_home_ed.html

B12 Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Further information can be found here

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

B13 Opportunities to teach Safeguarding

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.

Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) is compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found [HERE](#).

Appendix 1:

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child’s physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child’s age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders

	<ul style="list-style-type: none"> • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

Bath & North East Somerset Council



Managing Allegations Referral Form

Appendix 2

Name of referring organisation	
Referrer's Name and Contact Details	

Details of Member of Staff/Volunteer against whom the allegation is being made			
Full Name		DoB	
Gender		Ethnicity	Disability?
Employer			
Post Held		Status	
Home Address			
Any previous concerns?			

Details of Child(ren) involved			
Full Name		DoB	
Gender		Ethnicity	Disability?
Home Address			
Parent's Name			
Child in Care?		If Yes, child placed by B&NES or other LA	

Details of Alleged Incident	
Date and Time of incident	
Place of Incident	
Brief circumstances of incident – to include any precipitating factors or injuries	
Names of Potential Witnesses	

Any other agencies informed/involved
What was the impact on the child/young person?

Nature of Allegation			
Category:	Physical	Sexual	
	Emotional	Unsuitable to work with children	
Was Technology involved?		If yes what type?:	

Signed by Referrer	
Date	

Once completed please return securely to LADO@bathnes.gov.uk

Managing Allegations Referral Form

Appendix 2

Name of referring organisation		
Referrer's Name and Contact Details		

Details of Member of Staff/Volunteer against whom the allegation is being made			
Full Name			DoB
Gender	Ethnicity		Disability?
Employer			
Post Held			Status
Home Address			
Any previous concerns?			

Details of Child(ren) involved			
Full Name			DoB
Gender	Ethnicity		Disability?
Home Address			
Parent's Name			
Child in Care?		If Yes, child placed by B&NES or other LA	

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Category:	Physical	Sexual	
	Emotional	Unsuitable to work with children	
Was Technology involved?		If yes what type?:	

Signed by Referrer	
Date	

Once completed please return securely to LADO@bathnes.gov.uk

Appendix 3: School Single central record

Important notes

This record should indicate what checks have been taken out for the following:

- For schools, all staff, including supply staff and teacher trainees on salaried routes, who work in school and others who work in regular contact children in school, including volunteers
- For independent schools, including academies and free schools as above plus all members of the proprietorial body and involved in the management of Somerdale ET
- For colleges, all staff providing education and/or whose positions involve a relevant activity

Agency staff

Please give details of confirmation of checks that have been carried out by the supplying agency.

Volunteers

- Unsupervised volunteers without an enhanced DBS and barred list check should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly work with children unsupervised an enhanced DBS is needed with a barred list check.
- Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, schools and colleges may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (a school can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers – there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

Regulated activity

Regulated activity (see p20 for definition) – the period condition is at any time on more than three days in any period of 30 days. ‘Frequently’ is doing something once a week or more. Work of the nature defined is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

Contractors

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.

Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity. Schools and colleges are responsible for determining the appropriate level of supervision depending on the circumstances.

Documents and certificates

Please give details of any documentary evidence obtained as part of each check. Please note that there is no requirement to list DBS numbers. Also, to comply with the Data Protection and the DBS Code of Practice, DBS certificates should not be retained any longer than necessary. Other documents to verify identity, right to work in the UK etc, should be kept in personnel files.

Record of checks taken out and/or certificates obtained

Name	Date of service	Address	DOB	Position held/ regulated activity?	Evidence of identity: (name of person carrying out check and date of check)	Barred list check (date and name of person carrying out check)	Enhanced DBS check (date and name of person carrying out check)	Prohibition from teaching check (date and name of person carrying out check)	Prohibition from management of schools under section 128 check (independent and free schools and academies only)	Checks on persons from overseas (date and name of person carrying out check)	Checks on professional qualifications/ Certificates obtained (date and name of person carrying out check)	Checks on right to work in the UK/documents obtained (date and name of person carrying out check)	For supply staff, evidence from the employment agency that relevant checks have been carried out (date of confirmation and name of school staff checking)
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