

Designated Safeguarding Lead  
Handbook

**This handbook is designed as a resource to support the Designated Safeguarding Lead (DSL) in an educational setting. It is not intended to replace the existing South West or Swindon Safeguarding Partnership Procedures**

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# Introduction

The handbook aims to provide useful information and practical processes to enable Designated Safeguarding Leads to fulfil their role in ensuring children in Swindon are kept safe. The contents draw on the duty and guidance in the following legislative framework:

Keeping Children Safe in Education 21

Working Together to Safeguard Children 18

Children Act 1989 2004

The Prevent duty – departmental advice for schools and childcare providers 2015

Prevent duty guidance: for further education institutions in England and Wales 2021

FGM guidance for schools 2019

Sexual violence and sexual harassment between children in schools and colleges 2021

Right Help at the Right Time

Child Protection Standards

Child in Need Standards

The Handbook aims to support the important and significant role of the Designated Safeguarding Lead, it is not intended to repeat guidance or replace training. The contents include guidance, suggested policy templates and information related to specific safeguarding areas that we hope you will find helpful.

# Role of the designated safeguarding lead

All Schools and Colleges will have a Designated Safeguarding Lead (DSL) who will take **lead responsibility** for safeguarding and child protection, including online safety. **This lead responsibility should not be delegated.**

It is important that the DSL has the appropriate status and authority within the school/college to carry out the duties of the post. KCSiE states that the DSL should be a **senior member of staff** from the school or college **leadership team.** The DSL should **take** **lead responsibility** for safeguarding and child protection (including online safety). This role will be explicit in the role holder’s job description, it is the Governing Bodies and Proprietors responsibility to ensure that this happens.

The Headteacher/Principal should ensure the DSL has the additional time, funding, training, resources and support they need to carry out the role effectively.

KCSiE 21 recognises that the role of the DSL carries a significant level of responsibility. KCSiE clearly identifies the role and responsibility of the DSL – see Annex C of KCSiE 21.

Further to this Ofsted identify the following areas as safeguarding when inspecting education settings:

* Leaders and managers have created a culture of vigilance, where children’s and learners’ welfare is promoted and where timely and appropriate safeguarding action is taken for children or learners who need extra help or who may be suffering, or likely to suffer, harm.
* neglect
* physical abuse
* sexual abuse
* emotional abuse
* bullying, including online bullying and prejudice-based bullying
* racist, disability and homophobic or transphobic abuse
* gender-based violence/violence against women and girls
* sexual harassment, online sexual abuse and sexual violence between children and learners. Online abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
* radicalisation and/or extremist behaviour
* child sexual exploitation and trafficking
* child criminal exploitation, including county lines
* risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
* teenage relationship abuse
* upskirting (taking a picture of someone’s genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. It is a criminal offence)
* substance misuse
* gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
* domestic abuse
* female genital mutilation
* forced marriage
* fabricated or induced illness
* poor parenting
* homelessness
* so-called honour-based violence

Ofsted also highlight that safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. They indicate the following areas:

* children’s and learners’ health and safety and well-being, including their mental health
* meeting the needs of children who have special educational needs and/or disabilities (SEND)
* the use of reasonable force
* meeting the needs of children and learners with medical conditions
* providing first aid
* educational visits
* intimate care and emotional well-being
* online safety and associated issues
* appropriate arrangements to ensure children’s and learners’ security, taking into account the local context

Ofsted have included for 2021 an emphasis on sexual violence and sexual harassment between children

It is recommended that the role of DSL includes all of the above as areas for responsibility or oversight and that the Ofsted guidance on inspecting safeguarding is checked against practice.

The DSL should report cases/incidents/allegations of sexual assault on children, (by adults or children) to the Police See [NPCC when to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)

The DSL and all staff should understand consent and in particular that a child under the age of 13 can never give consent to any sexual activity and this would be considered as rape.

In Swindon there is an expectation that DSLs will respond to MASH requests, information required for MARAC meetings and urgent information requests. This may be delegated to the DDSL or safeguarding staff but the DSL has the responsibility to ensure these requests are responded to within a timely manner.

# Adverse Childhood experiences

Understanding what adverse childhood experiences your pupils/students may have/ had could inform your understanding of behaviours, risk taking, attachment difficulties and therefore allow you to advise staff how best to support children and young people.

The information below is from a variety of sources:

Research in Practice <https://www.researchinpractice.org.uk/>

Kate Cairns training <https://kca.training/?info=main>

Early Intervention Foundation [*https://www.eif.org.uk/files/pdf/adverse-childhood-experiences-summary.pdf*](https://www.eif.org.uk/files/pdf/adverse-childhood-experiences-summary.pdf)

A useful short video can be found here <https://www.youtube.com/watch?v=XHgLYI9KZ-A>

**What are ACEs?**

Childhood experiences have a massive impact on lifelong health and opportunity.

**Adverse childhood experiences (ACEs)** refer to stressful or traumatic events that children and young people can be exposed to as they are growing up.

ACEs range from experiences that directly harm a child, such as physical, verbal or sexual abuse, and physical or emotional neglect, to those that affect the environments in which children grow up, such as parental separation, domestic violence, mental illness, alcohol abuse, drug use or imprisonment.

There is however a distinction between ‘normal’ stressful life events, such as parental divorce or illness of a loved one, and adverse childhood experiences, very traumatic life events, such as being or seeing someone else physically or sexually abused.

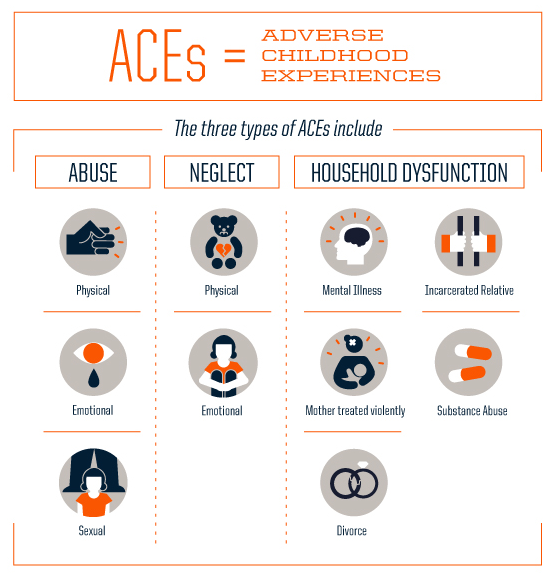
Childhood trauma isn’t something you just get over as you grow up.

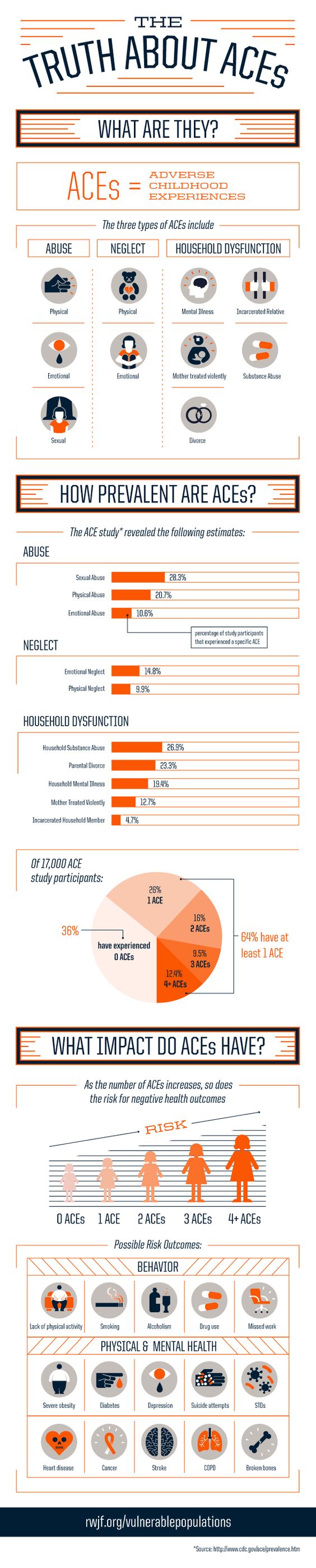
Repeated stress of abuse, neglect and parents struggling with mental health or substance abuse issues has real, tangible effects on the development of the brain.

Long-term follow-up suggests that ‘the impact of ACEs appear to be cumulative, with risk of poor outcomes increasing with the number of ACEs suffered’ (Hughes, Lowey, Quigg and Bellis, 2016).

The ACE studies have found that, when people are asked to look back on their own experiences, these adverse issues are reported very commonly.

Free training on ACEs can be found on the Swindon Safeguarding Partnership training offer

*The images in the infographics below were taken from* [*www.cdc.gov/ace/prevalence.htm*](http://www.cdc.gov/ace/prevalence.htm) *a US website.*



# neglect graded care profile 2/screening tool

**Graded Care Profile 2 (GCP2) – A more effective way to identify Neglect**

Swindon Safeguarding Partnership have purchased the licence for the GCP2 an evidence based assessment tool for Neglect. Graded Care Profile 2 is a tool to evaluate family strengths and weaknesses, to help in the identification of neglect. All training in how to use the tool is available to practitioners free of charge currently. Practitioners cannot use the tool without undergoing training.

The GCP2 is a practical tool which supports practitioners in measuring the quality of care delivered to a child from an individual carer or carers and is designed to give a representative overview of the current level of care. The grades are based on observations and good quality evidence gathered during the assessment period.

This tool does not replace any of your current assessment methods, it integrates with our local processes and assessments in order to provide clear, specific evidence of the level of Neglect that is present (or not) within a family, and the impact that this is having on the child. This is the area that most agencies tell us that they struggle with when working with Neglect in a family at all levels of intervention.

Neglect has also been a significant issue in Serious Case Reviews in Swindon which highlights the need for a more robust multi-agency approach to neglect and the GCP2 provides this assessment tool.

It does not increase your staff workload, it just provides better evidence of what they know, and enables more effective plans and interventions to be made with families.

Once practitioners have clearly identified what neglect is present, they will continue to use their professional skills to assess why the neglect is there and what action they need to take.

If part of the action includes a referral to the Multi Agency Safeguarding Hub (MASH) then evidence from the GCP2 assessment will improve the quality of this referral. There is an expectation that a GCP2 assessment or screening tool will accompany all neglect referrals. MASH will request you carry out at least the screening tool for all Neglect referrals.

It is recognised that some professionals, such as schools and police may not be in a position to complete a full GCP2 assessment. In those circumstances, a Neglect screening tool is available to assist in evidencing neglect concerns and compliments the GCP2 assessment. You do not require training to complete this screening tool. The screening tool can be found here [Neglect screening tool](https://safeguardingpartnership.swindon.gov.uk/downloads/file/691/neglect_screening_tool)

Further information regarding GCP2 please visit: [GCP2](https://learning.nspcc.org.uk/services-children-families/past-services#graded-care-profile-2)

The Swindon Safeguarding Neglect framework and practice guidance can be found here: [Swindon Neglect framework practice guidance](https://safeguardingpartnership.swindon.gov.uk/downloads/file/690/ssp_neglect_framework_and_practice_guidance)

RIGHT HELP AT THE RIGHT TIME/THRESHOLDS

Right Help at the Right Time is guidance all DSLs are encouraged to use to ensure that when working with children and families that they receive the right support at the right time.

Here in Swindon we work on a strengths based approach with families.

The guidance gives clear direction on Early Help, Team around the Family, and importantly when considering level of risk it contains the Swindon threshold document. We encourage DSLs to consider this threshold document when referring children to MASH or Early Help. It also contains details of the MASH process with timescales.

The guidance can be found here: [Right Help at the Right Time](https://swindonchildcare.proceduresonline.com/files/right_help_time.pdf)

CHILD PROTECTION STANDARDS

The Multi Agency child Protection Standards for Safeguarding Children provide a framework for professionals & families to understand how organisations work together to safeguard children. It provides clear guidance and expectations around agency responsibilities and expectations for supporting the Child Protection process, such as strategy discussions, section 47 enquiries, child protection conferences and core groups.

Information relating to the standards can be found here;

[*Multi agency child protection standards*](https://safeguardingpartnership.swindon.gov.uk/downloads/file/796/multi_agency_child_protection_standards_for_safeguarding_children)

SSP MULTI AGENCY ESCALATION POLICY

The escalation policy ensures that all professionals have a quick and straightforward means of resolving professional differences in order to safeguard the welfare of children and young people.

Differences of professional opinion arise on a safeguarding case when professionals deem decisions not to be in the best interests of the child. These professional differences are most likely to occur around:

• Levels of need and intervention-differing opinions about thresholds

• Lack of understanding about roles and responsibilities

• Disagreement regarding decision making and action to be taken e.g. at a strategy meeting, at a Child Protection Conference or any other professional meeting

• Concern about the lack of action of another professional in relation to a child or family member

• The need for action and communication

• Concern there is a drift or unreasonable delay in progressing a case

• Disagreement over the provision of services.

This policy provides professionals with a framework within which they can raise concerns they may have about decisions made by other professionals or agencies in a way that:

• Avoids professional anxiety or disagreement that puts children at risk or potentially obscure the focus on the child

• Resolves the difficulties within and between agencies quickly and openly

• Identifies any areas of practice where there is a need to clarify or review multi-agency policies or procedures.

Serious Case Reviews have recommended that “Professionals should use the policy jointly if they share a disagreement about another agency’s response to concerns”

The SSP multi agency escalation policy can be accessed here:

[SSP escalation policy](https://safeguardingpartnership.swindon.gov.uk/downloads/file/674/escalation_policy)

We would advise you to follow carefully the process, document stages and record actions, and work within the 5 day response time. Remember the SSP is notified at stage 2.

The escalation appendix 1 for recording your actions can be found here:

[Escalation Appendix One](https://safeguardingpartnership.swindon.gov.uk/downloads/file/638/ssp_escalation_form-_appendix_1)

EDUCATION CHILD EXPLOITATION TOOL

Children in Swindon can be vulnerable to risk outside the home/extra familial harm. To assist in identifying areas of risk an Education Child Exploitation tool is in development. This will be shared as soon as it is agreed. Whilst waiting for this there is a child exploitation initial assessment tool that is currently available, it can be found here:

[child initial assessment tool](https://safeguardingpartnership.swindon.gov.uk/downloads/file/640/child_exploitation_initial_screening_tool)

To enable joint working to safeguard our children from exploitation there is a police route to share information that you can use to provide the police with intelligence that you may become aware of. The information sharing link can be found here: [Police information sharing](https://www.wiltshire.police.uk/police-forces/wiltshire-police/areas/about-us/about-us/partners/)

# Safeguarding governor – link with DSL

Working Together to Safeguard Children and Keeping Children Safe in Education state: Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their setting’s safeguarding arrangements. This role is referred to as the governor (or similar) with safeguarding responsibility or the safeguarding governor (SG)

Safeguarding in your setting is the responsibility of all governors, by having a governor who takes responsibility for safeguarding allows specific oversight and enables this governor to report directly to the Board in all matters relating to the safeguarding practice, policies and safeguarding issues or concerns.

It would be good practice for the DSL and Safeguarding Governor to have regular meetings to discuss specific safeguarding topics that are apparent within your setting.

The following are suggested areas for the Safeguarding Governors to be included or involved in:

* Conducting the annual S175/157 audit response with the DSL and reviewing any subsequent action plans
* Have oversight of the Single Central Record checks. It is not the responsibility of the SG or any Governor to carry out the task of checking the SCR, this is an operational task that the DSL (or senior leader) should carry out regularly

It is not necessary for the SG to personally review the SCR, although it would be reasonable for a governor with safeguarding responsibilities to check the SCR personally where it is identified that safeguarding procedures are not being complied with.

* Capturing and fostering the child’s voice to ensure that the setting has a safeguarding culture and ethos
* Receive updates or notices of serious safeguarding incidents involving children or staff
* Have oversight of safeguarding polices and present the safeguarding policy annually to the full governing board for ratifying

# dsl report for senior leaders/safeguarding governor/Board template

It is recognised that many DSLs and schools will have their own format and reporting requirements. This template is not mandatory, it is a suggestion of what a DSL could include in their reporting.

*DSLs must consider GDPR and confidentiality when any child or staff records are reviewed. SBC have information sharing protocols and access to children’s records therefore consent is not needed by SBC for this type of external review. If children or staff records are reviewed by anyone outside the setting then consideration of GDPR and consent to review should be sought or records should be redacted and anonymised*

**Safeguarding Overview**

*Summarise here the overall responsiveness to safeguarding, areas of strengths and areas for development, indicate risk to the organisation if appropriate*

**Date:**

**Designated Safeguarding Lead:**

**Designated Safeguarding Governor:**

**Date of last visit by the Safeguarding Governor and areas reviewed:**

**Safeguarding - Areas of Strength:**

**Safeguarding - Areas for improvement:**

**DSL comment:**

**Designated Safeguarding Governor Comment:**

**Single Central Record Review**

**Reviewer: Date:**

**Outcome: Compliant Non-compliant**

**Actions required:**

**Action/next Review date: By Whom:**

**All staff/Governing body Training Register Review**

**Reviewer: Date:**

**Actions required:**

**Action/next Review Date: By Whom:**

*It would not be necessary or appropriate for the G governor to carry out these checks. The DSL should take responsibility or a compliance check could be undertaken by the Safeguarding Lead for Swindon Borough Council.*

**Safeguarding Records Review**

**Reviewer: Date:**

**Outcome: Compliant Non-compliant**

**Actions Required:**

**Review Date: By Whom:**

**Reviewer: Date:**

**Contractors/Agency records review (assurance letters)**

**Outcome: Compliant Non-compliant**

**Actions Required:**

**Review Date: By Whom:**

**IT Online Monitoring**

**Reviewer: Date:**

**Process:**

**Alerts:**

**Actions (Staff/Students):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Safeguarding data** | | | |
| **Reporting date period/trend data** | **date** | **date** | **date** |
| **Number of children school consider as having a safeguarding concern, not including those on CP/CHIN/CLA** |  |  |  |
| **Number with an Early Help Assessment/Plan** |  |  |  |
| **Current number of children on CP** |  |  |  |
| **Current number of children on CHiN plans** |  |  |  |
| **Current number of TAC** |  |  |  |
| **Number of reports completed for CP reviews** |  |  |  |
| **Number of CP conferences attended** |  |  |  |
| **Number of Return Home Interviews (Missing) received/completed** |  |  |  |
| **Nature of referral/SG concern (not children on an open plan)** |  |  |  |
| **Number of children referred to MASH** |  |  |  |
| **Sexual abuse** |  |  |  |
| **Emotional abuse** |  |  |  |
| **Physical abuse** |  |  |  |
| **Neglect** |  |  |  |
| **FGM** |  |  |  |
| **Exploitation CSE** |  |  |  |
| **Exploitation CCE** |  |  |  |
| **FM/HBV** |  |  |  |
| **Prevent** |  |  |  |
| **Parenting** |  |  |  |
| **Relationships** |  |  |  |
| **Substance/alcohol misuse** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **CLA/EHCP** | | | |
| **Reporting date period/trend data** |  |  |  |
| **Number of CLA** |  |  |  |
| **Number of CLA with an EHCP** |  |  |  |
| **Number of PEPs completed** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Bullying type of incident - numbers** | | | |
| **Reporting date period/trend data** |  |  |  |
| **Current year analysis** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **School/post 16 details** |  | |  |
| **Types of bullying - not sexual** | | **Amount** |  |
| Verbal incidents - name calling, insulting, teasing, mocking | |  |  |
| Physical incidents - pushing, hitting, kicking, damage to belongings | |  |  |
| Indirect - spreading nasty stories, exclusion from friendship group | |  |  |
| Conditional friendship - where a child thinks someone is their friend, but times of friendliness are alternated with bullying | |  |  |
| Exploitative bullying - where features of a child's condition can be used to bully them | |  |  |
| Manipulative bullying - where a child's behaviour is being controlled | |  |  |
| Online/cyber - nasty texts, sharing photos, | |  |  |
| **where did the bullying happen - number of incidents** | | outside of school |  |
|  | | in school |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **bullying related to:** | **Number** | **bullying related to:** | **Number** |
| Disability |  | Gender |  |
| SEN |  | Sexist |  |
| Appearance or Health |  | Home situation |  |
| Religion |  | CLA |  |
| Race, culture, ethnicity |  | Young Carer |  |
| Sexual orientation/Homophobic |  | CP/CHIN |  |
| Mental Health |  | Other, please give detail |  |

|  |  |  |
| --- | --- | --- |
|  | Number | |
| Victims/bullied | Female | Male |
| Perpetrators/bully | Female | Male |
| Year Groups |  | |

|  |  |  |
| --- | --- | --- |
| **Sanctions** | **Number victims** | **number perpetrators** |
| Apology |  |  |
| Restorative meeting |  |  |
| Behaviour contract |  |  |
| Warning |  |  |
| Removed from lesson/isolation |  |  |
| Fixed term exclusion |  |  |
| Permanent exclusion |  |  |
| Removed to elective home educate |  |  |
| Unidentifiable unable to act |  |  |
| Situation naturally improved |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **in relation to child on child sexual harassment and sexual violence** | | | | |
| Sexual harassment | perpetrator | male/age | female/age | sanctions |
|  | victim | male/age | female/age |  |
| Sexual violence | perpetrator | male/age | female/age | sanctions |
|  | victim | male/age | female/age |  |
| **where did the harassment/violence happen - number of incidents** | |  |  |  |
| in school | outside of school |  |  |  |
| Action/Sanction |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Exclusions** | | | |
| **Reporting date period/trend data** |  |  |  |
| **Number of Fixed Term Exclusions** |  |  |  |
| **Number of Permanent Exclusions** |  |  |  |
| **Number of children on part time timetables** |  |  |  |
| **Number of children leaving to be EHE** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Mental Health of children** | | | |
| **Reporting date period/trend data** |  |  |  |
| **Number of children with a diagnosed mental health difficulty** |  |  |  |
| **Number of children considered to have a mental health difficulty without a diagnosis** |  |  |  |
| **Number of these receiving internal support** |  |  |  |
| **Number of these children receiving external support** |  |  |  |

# Single Central record checklist

The single central record must cover the following people:

For schools, all staff, including teacher trainees on salaried routes, agency, and third-party supply staff, even if they work for one day

For colleges; staff, including agency and supply staff providing education to children under the age of 18

For independent schools; all members of the proprietor body. In the case of academies and free schools this means the members and trustees of the academy trust

Details for individuals who no longer work at the school/college should be removed from the SCR

Schools/colleges do not have to keep copies of DBS certificates. When a school/college chooses to retain a copy there should be a valid reason for doing so and it should not be kept longer than six months. When the information is destroyed a school/college may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil*.(see alternative provision checklist in this handbook)* Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

Ofsted will check the single central record during an inspection. If there is a minor administrative error, such as a missing date, and this can be easily rectified before the final team meeting, school/college will be given the chance to resolve the issue.

Ofsted define minor administrative errors as:

* Failure to record one or two dates
* Individual entries that are illegible
* One or two omissions where it is clear that the information is already held but the school/college has failed to transfer over the information into the full single central register

|  |  |  |
| --- | --- | --- |
| The single central record must indicate whether the following checks have been carried out or certificates obtained, the date on which each check was completed, or certificate obtained | | |
| CHECK | compliant | Not compliant/actions |
| An identity check |  |  |
| A barred list check *(16-19 Academies, Special post 16 institutions and Independent Training Providers are not required to carry out a separate barred list check*) |  |  |
| A enhanced DBS check (requested/certificate number/date provided) |  |  |
| A prohibition from teaching check (*not a requirement for colleges)* |  |  |
| Worked or lived outside the UK |  |  |
| Professional qualifications |  |  |
| Right to work in the UK |  |  |
| Colleges: must record whether the position involves relevant activity (*regularly caring for, training, supervising or being solely in charge of persons under 18)* |  |  |
| Independent schools including academies and free schools; section 128 checks for those in management positions |  |  |
| The school/college has written notification from any agency or third party organisation that they have carried out checks on an individual who will be working in a school/college, the assurance should confirm the DBS certificate has been obtained by the employment business or other such business.  Where the agency/organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school/college which has disclosed any matter or information, or any information was provided by the employment business, the school/college must obtain a copy of the certificate from the agency  Where the position requires a barred list check the agency/third party must obtain an enhanced DBS barred list certificate prior to appointing the individual |  |  |
| Contractors:  DBS check  When working with children (regulated activity) an enhanced DBS check and barred list  No regular contact with children- schools/colleges can decide if a basic DBS is appropriate |  |  |
| Trainee/student teachers  Salaried by the school/college – enhanced DBS and barred list check  Fee funded – the training provider carries out all checks – schools/colleges should have written confirmation from the training provider that all pre appointment checks have been carried out and that they are judged by the provider to be suitable to work with children (*there is no requirement to record this information on the SCR but you can choose to do so)* |  |  |
|  |  |  |
| In addition schools and colleges are free to record any other information they deem relevant (examples below) | | |
| Whether staff have been informed of their duty to disclose relevant information under the childcare disqualification arrangements |  |  |
| Checks made on volunteers  Enhanced DBS with barred list check for all volunteers who are new to working in regulated activity (*employers are not legally permitted to request barred list information on a* ***supervised*** *volunteer)* |  |  |
| Visitors in a professional capacity i.e. social worker, a letter of assurance from the employer is on file |  |  |
| Checks made on Governors  Maintained schools – enhanced DBS  Barred list check only if they engage in regulated activity with children  Section 128 check  *Different requirements for Proprietors of independent schools, including academies and frees school and proprietors of alternative provision academies see para 301 – 308 KCSiE 21* |  |  |
| Dates on which safeguarding and safer recruitment training was undertaken *(see training register review template)* |  |  |
| The name of the person who carried out the checks -  *(suggestion that this is good practice)* |  |  |
| Adults who supervise children on work experience see KCSiE para 311- 316 |  |  |

# Safer Recruitment and good practice templates

Recruiting staff with integrity is important to keep all children in education safe.

Safer recruitment is a key component to safeguarding in schools and colleges.

It is the responsibility of the Governing Body/Proprietor to ensure the safeguarding culture in schools and colleges includes robust recruitment processes that deter and prevent people who are unsuitable to work with children from applying, or securing employment in your setting, this includes people who are volunteers.

At least one person on every interview panel should have completed safer recruitment training. Generally this training should be updated every three years.

The template below may be used to conduct an audit of your safer recruitment process.

|  |  |  |  |
| --- | --- | --- | --- |
| **Safer recruitment audit checklist** | | | |
| **Area** | Content/check | Compliant | Non-compliant  /actions |
| **Advert/job-role description/person specification** | Skills, abilities, experience, attitude and behaviours required for the post |  |  |
| Safeguarding requirements, to what extent will the role involve contact with children, will they be engaging in regulated activity |  |  |
| **Advert** | School/college’s commitment to safeguarding and promoting the welfare of children |  |  |
| It is clear that safeguarding checks will be undertaken |  |  |
| Safeguarding responsibilities of the post |  |  |
| Whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020 |  |  |
|  | | | |
| **Application forms/packs** | If the role involves engaging in regulated activity:  A statement (in the application form or elsewhere) that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children |  |  |
|  | A copy of the safeguarding policy and practices and policy on employment of ex-offenders is in the application pack or website links to policies provided |  |  |
|  | | | |
| **Applicant should provide:** | Personal details |  |  |
| current and former names |  |  |
| current address |  |  |
| national insurance number |  |  |
| Present and past employment |  |  |
| Reason for leaving |  |  |
| Full employment history, since leaving school, including education, employment and voluntary work – reasons for any gaps in employment |  |  |
| Qualifications, awarding bodies, date of award |  |  |
| Details of referees and references |  |  |
| A statement of their personal qualities, and experience relevant to their suitability for the post advertised and how they meet the person specification |  |  |
|  | | | |
| **Shortlisting** (*Candidates have completed a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records )*  *(This information may only be requested from applicants who have been shortlisted. The information should not be requested in the application form to decide who should be shortlisted)*  ***(****Applicants that are shortlisted should sign a declaration form confirming the information provided is true. Where there is an electronic signature the shortlisted candidate should physically sign a hard copy at point of interview)* | The shortlisting exercise is carried out by at least two people and these people are on the interview panel |  |  |
| Inconsistencies and gaps in employment are reviewed by the two staff completing the shortlisting and all potential concerns are explored (*or by HR and highlighted to the staff completing the shortlisting)* |  |  |
| If they have a criminal history |  |  |
| Whether they are included on the barred list |  |  |
| Whether they are prohibited from taking part in the management of an independent school |  |  |
| Information about criminal offences committed in any country in line with the Law as applicable in England and Wales, not the Law in their country of origin or where they were convicted |  |  |
| If they are known to the police and children’s social care |  |  |
| If they have been disqualified from providing childcare |  |  |
| Any relevant overseas information |  |  |
| Shortlisted candidates declaration form is signed and on file –*see note* |  |  |
|  | | | |
| **Employment History and references** | References are obtained before interview |  |  |
| Open references or ‘to whom it may concern’ references are not accepted |  |  |
| Applicants do not obtain their own references |  |  |
| References are from their current employer and has been completed by a senior person with the appropriate authority *( the references are confirmed by the Headteacher/Principal as accurate in respect to disciplinary investigations)* |  |  |
| If the applicant is not currently employed – verification of the most recent employment period is obtained |  |  |
| If not currently working with children – a reference is obtained from the last employer where they did work with children |  |  |
| Verify information with the person who provided the reference |  |  |
| Ensure electronic references originate from a legitimate source |  |  |
| Where information is vague or insufficient information provided – contact the referee to clarify |  |  |
| Compare information on the application with that in the reference and take up any discrepancies with the candidate |  |  |
| Establish the reason for the candidate leaving their current or most recent post |  |  |
|  | | | |
| **Selection**  **Structured questions are agreed** | What attracted the candidate to the post and their motivation for working with children |  |  |
| Skills and examples of experience of working with children relevant to the role |  |  |
| Gaps in employment are probed |  |  |
| Reasons for frequent changes in employment or locations |  |  |
| **Selection – potential areas of concern that may lead to further probing** | | | |
|  | Implication that adults and children are equal |  |  |
| Lack of recognition and/or understanding of the vulnerability of children |  |  |
| Inappropriate idealisation of children |  |  |
| Inadequate understanding of appropriate boundaries between adults and children |  |  |
| Indicators of negative safeguarding behaviours |  |  |
|  | | | |
| **Recording** | All information considered in decision making is clearly recorded along with decisions made |  |  |
|  | | | |
| **Good practice** | Pupils/students are involved in the recruitment process |  |  |

# lado – Allegation Management

Keeping Children Safe in Education states that the DSL is expected to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and where a crime may have been committed to the Police - as required. See [NPCC when to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)

All schools/colleges should have their own procedures for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges. Whistleblowing policy and the NSPCC whistleblowing contact details should be freely available to staff. [NSPCC what you can do to report abuse](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/)

KCSiE has two sections covering the levels of allegations/concerns;

1. Allegations that may meet the harms threshold
2. Allegations that do not meet the harms threshold – referred to in KCSiE as ‘low level concerns’

The harms thresholds are:

* 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
* Behaved or may have behaved in a way that indicates they may not be suitable to work with children

(The last bullet point above includes behaviour that may have happened outside of school or college that might make an individual unsuitable to work with children, this is known as transferrable risk)

KCSiE describe concerns that do not meet the harm threshold as ‘low level concerns’ and advise is that all schools and colleges should set out their low level concerns policy within their staff code of conduct and safeguarding policies.

Any low level concerns should be reported as per usual practice.

Message from Swindon LADO:

KCSIE updated for 2021 has provided very useful clarity for many safeguarding areas including safer recruitment and allegations management.

We welcome this updated version particularly strengthening the reporting and recording elements in relation to allegations against a member of staff.

The inclusion in Part 4 of Concerns that do not meet the harm threshold, referred to in the document as low level concerns, is adding clarity to the importance of education settings being responsible to be vigilant, follow up, record, review, and escalate potential concerns.   Also ensuring polices and staff codes of conduct reflects behaviours towards children which will keep the child safe from harm.

We would like to encourage you to continue to have conversations with the LADO, who will always be available to help think through and evaluate with you whether any action would meet any of the harms thresholds.

In any possibility of the harms threshold being met then the LADO must be contacted.

Swindon LADO contact details:

[LADO@swindon.gov.uk](mailto:LADO@swindon.gov.uk)

Our LADOs are Sean Capewell, Jon Goddard, Rachel Hull

Swindon LADO process, referral and forms can be found at [Swindon LADO](https://safeguardingpartnership.swindon.gov.uk/info/3/workers_and_volunteers/10/workers_and_volunteers/2)

# prevent and channel information

All staff must have completed Prevent training. The DSL/DDSL should have completed the Home Office Prevent training and also the Swindon Safguarding Partnership Designated Lead Prevent and Channel training

It is important for you as a DSL/DDSL knowing where to go if you did have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process you can follow if you did have a concern of this nature.

A concern is identified

Concern and information is reported to DSL/DDSL

Concern is reported to the local police Prevent team

PreventReferrals@wiltshire.police.uk

Police gather information, assess risk and whether the individual is suitable for a referral to the local authority Channel Panel

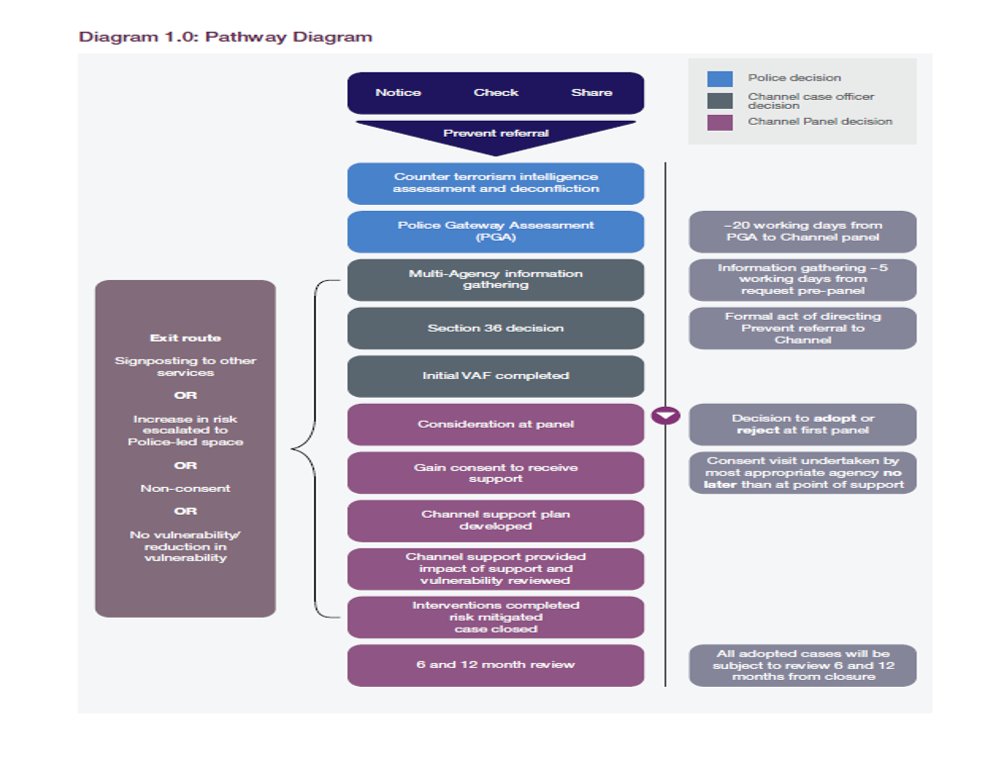
(If there are safeguarding concerns but no relevance to counter terrorism they will be referred to MASH)

Channel panel meets to assess risk and determine whether an individual is adopted into Channel. If adopted, panel will seek consent to engage and develop a support programme based on the individual’s needs.

Consent is not needed and should **not** be sought to make a referral to make a Prevent Referral

Consent is required to engage with an individual in the channel process

Prevent and Channel process



To make a referral to Prevent please contact the Prevent team:

[PreventReferrals@wilsthire.police.uk](mailto:PreventReferrals@wilsthire.police.uk)

01278 647466

# children missing education /low attendance/persistent absence

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school.

Children going missing from home and care is different to Children Missing Education (CME) or children with persisitent absence.

It would be good practice for the DSL to work with internal and external colleagues where children have a pattern of persistent absence, those who are long term non attenders or those who are not engaging in education.

A Team Around the Family or Team Around the School could be established for any child identified with low attendance/non attendance to support the child and family to re-engage with education. Early Help should be identified and in place for children without a social worker.

Alll schools are required to inform Swindon Education Welfare Service where a child has not attended school for 10 consecutive days without authorisation. [Swindon children missing education](https://www.swindon.gov.uk/info/20050/educational_support/131/educational_welfare_services/2)

It is good practice for the DSL to be aware of all children in their setting who have low attendance, persistent attendance, school refusers and children who are missing education to ensure safeguarding is in place.

# part time timetable

The risks for children and young people associated with reduced attendance at school for whatever reason, including a temporarily reduced timetable, are well researched. These include the risk of exploitation criminal and sexual or other safeguarding risks, as well as the risk of lower educational attainment.

Any setting that is contemplating having a child on a part time timetable should consider any extra familial harm/risk outside the family, to ensure that placing a child on a part time timetable does not place them at further risk of harm or make them more available to exploitation. Appropriate safety planning should be made to try and mitigate risks where identified or the part time timetable should be re-considered.

Any pupil on a reduced timetable is missing education and therefore needs to be identified and tracked

There is **no statutory basis** upon which to establish a reduced timetable. With the agreement of parents and carers, however, **in exceptional circumstances**, a short fixed term period of part time education may in very rare circumstances be judged to be in the interests of young people who are finding full time education very challenging. This ***must***, however, be for a short, agreed period that has a planned progression back to full-time within a **maximum of 6 weeks.**

Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parental agreement to any arrangement they make, **they are responsible for monitoring the safety and welfare of pupils off site during school hours.**

Where a child is considered a Child Looked After the social worker and the Virtual School, should be included in any discussions or decisions.

It would be expected that the DSL has oversight of all children on part time or reduced timetables.

All part time timetables should be shared with the Inclusion and Integration team at Swindon Borough Council to ensure monitoring and tracking takes place.

ALTERNATIVE/CONTRACTED PROVISION DURING SCHOOL HOURS

Children who are accessing alternative provision or contracted/commissioned provision apid for by the school during school hours remain the responsibility of the school/college they are enrolled at as the main provision. This includes the safeguarding of children whilst they are off your site. (in situations where a child receives funding through an agreed EHCP and school arrange and pay for external provisions, the school/college maintain the safeguarding responsibility for the child)

KCSiE states:

*Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.*

The DSL should have an oversight and maintain responsibility for the safeguarding of these children, the DSL should work closely and liaise with the safeguarding leads in the alternative/contracted provider.

It is good practice for the DSL in the main setting to have completed safeguarding checks before allowing the child to start with the alternative/contracted provider. *See template checklist below.*

|  |  |  |
| --- | --- | --- |
| ALTERNATIVE/CONTRACTED PROVISION/EDUCATED OFF SITE CHECKLIST | | |
|  | Received/date/Action | Comments |
| The DSL has a file containing all relevant information relating to the Provider, that is reviewed for safety and robustness, ensuring they match school’s/college’s expectations– to include details below | | |
| Service Level Agreement between school/college and provider – updated annually and signed by both organisations  The SLA contains clear detail regarding who retains safeguarding responsibility for the child (the main enrolled setting) |  |  |
| Information sharing agreement if not included in the Service Level Agreement |  |  |
| Safeguarding Policy – policies should be agreed by the school/college DSL that they are robust and fulfil school’s/college’s expectations. |  |  |
| Behaviour Policy – school/college should agree this policy meets expectations and standards of the school including how the provider will report any behaviour concerns to the DSL |  |  |
| Use of restraint – agreement, training, personal handling plans, records and recording, notifying the DSL that restraint has been used. |  |  |
| Staff code of conduct – to include not sharing of personal details and modes of safe contact with the child |  |  |
| Trips/visits policy – include or have separate ‘transporting students/pupils policy’, to include agreements from parents that the child can travel in private cars, signed copy in file, insurance details cover business use |  |  |
| Administration of medicine policy – parent’s agreement, safe storage, recording etc. |  |  |
| Whistleblowing procedure |  |  |
| Attendance procedures, detailing expectation of school/college/student, person named with responsibility to report non-attendance to school/college, timing of reporting absences, required follow up etc. |  |  |
| Staff have all appropriate and necessary checks and DBS are in place Letter of assurance or copies of certificates, DBS number held: |  |  |
| First aid provision and staff are trained |  |  |
| Fire Safety  Health & Safety checks  Food hygiene – if food is provided  Insurances /public liability |  |  |
| Child level detail that has been shared –  risk assessments, medical requirements, social worker contact etc. storage and management of personal data procedures (no personal data to be stored off site) |  |  |

# safeguarding curriculum

KCSiE states:

*Governing bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.*

It is good practice for the DSL to map the safeguarding curriuclum offer, whether this happens as formal PSHE/RSE/Turtorial provision or naturally occuring opportunities within curriculum subjects.

For example, these areas should be covered, adapted or delivered taking into consideration age, developmental stages and need:

* Exploitation – criminal and sexual
* Drugs and alcohol use
* Relationships/consent
* Familial relationships
* Positive relationships
* Intimate and sexual relationships
* Bullying and Cyber bullying
* Internet safety
* Equality and Diversity
* Domestic Violence
* Mental wellness
* Female genital mutilation, so called honour based abuse and forced marriage
* Radicatlisation and extremism
* British values

*This is an example list and is not exhaustive*

Consideration should be given to children who are entering your school/college mid year who may have missed important safeguarding curriculum delivery, and how opportunites to repeat delivery could be embedded. This will also ensure the safeguarding curriculum is not a one off ‘toekn’ session.

# Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can happen both inside and outside of school or college. The DSL should respond to protect and safeguard children even if this event did not happen on school or college premises.

Departmental advice Sexual Violence and sexual Harassment between children in Schools and Colleges gives detailed information that all staff should be aware of. [Sexual violence and sexual harassment between children](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

**Sexual Violence**

Sexual Offences as described in the Sexual Offences Act 2003:

**Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent**: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

All staff must understand **what is consent**:

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

• **A child under the age of 13 can never consent to any sexual activity;**

• The age of consent is 16; 17

• Sexual intercourse without consent is rape.

*(Copied from Sexual Violence and Sexual Harassment between children*

[*sexual violence and sexual harassment between children*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf) *)*

If a disclosure is made to school staff the DSL must be informed and any situations where a criminal act may have occurred the DSL must inform the Police and discuss whether a MASH referral is needed. This is regardless of whether the incident happened on or off site.

**Sexual Harassment**

Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting;

• physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature;

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

* Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence;
* sharing of unwanted explicit content;
* upskirting (is a criminal offence);
* sexualised online bullying;
* unwanted sexual comments and messages, including, on social media;
* sexual exploitation; coercion and threats.

**Responding to a disclosure of sexual harassment or sexual violence – example, regardless of whether this happened in school/college setting or outside**

*All cases should be dealt with on an individual case by case level*

**Child makes a disclosure**

Reassurance is given that they will be taken seriously, that they will be supported and kept safe. The child will never be given the impression that they are creating a problem and should never feel ashamed for making a report, their experience will never be minimised

Wherever possible two members of staff, at least one being the DSL or DSL

The child will be informed of who you will share the information with – confidentiality will not be promised

Where the report includes an online element staff should not view or forward illegal images

A written report will be made, ensuring that staff remain engaged with the child and will not appear distracted by taking notes.

Only the facts as the child presents them will be recorded.

Where a report of rape, assault by penetration or sexual assault is made, this will be passed on to Police.

The DSL will consult with police and agree what information can be disclosed to the staff and others, in particular, the alleged perpetrator(s) and their parents or carers. The DSL will also discuss the best way to protect the victim and their anonymity.

The DSL will act with deliberation and urgency, with the knowledge that evidence and DNA collection may be necessary

All discussions, decisions and reasons for decisions will be recorded on school systems on the child’s safeguarding file

It is not the role of the DSL or school staff to investigate or apportion blame.

It is the role of the DSL and school staff to support both victim and perpetrator. This may mean undertaking a risk assessment and safety plan for both children, this should include consideration of shared classrooms and shared areas within the school

This support will be ongoing for as long as each child requires it

Considerations to ensure the school//college setting has embedded a culture of ‘It could happen here’

* Staff are aware and know it is their responsibility to respond appropriately to **all reports and concerns** including those that happen outside of the setting and/or online
* It is made clear that there is a **zero tolerance** approach to sexual violence and sexual harassment and that the DSL can demonstrate this
* The culture and ethos demonstrates clearly this **zero tolerance** approach
* Staff will never down play any behaviours related to abuse
* The school or college’s procedures with regard to sexual violence and sexual harassment are transparent, clear and easy to understand for staff, pupils, students, parents and carers. These procedures ae easily available
* All systems to report any incident of sexual violence and sexual harassment are well promoted, easily understood and easily accessible
* Sexist stereotyping, sexist language is always challenged and staff model this behaviour
* All staff are aware that children with special educational needs are three times more likely to be abused by their peers and additional barriers can sometimes exist when recognising abuse in SEND children
* All staff are aware that children who are lesbian, gay, bi or trans (LGBTQ+) can be targeted by their peers, including those children perceived by their peers to be LGBTQ+
* The response to any reports/incidents of sexual violence or sexual harassment is the same for children of the same sex as it is for children of the opposite sex
* All school and college policies reflect the evidence that girls are more likely to be subject to sexual violence and sexual harassment than boys, and that boys are more likely to perpetrate such violence and harassment
* RSE/RSEHE and tutorials focus on healthy relationships and all children are taught how to keep themselves safe including online
* All staff will be aware of extra familial harm and consider this for the children in the setting
* All staff will be aware that online abuse can take place and this can include abusive, harassing and misogynistic message, non-consensual sharing of indecent images, sharing of abusive images and pornography
* All staff training will include signs, symptoms and reporting requirements relating to incidents of sexual harassment and sexual violence
* Key and relevant staff, where it is appropriate, will understand any risk assessment and safety plan in place for any victim or alleged perpetrator
* All staff understand that changes in behaviour could indicate that there is a safeguarding concern
* Relevant staff have been trained in recognising Harmful Sexual Behaviour and the responses to this
* Any child that has witnessed any incident of sexual harassment or sexual violence will also be supported

The Contextual Safeguarding Network have developed two self-assessment toolkits that can assist you in recognising harm and creating safety for all students in your settings. One has a specific focus on Harmful Sexual Behaviours and the other on Extra Familial Harm.

The self-assessment tools can be accessed here:

[Beyond Referrals self-assessment tools](https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools)

PRIVATE FOSTERING

If a member of staff becomes aware of a private fostering situation this must be reported to the local authority. This is a mandatory duty. The DSL should ensure staff are aware of this and be involved in any reporting to the local authority.

**What is Private Fostering?**

When a child under the age of 16 (under 18 if they are disabled) is cared for by someone who is not their parent or a close relative for **28 days or more**.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts.

To qualify as private fostering, the arrangement has not been made by the local authority, and the child or young person is not being looked after by an approved foster carer.

Many private foster carers are excellent and safe, but if the local authority is unaware of the arrangement, they are unable to offer any support. Therefore, if you are aware of a private fostering arrangement, you have a duty to notify the local authority, by contacting:

**MASH on 01793 466903 or Email:** [**Swindonmash@swindon.gov.uk**](mailto:Swindonmash@swindon.gov.uk)

|  |  |
| --- | --- |
| Private Fostering Screening Tool | |
| Name of child |  |
| Case number |  |
| Age of the child?  (children cease to be privately fostered once they turn 16, or 18 if they have a disability) | ☐ Under 16  ☐Over 16  ☐ Over 16, and disabled |
| Did the child come into Swindon or was the child born here? | Born here  Came to Swindon |
| Is there more than one child of a similar age in the household? | Yes  No |
| Who is the main carer for the child?  (Please be mindful that the terms ‘Aunty’ and ‘Uncle’ are sometimes used to describe non-biological adults) | Biological parent  Direct sibling  Auntie or uncle (by full blood, half blood, by marriage or civil partnership)  Biological grandparent  Step parent (carers are only considered step-parents if they are married/in a civil partnership to the parent of the child. i.e. the unmarried partner of a child’s parent when the parent leaves the home would be considered a Private Foster Carer) |

**If the carer cannot be identified as one of the above, if you have identified that there are a number of children in the household of the same age or you are unsure of where the child has come from, then the child *may* be Privately Fostered.**

**Safeguarding records check – template**

|  |  |  |
| --- | --- | --- |
|  | **Compliant** | **Not compliant - actions** |
| Handwritten notes of disclosures are:   * Name of staff member is clearly written, signature and dated by the staff member who received the disclosure * recorded and also original kept on file |  |  |
| All telephone calls, emails etc. are saved to file |  |  |
| Full names are used not initials |  |  |
| Concern/incident/event/disclosure is described clearly |  |  |
| The child’s voice is clearly heard/ the child’s words are directly recorded |  |  |
| Fact and opinion are differentiated |  |  |
| A body map is used where appropriate |  |  |
| Records of decision making and actions taken are recorded including feedback to the staff member who made the referral |  |  |
| The thresholds were used to determine level of risk |  |  |
| The GCP2 tool/screening tool is used for all incidents where neglect is indicated |  |  |
| Referral forms to all agencies are stored on file |  |  |
| Minutes of meetings and discussions are held on file |  |  |
| Chronologies are held and are checked for usefulness/clarity before presenting at conference/strategies etc. |  |  |
| Siblings should not be included in the same file, all children should have separate files – records such as conference minutes etc. are copied to each child’s file |  |  |
| It is clear on the record if a child is EH,CIN, CP,CLA etc. the date which this came into place and if stepped down/closed the date this happened |  |  |
| Additional checks | | |
| Records of safeguarding discussions, in advance of the child transferring/moving schools/settings, is recorded |  |  |
| The safeguarding file is transferred to the next education setting within the specified timescales in KCSiE (5 days) and a signed receipt is held |  |  |
| Retention - If your setting is the last setting attended by the child | | |
| The safeguarding file is stored securely and confidentially until the child’s 25th birthday and is then destroyed securely |  |  |
| If the child leaves your setting to be electively home educated you retain the safeguarding file until the child’s 25th birthday or until the child re-enters an education setting, at which point the file should be requested by the new setting and it should be transferred within the statutory timescale (5 days) |  |  |
|  | | |

Training reocrds

**Training records check/review – template**

Safeguarding training records should be kept for individual members of staff and Governors. The training required will be dependent on the individual’s role and responsibilities. All staff, volunteers and Governors should continue to develop their safeguarding training, some training is required to be updated regularly.

The grid below can be used to check compliance for your staff.

|  |  |  |
| --- | --- | --- |
| Training | Requirement | When/how often |
| Safeguarding Induction  Whole setting, all staff, supply/agency staff/ volunteers  Visitors should be presented with safeguarding information and setting contact details | Safeguarding induction should be a standard procedure on welcoming new staff, volunteers etc. to your setting. The induction should be differentiated to the person’s role.  Standard content should include:  Safeguarding policy and related policies including bullying, attendance, peer on peer abuse  Procedures  Staff code of conduct  The role of the DSL  Contacts including the DSL and DDSLs  Prevent  FGM  Areas of abuse  Local safeguarding issues  Full KCSiE, Part One or Annex A  Whistleblowing | on starting employment |
| Safeguarding training  All staff | Training should meet individual staff needs and be at an appropriate level to ensure the staff member can carry out their duties to safeguard.  It should include (as an absolute minimum):  Types of abuse and neglect  How to identify and respond to a safeguarding concern  Managing, reporting and recording of disclosures  Confidentiality and how to manage this  How to make a referral  Contributions to child protection conferences/plans  Whistleblowing  Learning from research/child safeguarding reviews/audit | Regularly updated with an annual refresher on key points and local issues |
| Safeguarding updates  All staff | Regular communication via newsletters, email, briefings, meetings with relevant and key information | Regularly throughout the year |
| Safer recruitment | All shortlisting and interview panels should have at least one member of staff trained in safer recruitment  It is good practice that the member of staff who maintains the single central record is trained in safer recruitment | No specific time period but every three/five years is recommended |
| Designated Safeguarding Lead and Deputies | The DSL and DDSL must undertake formal training relevant to their role every two years  The SSP have developed an accredited training programme for DSLs and DDSLs see website for details | Every two years  Accredited programme for details of frequency |
| Governing Body | All members of the governing body should as a minimum have completed basic safeguarding awareness and Home Office Prevent training  Good practice for Governors is to receive annual update training covering relevant and local issues delivered by the DSL, Swindon Borough Council or both  Safeguarding Governors should also engage in research, learning from child safeguarding reviews and attend safeguarding training delivered by Swindon Borough Council | On recruitment to the Governing Board  Annually and ongoing throughout the year |
| Prevent duty  Channel Panel process | All staff should complete the Home Office Prevent training  The DSL and DDSLs should complete the Home Office training and also Channel Panel process training – good practice is that the DSL and DDSLs complete the single agency SSP Prevent referral training | No specific requirement to but good practice is to update training when changes or refreshes happen to process, legislation etc. |
| National and local reviews | DSL, DDSL and Safeguarding Governor | On publication |

End of Handbook

November 2021