Child Protection and Safeguarding: Policy, Procedures & Guidance

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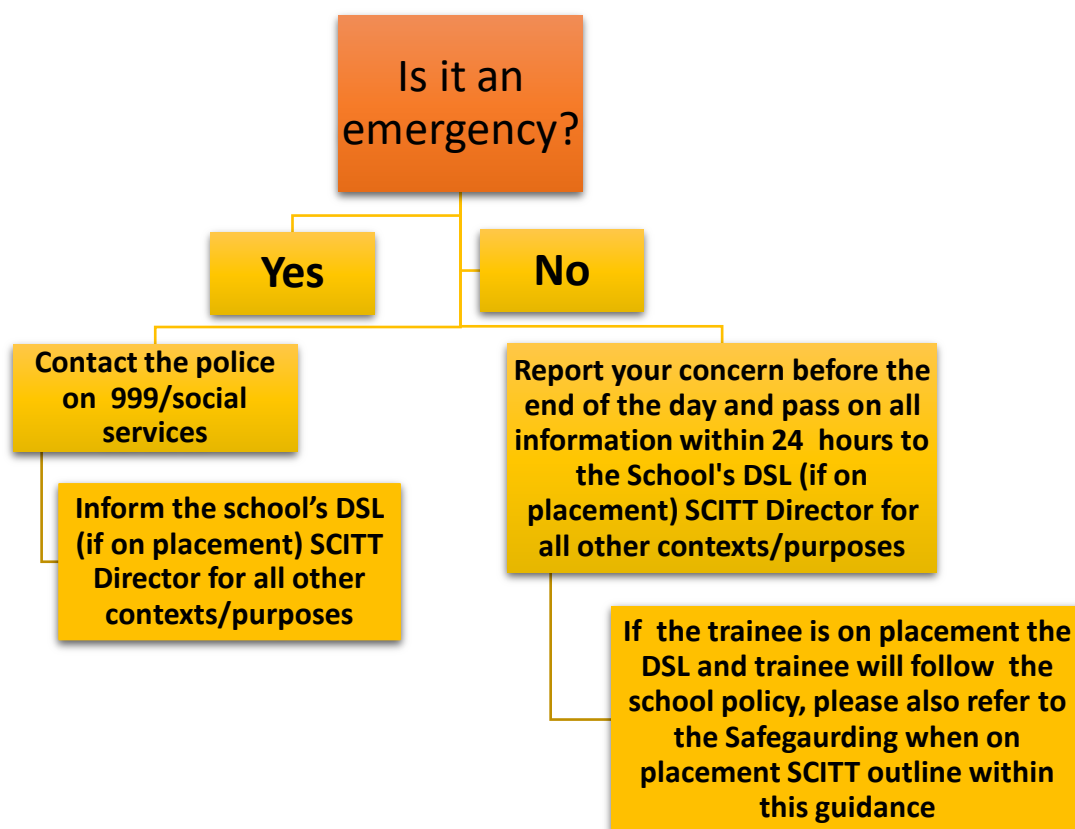Review Date: Annually

Distribution: Trainees

Placement schools

SCITT Staff

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SCITT Lead: Eleanor Davidson (Bright Futures SCITT Director)

What to do if you have a concern?

Is it an emergency?

Yes

Contact the police on 999/social services

Inform the school's DSL (if on placement) SCITT Director for all other contexts/purposes

No

Report your concern before the end of the day and pass on all information within 24 hours to the School's DSL (if on placement) SCITT Director for all other contexts/purposes

If the trainee is on placement the DSL and trainee will follow the school policy, please also refer to the Safegaurding when on placement SCITT outline within this guidance

Section 1: Bright Futures SCITT and Lead Partners: Safeguarding whilst on placement.

Everyone who works with children has a responsibility for keeping them safe. All practitioners are charged with the role to safeguard and protect children and young people (Under the age of 18 years) from harm, neglect, abuse or exploitation from within their family and from individuals they come

across in their day-to-day lives. These threats can take a variety of different forms, including sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to **radicalisation.** Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take (Keeping Children Safe in Education 2022).

Recognising safeguarding issues/concerns through	- Direct observation - Disclosures from a child or young person - Observation by a third person
Responding when information has been disclosed to you	- Clarify any information you receive must be passed on - Stay calm - Listen carefully and don't interrupt - Don't interview them or press them for details - Ask questions for clarification only
Reporting when on placement	- Please follow the school policy and report the concern to the designated safeguarding lead/officer (DSL/DSO) before you leave the premises - Please inform the Bright Futures SCITT as we have a duty of care of safeguarding not only the children but also our trainees *(details should be anonymised).*
Reporting to the Bright Futures SCITT	Inform Bright Futures SCITT that: - The DSO/DSL of the setting has been informed - Provide an anonymised outline of the incident and your [the trainee] involvement - Detail any next steps requested of yourself at the setting - Let us know about any support or guidance you might require after the incident or disclosure Use the template below as a structure for reporting (appendix A).

Keeping children safe in education - GOV.UK (www.gov.uk)

Training for Trainees: (see trainee learning journey appendix B)

- Pre-course Prevent Training and certification
- SCITT Centred based training Fire safety briefing during summer school
- SCITT Centred based training Introduction to safeguarding summer school and week one of training
- SCITT Centred based training E-safety briefing
- SCITT Centred based training: Part 2 of the TS training
- School based training safeguarding training per placement (as set out in the partnership agreement)
- Key document KCSIE 2022
- SCITT curriculum reactive to current safeguarding concerns e.g. range of safeguarding sessions linked to
  - EDI,
  - Sexism in schools,
  - PSHE etc.

Section 2: Key contacts

Useful organisations and resources (national):

• CHILDLINE: 0800 1111 – free confidential helpline for children and young adults
• NSPCC: 0800 800 5000 – free 24 hour national helpline for information and confidential advice about all types of problems
• Barnardo's: 020 8550 8822 – works to transform the lives of vulnerable children and young People
• Kidscape: 020 8830 3300- produces leaflets and booklets on bullying and runs a helpline
• LGBT Foundation: 0345 330 30 30 – runs a helpline to support people who identify as lesbian, gay, bi-sexual and trans-gender
• National Domestic Violence: 0808 200 0247 – Free 24 hour helpline. Gives information on housing, welfare, health and legal rights, refers women and children to refuges, makes referrals to temporary emergency accommodation and helps to get support from the police
• Stonewall: helpline 0800 050 2020 working for equality for LGBT people
• ThinkuKnow: A CEOP programme that helps with online safety thinkuknow.co.uk
• UK Safer Internet Centre: 0844 381 4772 e-safety helpline for professionals working with children
• Young Minds: helpline: 0808 802 5544 support for people with concerns about the mental
• KOOTH: online mental health and well-being resources for young people: https://www.kooth.com/
• 'Keeping our children safe: raising awareness in black and minority ethnic communities' NSPCC (2017) Resources and online training to support equality and diversity in safeguarding: https://learning.nspcc.org.uk/research-resources/2017/keeping-our-children-safe

FREEDOM TO SPEAK OUT: The safety of children and young people is paramount. Any trainee concerns about the safeguarding actions taken by the DSL or DDSL should be taken, in the first instance, to the Bright Futures SCITT Director. Any trainee concerns regarding safeguarding actions taken by the SCITT Director should, in the first instance, be taken to the Director of HR and Strategy of the Trust who will liaise with the CEO.

 As a last resort staff should call the NSPCC Whistle-blowing Helpline: 0800 028 0285. •

REPORTING A CONCERN whilst on placement: If a child discloses potential abuse, this MUST be reported to the school based DSL/DDSL and reported (to safeguard the trainee) through anonymised details to the SCITT Director and Programme leader. Or, in a genuine emergency, to the police. Imminent risk of significant harm means that a child is in danger at that moment and to do nothing would result in actual harm.

Sexual abuse between students in and out of school

During 2021, Ofsted conducted a review into sexual abuse in schools and colleges at the request of the DfE. The Review was conducted in the context of widespread disclosures of such abuse made via the 'Everyone's Invited' website. The findings and recommendations of the Review were embedded in Part 5 of Keeping Children Safe…(2022) and, therefore, also run throughout this updated policy. A central message from Ofsted's review is that we must never believe that sexual abuse between students 'couldn't happen here'. Indeed, we should assume that there is a likelihood that the prevalence of abuse between young people is something we underestimate, and our policies and

practices should be based on the assumption that abuse between students is happening in our settings. Moreover, we should be alert to the fact that abuse happens in a range of contexts – formal and informal settings in school, beyond school sites and in 'virtual'/digital contexts. Our preventative and reactive policies and procedures need to recognise this.

Section 3: Policy and Principles

Vision statement

'The best for everyone, the best from everyone'

Mission

Our schools and professional development institute (PDI including Bright Futures SCITT) place young people, families and communities at the heart of everything we do. We are a community with shared responsibility and common core values which create a culture of collaboration, opportunity, respect and innovation. We inspire excellence and believe in nurturing the abilities of all within our schools and communities. We empower our young people to build purposeful lives and have the courage and confidence to make a positive contribution to society. Through excellence in education all of our young people will have a bright future.

Safeguarding statement

Bright Futures recognises its moral and statutory responsibilities to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow agreed procedures to ensure that students receive effective support and protection. We recognise that safeguarding is everybody's responsibility.

All staff *(and trainees*) working directly with children must read and be familiar with 'Keeping Children Safe in Education' (Part 1).
Our statutory partners responsible for leading safeguarding arrangement locally are: the local authority, police and integrated care systems (health).
We will, of course, also work with wider agencies in the health and voluntary and community sectors.

What are the policy and procedures for?

This Trust Policy has been developed in accordance with the principles established under the Children Act (1989 and 2004), the Education Act (2002 and 2011), Education and Adoption Act (2016), Teachers' Standards (2012) and in line with the following Government guidance:

- Review of Sexual Abuse in Schools and Colleges (Ofsted) (2021)
- Multi-agency statutory guidance for dealing with forced marriage (2022)
- PACE Code C (2019): requirement for children to have an Appropriate Adult
- Domestic Abuse Act (2021)

- Working Together to Safeguard Children (2015) (updated September 2018 and Feb 2019)
- Relationships education, relationships and sex education (RSE) and health education (July
- 2019)
- Keeping Children Safe in Education (2016) (updated 2017 and May 2018 effective from
- Sept 2018, further updated from September 2019, 2020, 2021)
- Sexual violence and sexual harassment between children in schools and colleges (2017
- updated 2018 and 2021) (now fully incorporated in KCSIE 2022)
- What to do if you are worried about a child being abused (2015)
- Data Protection Act (2018) including the General Data Protection Regulation
- Information Sharing: Advice for Practitioners providing Safeguarding Service (2015)
- Prevent Duty Guidance (2015) (updated 2019)
- Counter-Terrorism Strategy – CONTEST (2018)
- Multi-Agency Statutory Guidance for Dealing with Forced Marriage and subsequent
- guidance (2014 and 2020)
- Multi-agency statutory guidance on female genital mutilation (2016 and 2018)
- Report into allegations concerning Birmingham schools arising from the 'Trojan Horse'
- letter (2014)
- Promoting fundamental British values as part of SMSC in schools (2014)
- Preventing and Tackling Bullying (DfE) (updated 2017)
- Mental Health and Behaviour In Schools (DfE) (updated 2018)

Aims of the policy:

To ensure that the safety, protection, and well-being of all students within the trust and alliance schools is paramount.

To ensure that all staff, trainees, and approved volunteers work safely, understand and act upon their responsibilities to keep children safe.

To ensure that all students, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection, recognising the potential for particular vulnerabilities amongst certain groups where stereotyping might prevent the recognition of signs of abuse.

To ensure that children know that there are trusted adults in school whom they can approach if they have concerns or feel unsafe.

To ensure students and staff involved in child protection issues will receive appropriate support.

To provide all staff and trainees with the information and framework necessary to enable them to meet their statutory responsibilities in relation to safeguarding students.

To ensure consistently good safeguarding practice across all schools in the Trust and alliance schools.

To demonstrate publicly the Trust's commitment to the safeguarding of children and the promotion of safe working practices.

To ensure that all staff remain vigilant to the risks of all forms of harm and abuse, including radicalisation, modern slavery, honour-based violence and female genital mutilation and that virtual/digital contexts are equal in significance to any other places where abuse could occur.

To promote good multi-agency working to prevent and respond appropriately to cases of harm and abuse.

Terminology in this policy

Child Protection: the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development and ensuring that children grow up in circumstances consistent with the provision of safe and effective care. It also includes action taken to enable all children to get the best possible outcomes.

Staff: refers to all those working for or on behalf of the Trust in any schools or settings. This includes part time, full time, temporary, permanent and people working regularly in a voluntary capacity **including trainee teachers**.

Child/children: everyone under the age of 18. Page 11 Pupils/students: refers to those children and young people who receive education in any of the Trust's schools (including those who are 18 or over)

Parents: refers to birth parents and all other adults who are in a parenting role or who have rights of parental responsibility, for example, step-parents, foster parents, carers, adoptive parents.

School: refers to any establishment within Bright Futures, e.g. nursery, primary, secondary, special or post- 16 and any other setting that may become part of Bright Futures including where Bright Futures is the provider of educational services under contract.

Early help

Safeguarding does not always involve imminent risk of significant harm requiring an emergency response. Staff will also identify pupils who need support to stay safe and to grow and develop well but who are not at imminent serious risk. The safeguarding teams in each school will hold regular meetings to monitor the progress of children in receipt of or requiring 'early help' or planned interventions. The DSL should ensure good information sharing with the multi-agency teams.

Children who might benefit from early help include those with health conditions (including mental health needs), those with a family member in prison or impacted by parents/carers who are involved in criminal offences and those at risk of so-called honour-based violence (e.g. female genital mutilation or forced marriage). Those persistently absent – including for part of the day – may also benefit from early help

Section 4: Roles and responsibilities

When on school placement trainees should understand the role and responsibilities of the following people:

Designated Safeguarding Lead (DSL) All Bright Futures schools (and schools working in partnership) will appoint a member of the Senior Leadership Team as the Designated Safeguarding Lead (DSL) who is responsible for co-ordinating child protection and safeguarding arrangements.

Deputy Designated Safeguarding Lead (DDSL) Each school (and schools working in partnership) will also appoint a Deputy Designated Safeguarding Lead (DDSL) or, if necessary, more than one.

Staff and trainees: All staff and trainees have a responsibility for keeping children safe. They should receive an induction that includes familiarisation with the school's safeguarding procedures. As a minimum, all staff should:

• Be aware and have an understanding of this Policy and their school's procedures relating to Child Protection and Safeguarding.

• All staff should read and familiarise themselves with Part 1 of 'Keeping Children Safe in Education' and those working directly with children and young people also need to read and be familiar with Annex A of KCSIE (2022).

• Recognise and understand the indicators of abuse

• Know what to do if they are concerned about a child's welfare

• Undertake the appropriate safeguarding training as highlighted within this Policy.

• Be aware of procedures for promoting good behaviour and managing behaviour.

• Be aware of procedures for children missing from education

When undertaking centre-based training, trainees should contact:

- Their age phase lead
- The SCITT Director

SCITT: Safer Recruitment and Selection

Our schools and partner schools are expected to pay full regard to DfE guidance 'Keeping Children Safe in Education 2022' . We ensure that all appropriate measures are applied in relation to recruitment of our trainee teachers.

Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job (see trainee journey appendix B)

The SCITT SCR contains details and dates of the following:

- An identity check
- An enhanced check against the DBS barred list and thus issued a DBS certificate
- A prohibition order check
- A check of the list of teachers sanctioned in other EEA member states
- A section 128 barring check
- Additional suitability and fitness checks
- A check of professional qualifications; and
- A check to establish the person's right to work in the United Kingdom.
- On-line search (see summary appendix C)

Under no circumstances will a volunteer in respect of a 'teaching experience day' on whom no checks have been obtained be left unsupervised.

Bright Futures core team and lead partner staff have undertaken **Safer Recruitment in Education Training**. All interviews will have at least one member of the panel who has undertaken Safer Recruitment in Education Training

Risk Assessments

Risk assessments are taken seriously and are done in partnership with schools where necessary and used to good effect to promote safety. Risk assessments are available for all aspects of the SCITT's school's work with the trainee. Where relevant, risk assessments are carried out for individual trainees, and supported by action plans identifying how potential risks would be managed, again these should be shared with the trainee. Risk assessments will also be in place for any trainee who declares such a need.

Partnership with Parents and Carers

All our schools share a purpose with parents to educate and keep children safe from harm. We would expect any trainee to liaise with their mentor regarding any communication with parents. Schools are committed to working with parents positively, openly and honestly, ensuring that all parents are treated with respect, dignity and courtesy. Schools respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child. Whilst we expect trainees to make themselves aware of the school's policies and procedures, we would not expect them to be involved without thorough guidance.

Section 5: Specific safeguarding issues in school 'Contextual Safeguarding' and extra-familial harms

This recognises that children, especially as they move into adolescence, are involved in wider social contexts beyond home and school. This can include public places where children and their peers 'hang out', in parks, on public transport etc, but which may present increased risk of child sexual exploitation, peer on peer abuse, teenage relationship abuse, radicalisation, involvement in gangs or other forms of abuse. Contextual safeguarding acknowledges that safeguarding incidents that present in school may well be related to risks outside both the setting and even the home/family environment. Such risks include (but are not limited to) sexual exploitation, criminal exploitation and serious youth violence, sometimes in combination. It's important that we have an awareness of and assess the risks beyond the home and seek to ensure that interventions help to protect children in whatever contexts they find themselves. Contextual safeguarding is not simply about the child, however. It is about ensuring the context (the park, the shopping centre, public transport etc) is subject to a child protection assessment and intervention. For more information on this and the specific partnership role of school-based staff, see: https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding There are specific sections in this policy on child sexual exploitation serious violent crimes (including 'County Lines').

Children's mental health

All staff should be aware that mental health difficulties may, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should avoid, however, making assumptions that presentations of poor mental health are automatically signs of abuse.

Diagnosis of mental health problems

Should only be made by appropriately trained professionals such as our Educational Psychologists or colleagues in the health sector. Where children have suffered abuse and neglect or other potentially traumatic experiences in childhood, there can be a longstanding legacy that impacts adversely on their mental health and well-being, their behaviour and their education. If staff have a mental health concern about a child that is also a safeguarding concern, action should be taken without delay,

following the school's referral process and/or consulting with the DSL/DDSL.

Domestic violence and abuse:

In recent years there has been a greater recognition of the serious and negative impact of domestic abuse on children and young people, even if they are not the direct victims of violence/other forms of coercive and controlling behaviours. Children witnessing domestic abuse can cause them significant harm in the long term. Children may blame themselves for the domestic abuse or may have had to leave the family because of such abuse. Domestic abuse can happen to anyone. Domestic abuse happens across all socio-economic environments. Page 16 It is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. If children disclose incidents of domestic violence and abuse it is important that this is treated as a safeguarding issue

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include:
- intimate partner violence
- abuse by family members
- teenage relationship abuse
- child/adolescent to parent violence and abuse.
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Homelessness

Being homeless or at risk of homelessness presents real risks to children's welfare. It's important that the DSL/DDSL knows how to make referrals to the relevant local housing authorities. Referring to the local housing authority does not replace the need for a specific safeguarding referral to children's social care if a child has been harmed or is at risk of harm.
Whilst most instances of homelessness will relate to a child's family it is possible that 16/17 year olds are living independently of their parents/carers. Where there is a risk of homelessness, children's services will be the lead agency. If children below the age of 16 are living independently, this is clearly a safeguarding issue.

Cybercrime (eg 'hacking', spreading of malware)

Cybercrime broadly refers to criminality performed using computer and digital technology. The crime may happen offline but be enabled by the use of technology or may occur online. Where children and young people are involved in this kind of activity there are the same safeguarding concerns that would exist in relation to involvement in any other form of criminality. Annex B of KCSIE (2022) details the typical forms that cybercrime can take and potential signposting that can be made to support children and families.

Children may become caught up in cybercrime inadvertently through, for example, forums that exist around gaming but which use the attraction of a game to lure young people in and groom them.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. We have experienced cases of child abduction by parents/carers and family members within Bright Futures. Child abduction can be committed by:
parents or other family members by people known but not related to the victim (such as neighbours, friends and acquaintances) by strangers.
Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence it is important they are given practical advice on how to keep themselves safe. Lessons should focus on building children's confidence and awareness rather than simply warning them about 'strangers'.

Preventing Extremism and Radicalisation – The 'Prevent Duty'

'The purpose of Prevent is at its heart to safeguard and support vulnerable people to stop them from becoming terrorists or supporting terrorism. Our Prevent work also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.
Prevent works in a similar way to programmes designed to safeguard people from gangs, drug abuse, and physical and sexual abuse. Success means an enhanced response to tackle the causes of radicalisation, in communities and online; continued effective support to those who are vulnerable to radicalisation; and disengagement from terrorist activities by those already engaged in or supporters of terrorism.'

Contest: The United Kingdom's Strategy for Countering Terrorism (2018)
Protecting children from the risk of extremism and radicalisation should be seen as part of all of the Trust's schools wider safeguarding duties. It is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. There should be planned opportunities in the curriculum for students to learn about positive social values (referred to in 'Prevent' as 'British values') as defined below (see also Section 6)

Radicalisation refers to the process by which a person comes to support terrorism or other forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with influences such as family or friends. For some with needs relating to 'belonging' and 'identification', an extremist or terrorist group may appear to provide an answer. The internet and the use of social media, in particular, has become a major factor in the radicalisation of young people.

It is easy to assume that the risk of radicalisation is only associated with certain communities and belief systems. We should avoid those assumptions and remember that extremism happens at both ends of the political spectrum and involvement in activities such as, for example, extreme and violent animal rights campaigns, extreme left/right wing politically activity can equally lead to a child being at risk of radicalisation.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These can include:
• Spending an increasing amount of time in the company of other suspected extremists.
• Changing style of dress or personal appearance to accord with the group.
• Day-to-day behaviour becoming more centred on extremist ideology, group or cause.
• Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
• Possession of materials or symbols associated with an extremist cause.
• Attempts to recruit others to the group or cause.
• Communications with others which suggests identification with a group, cause or ideology, including the use of 'scripted language'.
• Using insulting or derogatory names for another group.
• An increase in prejudice-related incidents committed by that person. These may include:
  • Physical or verbal assault.
  • Provocative behaviour.
  • Damage to property.
  • Derogatory name calling.
  • Possession of prejudice-related materials.
  • Prejudice related ridicule or name calling.
  • Inappropriate forms of address.
  • Refusal to co-operate with reasonable rules of compliance.
  • Attempts to recruit others to prejudice-related organisations.
  • Condoning or supporting violence towards others.

Definitions:

Extremism: Vocal or active opposition to positive social values (referred to as 'British values') as defined below. This also includes calls for the death of members of any of the British armed forces, whether in this country or overseas. The Crown Prosecution Service defines extremism as 'The demonstration of unacceptable behaviour by using any means or medium to express views which:
• Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
• Seek to provoke others to terrorist acts.
• Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
• Foster hatred which might lead to inter-community violence in the UK."
Radicalisation: The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
'British Values'/positive social values: Democracy, the rule of law, individual liberty and mutual respect and acceptance of those with different faiths and beliefs.

Reporting concerns:

Recording and reporting concerns about a child who may be at risk due to radicalisation are carried out in the same way as other safeguarding concerns. If, however, a referral is made or advice is sought from statutory agencies; the referral may be passed on to a 'Channel' team for specialist assessment and intervention. Individual academies should adhere to local safeguarding. partnership arrangements for details of how this works.
The DSL should consider if it would be appropriate to share any information with a new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Child Sexual Exploitation

Child sexual exploitation (CSE) has been prominent in the press in recent years, Cases in Rotherham, Rochdale and Oxford have been widely reported but the prevalence of CSE is not limited to any particular geographical locations nor to specific communities.
CSE is a form of sexual abuse. Children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. There may be links between sexual exploitation and criminal exploitation where an abusive sexual relationship between a child and an adult may be used to coerce and control the child into carrying out criminal activities.

Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and/or education at some point.

Some of the following signs may be indicators of sexual exploitation where children:
- Appear with unexplained gifts or new possessions.
- Associate with other young people involved in exploitation.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections or become pregnant.
- Suffer from changes in emotional well-being or menstrual problems.
- Misuse drugs and alcohol.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or don't take part in education.
- Children may not realise they are being exploited and abused; they may be manipulated into
- believing that they are in a 'romantic relationship'.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting, harmful consequences. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or have already suffered FGM.

Known or suspected cases of FGM should always be reported. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries, including the UK. Victims of FGM are likely to come from a community that is known to practice FGM and signs that may indicate a child has undergone FGM include:
- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing
- subdued.
- Bladder or menstrual problems.

- Finding it difficult to sit still and looking uncomfortable.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from their group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, and/or emotional and/or psychological. A lack of full and free consent can be where a person does not consent or where they do not have the capacity to give informed consent (e.g. if they have learning disabilities that specifically impact on that capacity).

Some communities use religion and culture as a way to coerce a person into marriage. Schools have a duty to report cases of Forced Marriage to the police (as it is a crime) and to the Forced Marriage Unit in the Foreign and Commonwealth/Home Office. Schools should not attempt to facilitate any kind of 'family counselling' or conferencing in relation to alleged forced marriage issues.

Further information is available at: MULTI-AGENCY GUIDANCE ON FORCED MARRIAGE

So-called 'honour based' Abuse and Violence

So-called 'honour based' abuse and violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. It may include Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of honour based violence are abuse (regardless of motivation) and should be handled and escalated as such. If any member of staff has any concerns at all regarding honour based abuse they must speak to the DSL/DDSL. Professionals in all agencies and individuals and groups in communities need to be alert to the possibility of a child being at risk of, or having already suffered honour based abuse. By the

time that a disclosure is made it may be necessary to act very quickly to protect a child.

Modern Slavery and Human Trafficking

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking.
These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.
Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.
It is possible to be a victim even if consent has been given to be transported. Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

There are several broad categories of exploitation linked to human trafficking, including:
• Sexual exploitation
• Forced labour – this is often seen in 'cash only' settings such as car washing, agriculture,

mobile catering
• Domestic servitude
• Human organ 'harvesting'
• Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
• Forced marriage and illegal adoption

In some cases, modern slavery is only discovered by children disclosing their parents' situations at school. Where there is suspected modern slavery, advice should be sought immediately from the police by the DSL/DDSL or via the Modern Slavery Helpline: 08000 121 700. There is a National Referral Mechanism for victims (or potential victims) of modern slavery and a duty on specified public authorities to notify cases. Only specified organisations such as, for example, the police, NSPCC, local authorities can refer and may, therefore, need information from schools. The guidance is available at MODERN SLAVERY

Self-Injury/Harming

Self-harm is when somebody hurts themselves on purpose. People usually do it because something else feels wrong. It seems like the only way to let those feelings out. It is a very common behaviour in young people and affects around one in 12 people with 10% of 15-16 year olds self-harming.

If people self-harm it is usually as a result of another problem. It can happen if they are feeling anxious, depressed, stressed or bullied and feel they don't have any other way of dealing with these issues. Often self-harming brings only temporary relief. Self-injury/harm describes a wide range of things children do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury/harming can be a coping method for some young people.
It can involve:
   • Cutting, often to the arms, using razor blades, broken glass, scissors or a pair of compasses (can
   • include scratching, picking, biting or scraping).
   • Burning using cigarettes or caustic agents.
   • Punching and bruising.
   • Inserting or swallowing sharp objects or harmful substances.
   • Head banging (hitting themselves against objects).
   • Pulling out hair, including eyelashes and/or eye brows.
   • Restrictive or binge eating.
   • Overdosing.
   • Self-neglect.
   • Alcohol abuse.
   • Taking undue personal risks.

Child on child Abuse: sexual violence and sexual harassment between children

Children can abuse other children. We take a collective view that it could happen here, no matter how vigilant we believe we are. There are many different forms peer-on-peer abuse can take. It can happen in school, out of school and in the digital worlds that young people increasingly occupy. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children can be at risk of harm from online abuse as well as face to face. Online abuse may include:
• Abusive, harassing and misogynistic messages: 'physical abuse' includes an online element

that facilitates, threatens and/or encourages physical abuse
• Non-consensual and consensual sharing of indecent nude and semi-nude images and/or videos especially around chat groups (previously referred to as 'sexting')
• Sharing of abusive images and pornography to those who have no wish to receive such content.
• Current data suggests that perpetrators are much more likely to be male and victims female – but we should be vigilant to peer on peer abuse between people identifying as any gender.
• Perpetrators may operate in groups rather than as individuals

Additionally abuse between young people may include, but is not limited to:
Gender based violence including in the context of intimate personal relationships between peers Sexual assaults; 'sexual violence' includes an online element which faciliatates, threatens and/or encourages sexual violence Name calling and bullying (including cyber bullying) and prejudice-based and discriminatory bullying.

Coercing someone to engage in sexual activity without consent (e.g. forcing someone to strip, touch themselves sexually or coercing them into sexual activity with a third party). Violent, humiliating, coercive initiation or 'hazing' activities – including any online elements.

It is important that we all recognise the possibility of sexual abuse between children whether or not it is reported. Learning about good, safe relationships and what to do if you feel unsafe should form part of students' learning.

'Upskirting' is now a criminal offence under the Voyeurism (Offences) Act 2019 and is defined as: typically when a photograph is taken under a person's clothing without their permission, for sexual gratification or to cause the victim humiliation, distress or alarm.

Any form of peer-on-peer abuse, like any other abuse, should be treated seriously, challenged and not tolerated. There is a risk that ignoring abusive behaviour or passing it off as 'banter' creates a culture where sexual abuse becomes normalised. Where staff have concerns or receive a disclosure the child should be re-assured and supported and the DSL/DDSL informed as soon as possible so that appropriate action – including referral to other agencies – can be taken. Action may also be taken without the need for a formal disclosure, for example, an adult may overhear a conversation or may learn of abuse by directly questioning a student. If there is an online element to the alleged abuse, staff may confiscate any mobile devices that may contain evidence and hand these to the police.

Children may be harmed by other children or young people and there will be occasions when a pupil may exhibit sexual violence and/or harassment. Research suggests that up to thirty per cent of child sexual abuse is committed by someone under the age of 18.

Evidence suggests that girls, children with SEND and LGBTQ+ children are at greater risk. The management of children with sexually harmful behaviour is complex and all schools within the Trust will work with other relevant agencies to maintain the safety of their whole school community. Children who display such behaviour may be victims of abuse themselves and the child protection procedures should be followed for alleged victims and perpetrators. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to their DSL/DDSL as soon as possible.

Specific guidance on sexual violence and harassment between children was issued in December 2017 and re-published in May 2018; it was further updated in 2021. It is now subsumed in part 5

of KCSIE (2022)

Importantly, all staff need to be clear that:

• Sexual violence/harassment are not acceptable
• Sexual violence/harassment should never be dismissed as 'banter', 'having a laugh', 'boys
will be boys'
• Behaviours such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up
skirts must be challenged; dismissing or tolerating such behaviours risks normalising them.
Extensive guidance is provided in Part 5 of Keeping Children Safe in Education (2022). All policies,
training, updates and guidance in Bright Futures' Academies must include this as a specific topic,
describing the school's approach to dealing with these issues.
Each academy policy should additionally include:
• The whole school approach to peer-on-peer abuse
• Reporting systems and how everyone will know and understand them
• How peer-on-peer abuse can happen digitally and measures to manage and mitigate this
• How children with particular vulnerabilities can be supported in overcoming barriers to
'speaking up' about abuse.

Managing situations where an alleged perpetrator and victim are in the same school is often difficult,
as is the balance of risk. The wishes of the victim and the need to safeguard all children
and young people need to be considered and arrangements formally recorded. The DSL will need
to work in partnership with other agencies to manage allegations, investigations, the safety and
well-being of all concerned and any outcomes, including a risk assessment being caried out

Where an allegation of sexual violence/harassment is progressing through the criminal justice
system it is important that schools do everything they can to maintain the anonymity of everyone
involved, including having an awareness of the potential for social media to be used to spread
rumours. The DSL will usually lead any risk assessments where there has been an allegation of
sexual harassment/abuse and will consider: the victim, the potential for other victims, alleged
perpetrators, all who may need protection (adults and children), the physical context of any
incident and whether any actions are needed to make the location safe.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very
serious issue that can cause considerable anxiety and distress. At its most serious level bullying can
have a disastrous effect on a child's wellbeing and, in very rare cases, has been a feature in
suicide. The school's Anti-Bullying Policy should be referred to in all instances where bullying is
suspected and action taken to ensure that bullying is prevented and responded to effectively.
Cyber-bullying can be particularly harmful to victims as there is often no refuge from the platforms
that enable this to be perpetrated. It is important that children and young people learn about the
need to use technology responsibly and understand the seriousness of online abuse.
Prejudiced based and discriminatory bullying need to be specifically referenced and with a description
of both preventative measures and reactive procedures.

'County Lines', serious violent crime and criminal exploitation

Criminal exploitation is sometimes referred to as 'county lines' and is when gangs and organised
crime networks exploit children to sell drugs or engage in other forms of criminal activity. Often
these children are made to travel across counties, and they use dedicated mobile phone 'lines' to

supply drugs. No one really knows how many young people across the country are being forced to take part, but The Children's Commissioner estimates there are at least 46,000 children in England who are involved in gang activity. Gang activity may involve children of different genders although their activities may be different.

Often, these children are seen as criminals. Criminal gangs deliberately target vulnerable children – those who are homeless, living in care homes or trapped in poverty. These children are unsafe, unloved, or unable to cope, and the gangs take advantage of this.

The gangs groom, threaten or trick children into trafficking their drugs for them or carrying out other crimes. They might threaten a young person physically, or they might threaten the young person's family members. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter.

Any suspicion that children are involved in these activities must be reported via the normal safeguarding routes. Even though children may have committed criminal acts themselves they need to be treated as victims of abuse.
- Typical signs of potential involvement in criminal exploitation are:
- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work and decline in performance
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places or unknown people appearing to 'take over' the
- child's home ('cuckooing') especially if the child is living independently.
- Vehicle crime and threatening/committing serious violence
- Children carrying weapons for protection

Safeguarding Students with Special Educational Needs, Disabilities and Medical Needs*

KCSIE (2022) makes further specific reference to the safeguarding of particular groups of children and young people. There's a concern that for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should consider whether that is a sign of potential abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Schools should make sure that children with SEN and disabilities have got a greater availability of appropriate mentoring and support.
Each school should provide clear procedures for managing prescription medicines which need to be taken during the school day. All staff are given clear guidance on the administration of medicines All staff are issued with information at the start of each academic year which outlines the students with the asthma, diabetes, anaphylaxis and epilepsy. Staff have responsibility to check the medical information for all the classes they teach. All staff will be notified of any

changes throughout the academic year. *Please read the Bright Futures Medical Policy for more details.

Safeguarding children from groups who may experience increased vulnerability Looked after children, children who need a social worker, those on the edge of care and care Leavers

The most common reason for children to become 'looked after' is as a result of abuse or neglect. Each school will ensure all staff have the necessary skills and understanding to keep Looked After children safe. Appropriate staff will have access to information about a child's Looked After status and care arrangements, including the level of authority delegated to the carer by the local authority caring for the child. The DSL/DDSL will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.
Once children come into the care system, they are afforded special status and protection. This is not the case for children on the edge of care. Schools need to be aware of those children and young people who are known to social care but who are not formally in the care system. The safeguarding of this group of people also needs careful planning.
Those who leave care, perhaps by being adopted, have the advantage of achieving a long term family context. Even so, their safeguarding needs and issues will need to be considered and planned for.

When children have an allocated social worker, it is usually because of safeguarding or welfare needs. The child may have complex family circumstances or have suffered abuse and neglect. Experiencing adversity and trauma can leave children vulnerable to further harm. They may be educationally disadvantaged through barriers to attendance, difficulties with learning, presentations of poor behaviour and poor mental health.

DSLs should be made aware when a child has a social worker. This enables the DSL to ensure that decisions are made in the best interests of the child's safety, welfare and educational outcomes. Moreover, knowing the vulnerabilities associated with a child who has an allocated social worker should inform decisions about safeguarding (e.g. responding to absence where there might be an increased safeguarding risk) as well as considering ways in which they might access additional support to improve their engagement and educational outcomes. Helpful advice on this is available from the interim review: 'Improving the educational outcomes of Children in Need of help and protection' and final review 'Help, protection, education' (2019) both available HERE. Children missing from school

As highlighted in the 'Attendance…' section (below) each school will closely monitor attendance, absence and exclusions. A child regularly missing school is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL/DDSL will work with the school's attendance officers to monitor any unauthorised absence and take appropriate action, including notifying the local authority if appropriate, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. The school will ensure all staff are aware of the importance of, and be alert to, signs of children being at risk of female genital mutilation, forced marriage, forced labour and/or travelling to conflict zones or involvement in criminal exploitation (online or in person).

Privately fostered children

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or under the age of 18 if the child is disabled. Children

looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age under the limit. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important the schools are alert to possible safeguarding issues, including the possibility a child has been trafficked into the country. If a member of staff becomes aware a pupil may be in a private fostering arrangement, they should raise this with the DSL/DDSL who should notify the appropriate local authority of any concerns that may be linked to the placement. Any safeguarding concerns about the child or placement which arise following the placement should be reported to Children's Social Care. (see DfE statutory guidance: HERE)

Children who are lesbian, gay, bi or trans (LGBTQ+)

There is no reason why children who are LGBTQ+ should be seen as inherently at greater risk of harm and abuse. However, they may be targeted for bullying or suffer exclusionary pressures. It is important that LGBTQ+ children have a trusted adult and a 'safe space' where they can express any concerns. It is equally important that all Bright Futures schools work to become more inclusive thereby reducing incidents of intolerance and bullying.

Other vulnerable learners

Other children may have an increased risk of abuse. Many factors can contribute including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur. To ensure all pupils receive equal protection, all staff should give special consideration to those who are:
- Disabled
- Young carers
- Affected by parental substance misuse, domestic violence or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Live in frequently disrupted and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion,
- disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism
- Attending 'alternative provision

The above list provides examples of additional vulnerable groups and is not exhaustive.
Children in the Court System Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

Making arrangements for the custody of children via the family courts following separation can be stressful and entrench conflict in families. This can be particularly stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and

concise information on the dispute resolution service. This may be useful for some parents and carers. https://helpwithchildarrangements.service.justice.gov.uk/

Children with parents/carers in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre for Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. https://www.nicco.org.uk/

Attendance, Exclusions, Children Missing from Education and Safeguarding

Good attendance at school is a protective factor for children. Parents also have a legal obligation to ensure that their children attend school every day unless there is a good reason for absence. Unexplained absences from school can indicate an increased risk of child sexual exploitation, radicalisation, neglect, 'county lines' or other forms of harm and abuse.

In accordance with schools' Attendance Policies, absences must be rigorously pursued and recorded. Each Academy, in partnership with the appropriate agencies, must take timely action to pursue and address all absences in order to safeguard the welfare of students in its care. The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or Common Assessment Framework (CAF), and form part of the evidence relating to child protection procedures.

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME). A student should not be taken off roll until we are sure of the pupil destination or instructed to do so by the Local Authority. We understand how important this practice is in safeguarding students. Should a student leave the building without permission a call is made to a member of SLT who will contact the police and ensure the parent/carer is notified. The incident, police reference number and any relevant outcomes are logged. All parents/carers who are collecting a student from the Academy during the school day will be asked to sign the student out in the signing out book. The Designated Safeguarding Lead will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Local governors on exclusion panels need to be satisfied that any safeguarding issues that may arise from an exclusion are properly managed. Where it is felt that a student is likely to be permanently excluded a full assessment will be instigated to ensure that there is improved understanding of the needs of the student and their family and that the key agencies are involved.

Photography and Images

Any person taking photographs, video or any other images of the school and/or the pupils must comply with the regulations as set out in the Trust's eSafety and General Data Protection Regulation Policies.

Educational trips, visits and residential activities

Approvals for educational trips and visits, advance and dynamic risk assessments should always take account of any safeguarding issues.
In cases where activities take place beyond the normal school day, and are provided by a Trust

school, the Child Protection and Safeguarding Policy will apply. If other organisations provide services or activities on a school site, the individual school will be responsible for checking these organisations have appropriate safeguarding procedures in place.

Section 6: Safeguarding allegations against staff and safeguarding concerns, including 'low-level concerns

Occasionally there will be allegations made against staff/trainees that relate to safeguarding. Allegations sometimes arise over time during which 'concerns' about conduct or behaviour may have become apparent ahead of any specific allegations being made. It is important that concerns are addressed promptly and effectively.

If staff/mentors are concerned about the conduct of a colleague/traineec towards a pupil they should take their concern to the SCITT Director who will follow the correct procedure in line with Trust policies.

Appendix A

STRICTLY CONFIDENTIAL

INCIDENT REPORTING FORM *please note this form will be stored in a secure confidential folder on the secure cloud computer system. Access to this folder is restricted to SCITT Director and SCITT Manager only.*

TO BE COMPLETED BY A TRAINEE WHO WISHES TO RAISE A CAUSE FOR CONCERN ON PLACEMENT

(Please include the full names of all concerned)

Name of reporting trainee: ....…...................

Programme: …….

Placement phase:………..…

Date of alleged incident, or cause for concern...…...........

Time of alleged incident, or cause for concern: ……………………………………………………………………………….

Reported to (please include name(s) and role(s)): ………………………………………………………………………….

Method of reporting in line with the school policy…………………………………………………………………………..

Nature of alleged incident, or cause for concern: (please make sure this is anonymised)

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Name of Designated Safeguarding Officer/Lead in setting: ....

Incident reported to Designated Safeguarding Officer in setting on:..

Trainee signature:*………

Trainee print name : ………………………………………………………………………….Date: ……………………………………………

*Please note in the absence of a signature (if sent electronically) the email will be retained and the trainee's Bright Futures SCITT email address will therefore be considered as an electronic signature.

Appendix B: Safeguarding and the Trainee journey.

Safeguarding and the Trainee Journey		
Safeguarding Intentions • It is essential that everybody working in a school or college understands their safeguarding responsibilities • Schools, colleges, and their staff are an important part of the wider safeguarding system for children • Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. • Safeguarding and promoting the welfare of children is defined as: • protecting children from maltreatment • preventing the impairment of children's mental and physical health or development • ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and • taking action to enable all children to have the best outcomes		
Recruitment	Website Interview Pre-programme condition	• Every interview has a safeguarding question(s) • All Phase Leads, SCITT Director and SCITT Manager safe recruiter trained • Gap(s) in employment (identified on the application) challenged and recorded at Interview • Enhanced DBS condition of entry to all programmes • International DBS if applicable • DBS panel if a disclosure is made • Online searches (social media check, see document)

Training	Professional Development Training Subject Knowledge Days Curriculum subject training	• A shared commitment to create a safe space for all • Fire safety briefing during summer school • Introduction to safeguarding summer school and week one of training • E-safety briefing • Part 2 of the TS training • Key document KCSIE 2022 • All SCITT trainees have a Bright Futures Lanyard for when they are on site • Whistle blowing culture • SCITT curriculum reactive to current safeguarding concerns e.g. range of safeguarding sessions linked to EDI, sexism in schools, PSHE etc. • Safeguarding induction
Placements and Trainee support	Induction Mentoring Progression plan	• All trainees have a safeguarding briefing within their placement schools • All trainees aware of the DSO • All schools have a DBS letter outlining the checks that have been undertaken • SCITT trainees have school lanyards • Safeguarding when on placement policy (available on website) • Clear safeguarding section in the placement handbook • Pastoral support for trainees should a safeguarding issue arise
Communication	Emails Teams messages Announcements	• Timely safeguarding reminders (start of each placement) • Use of TEAMS to share new documents/important safeguarding updates • SCITT Director receives Trust safeguarding updates and shares when relevant

Appendix C

Online searches following an accepted SCITT/School Direct conditional ITT offer - Guidance and proforma

This document provides guidance and a standard proforma for Bright Futures SCITT and our ITT partners to undertake and record the pre-employment searches recommended in KCSIE (2022). Each provider will be responsible for conducting online searches for anyone who has accepted a conditional ITT Offer.

Please note: *"**Subject to online search" should be added as a condition of entry to all offer letters*. All outcomes should be saved along with ITT compliance criteria.

The Keeping Children Safe in Education (KCSIE) 2022 additional content

> *"In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which school or college might want to explore with the applicant at interview"*

As part of our considerations of this new clause, Bright Futures SCITT has determined that the check will only be done on candidates who have accepted an ITT offer and will not extend to all ITT candidates. This is due to the workload involved.

Specific guidance for the online checking

1. Check that the details you identify are for the right person.

Verify the person. Online searches can reveal many people with the same name-validate by looking at a few search parameters: name and current/previous employer; name and job title; location in the country. If the candidate is still at university then please consider searching by name, university, home address and university address.