

**UNITED CHURCH SCHOOLS TRUST /
UNITED LEARNING TRUST**



Safeguarding Children Policies and Procedures

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A: THE SINGLE CENTRAL RECORD (SCR)

1. Background to the SCR.

- 1.1 It is a statutory requirement for all schools and academies to undertake certain recruitment and vetting checks on individuals working within their establishment and to maintain a Single Central Record (SCR) of these checks. The SCR produced through using the EIP website must be the **only** form of SCR document produced as this meets the requirements of Ofsted. These are very precise and any deviation could lead to a school/academy failing its inspection. For further information on the guidelines that Ofsted Inspectors are working to see; Appendix 1 'Briefing for section 5 inspectors on safeguarding children'.
- 1.2 As the title suggests, the SCR is a record of all pre-employment vetting checks held in one place for all employees and other appropriate individuals.
- 1.3 The SCR is a record of the presence of documents, information and correct vetting checks within the school/academy's filing system. Therefore schools/academies must be able to demonstrate that all original identification, personal information, qualifications, registrations, vetting checks, proof of right to work in the UK, medical clearance and references for employees noted in the SCR are copied and kept on file in a secure and confidential manner. *The exception to this is the CRB Disclosure form, which should be securely destroyed after 6 months, but only once the pertinent information has been extracted and recorded on the SCR.*
- 1.4 A SCR must be able to be produced in its entirety for all employees and non employees (Governors, agency workers and contractors) working or volunteering within your school/academy.
- 1.5 A SCR is produced from the information that has been entered for an individual onto the Pre-Employment Checks Screen of the HR system (See Appendix 4: 'The Single Central Record Report').

2. Components of the Single Central Record

The SCR requires the following checks to have been carried out and recorded for all relevant individuals, on the Pre Employment Checks Screen on the HR system (See Appendix 2: 'Pre-Employment Checks Screen' and Appendix 3: 'Inserting Non-Employees on the HR System'). For consistency in presentation of your CSR please ensure that all

data entry is in lower case (except for initial capitals). This is also important for generating letters and labels from the system.

a) Identity Checks

- The SCR must record the individual's name (forename and surname), address, date of birth, the date employment started with the school/academy and the position held. The SCR must also record what evidence has been seen to confirm the individual's identity, the date this evidence was seen and by whom. For List 99's and CRB checks this will include entries for; Date Evidence Seen, Evidenced By, Date Check Requested, Date Check Completed and CRB disclosure number in the Notes box. For; Right to work in the UK, Identity, Qualifications and Overseas checks will require entries for Date Evidence Seen and Evidenced By.
- Proof of identity can include: birth certificate, photo driving licence with paper counterpart or passport combined with evidence of address e.g. utility bill or P45/60 issued within the last 3 months. Some form of photographic identification must be seen. If this proves difficult to obtain then ask the individual to produce a photograph which meets all the stipulations required for a passport application.
- Ideally identification should be checked at the interview stage, but can also be seen as part of the CRB process. This check must be completed before the appointment is confirmed.
- Photocopies of the identification seen should, if possible, be kept on the individual's personnel file. This is not a legal requirement so we cannot insist on doing so, but it is considered to be best practise and it is the policy of the Group to request the permission of the individual to our doing so.

b) List 99 Checks

- The SCR must record the date the List 99 check was carried out and by whom.
- List 99 Checks are included in the enhanced CRB checking process. Therefore a separate List 99 check is only necessary when the individual is required to start work pending the receipt of a CRB disclosure and must be completed before employment begins and accompanied by the Risk Assessment signed by both the Head/Principal and a Central Office Executive (see paragraph 5 in the Group CRB Policy for further information on starting work pending a CRB disclosure). However, where a List 99 is not applied for separately i.e. you have already obtained it as part of a completed CRB check, you must still create a separate List 99 record on the Pre-Employment Checks Screen. The data you should enter is the same as that you are required to do on the CRB record, see a) above. However please note that particular rules apply to those schools with a residential provision. In this case for anyone who plays any part in the residential

provision of the school a CRB check must have been received **before** they are allowed to start work with us.

- List 99 checks can be undertaken by emailing the individual's surname and date of birth to AskHR@church-schools.com.

c) CRB Disclosures

- The SCR must record; Date Evidence Seen, Evidenced By, Date Check Requested, Date Check Completed and the CRB disclosure number (given on the received Disclosure form) in the Notes box.
- Photocopies of the identification seen should be kept on the individual's personnel file. CRB disclosure forms must be kept securely and separately from the personnel file and destroyed after 6 months (once the pertinent information has been extracted and recorded on the SCR).
- All new appointments, regardless of whether they have worked in an educational environment during the three months prior and been CRB checked, must have an enhanced CRB check and the request must be submitted in advance of the individual starting work and every effort made to obtain the disclosure before, or as soon as practicable after, appointment.
- Further checks are not required for anyone who has had a CRB check unless the person has a break in service of more than 3 months.
- For visiting staff e.g. supply teachers, carrying out CRB checks is the responsibility of the providing organisation. Therefore you should seek written confirmation that the CRB check has been done, by whom and on what date.
- Where a CRB Disclosure reveals information, please contact your HR Manager immediately for advice.

d) Confirmation of Qualifications that are a legal requirement for the post e.g. QTS or registration with the GTC

- The SCR must record whether or not a qualification is a legal requirement for the post, if so, what the required qualification is, the date which evidence was seen and by whom. If the post does not require a qualification enter 'N/A' or 'Not Required' in the Notes box.
- It is important to always verify that the candidate has actually obtained any qualifications legally required for the job and claimed in their application e.g. by asking to see the relevant certificates or a letter of confirmation from the awarding institution. If original documents are not available, you should see a properly certified copy. These checks must be completed before appointment.
- Photocopies of qualifications seen should be kept on the individual's personnel file.

- Where a position has no legal qualification requirement, it should be noted that this is the case. However, it would still be beneficial, though not mandatory, to check, note and keep a copy of any relevant, claimed qualifications, especially if the qualifications were a required element of the Person Specification e.g. GCSE, A-Level, BA, BSc, MA, PGCE, etc.

e) Checks to confirm the right to work in the UK

- All staff must be checked for their right to work in the UK..
- The SCR must record an individual's right to work in the UK, the evidence seen to verify this right, the date the evidence was seen and by whom.
- Where an individual has the automatic right to work in the UK a record should be kept of the documents seen to confirm this entitlement e.g. UK/EEA/Swiss passport and photocopy kept on personnel file.
- Where an individual requires permission to work in the UK a record should be kept of the documents seen to confirm this permission e.g. passport or other immigration documents. For those with limited leave to remain/work in the UK, the SCR must also record any relevant expiry dates and the most recent date the evidence was checked (immigration legislation requires employers to re-check any employees with limited leave to remain every 12 months).
- These checks must be completed before appointment and for further guidance on checking an individual's right to work in the UK please refer to the guidance within the 'Immigration' section of the HR Intranet site.

f) Additional checks undertaken where the appointee has lived outside the UK

- All newly appointed individuals who have lived or worked outside the UK in one location for 6 months or longer in the last 5 years must undergo the same checks as all other staff, in addition to further checks. The requirement to carry out additional checks can be identified from the 5 year address history given on the CRB form if it has not been disclosed earlier.
- Additional checks include obtaining certificates of good conduct from relevant embassies or overseas police forces and must be obtained prior to the individual starting work. Where an applicant is from, or has lived in, a country where criminal record checks cannot be made or is a refugee with leave to remain in the UK and has no means of obtaining relevant information, you must take extra care in taking up references and carrying out background checks e.g. additional references should be sought and followed up by phone as well as letter. For further information about criminal record information which may be obtained from overseas is available at <http://www.crb.gov.uk/default.aspx?page=2243>.

- The SCR must record whether or not any additional check(s) was required, if so, what additional check(s) has been carried out, the date the check(s) was undertaken and completed/evidence obtained and who carried out the check(s).
- If additional checks are not required because the individual has not lived or worked outside the UK in one location for 6 months or longer in the last 5 years, then please enter ' N/A' or 'Not Required' in the Notes box.

g) References and Previous Employment History (*Non-Mandatory Component of the SCR*)

- Although not a mandatory requirement of the SCR, it is considered good practice and the Group Recruitment and Selection Policy requires at least two satisfactory references to be obtained prior to employment commencing, or as soon as practical, the outcome of which can be recorded within the HR System. A reference request pro-forma is available on the HR Intranet site, along with further guidance within the Group Recruitment and Selection Policy (paragraph 8).
- Please note that this component is currently under review and will be updated should the statutory requirements change.

3. Who must be on the SCR?

As a general rule, anyone who has regular (3 or more times in a 30 days period) and unsupervised contact with children must be on the SCR. Thus a record of the above checks must be kept for the following groups of individuals:

- All teachers;**
- All support staff;**
- Volunteers:** whose work involves regular (see definition above) contact with children;
- The Chair of the Local Governing Body;**
- Members of the Local Governing Body who regularly work in the presence of children,** or who care for, train, supervise or are in sole charge of children;
- Individuals providing additional teaching or instruction** to pupils e.g. sports coaches, artists, peripatetic staff;
- Students on work related learning** (placements of 15 days or more);
- Students on regular community work** e.g. running a football club;
- Agency and Supply Staff:** whilst schools/academies do not need to carry out the SCR checks themselves on agency staff, since agencies are required to carry out the same checks as schools do for their staff, a school/academy must obtain written confirmation from the agency that the appropriate checks have been carried

out and are satisfactory. Agency/supply workers do not need to be recorded individually on the SCR. Instead the agency itself should be recorded and the SCR completed to show that they complete all the required vetting checks on their employees. A school/academy does not need to see evidence of the checks, except where a CRB check discloses information. The physical evidence required to support this entry on the SCR must include written confirmation from the agency that the appropriate checks have been carried out and are satisfactory for the individuals concerned and up-to-date copies of the agency's Safeguarding/Child Protection Policies, which should be obtained before any of their people attend the school/academy and then on an annual basis to ensure the appropriate vetting checks are adhered to. In addition, schools/academies must undertake an identity check on agency staff to confirm that the individual arriving at the school/academy is the individual that the agency intends to refer to them.

Where supply staff are employed directly by the school/academy the same checking and recording procedure in place for regular employees will need to be followed;

- j) **Building contractors:** who have regular (see definition above) contact with children. The same process for agency and supply staff should be followed; *and*
- k) **Caretaking/catering/security/coach-driving contractors:** the same process for agency and supply staff should be followed.

4. Who does not need to be on the SCR?

- a) **Visitors:** who will only have ad hoc or irregular contact with children e.g. those who have business with the Head/Principal/other staff members;
- b) **Members of the Local Governing Body: who do not have regular contact with children.** However, schools/academies must check for all their governors, regardless of their contact with children: photographic identification, evidence of address, undertake a List 99 check and ask them to sign a declaration confirming their suitability to fulfil the role. Evidence of these checks must be retained;
- c) **Contractors carrying out emergency repairs** e.g. plumbers;
- d) **Building contractors:** who do not have regular contact with children. Due to health and safety reasons, children should be kept away from areas where work is being carried out. Thus the majority of building contractors will not have access to children and will not need to be on the SCR;
- d) **Volunteers/parents:** attending one-off schools trips/events which are non-residential;
- e) **Secondary pupils undertaking voluntary work or work experience** (in these cases the school placing the student should ensure they are suitable for the placement); *and*
- f) **Individuals on site before or after school hours.**

- g) However, it is good practice for those groups listed in point 4 above to:
 - a) Sign in and out of the school/academy;
 - b) Undergo an identification check on their first visit to the school/academy;
and
 - c) Never be left unsupervised when children are on the premises.

5. Where should the SCR be held?

In order to comply with the safeguarding legislation and meet the requirements of Ofsted/ISI inspections, each school and academy must hold details of all the checks required by the SCR for all the applicable groups in a single location.

The Pre-Employment Checks Screen within the HR System is the database that is drawn upon to create the SCR for all those groups identified in point 3 above. Consequently, this means that individuals other than employees, i.e. governors, contractors and volunteers will need to be entered onto that screen on the HR system for the sole purpose of maintaining a SCR.

6. How can a SCR form be produced?

The only way of producing a SCR form that will be in a format that is acceptable to Ofsted is by logging onto the UCST and ULT Educational Information Portal. Full details of how to do this can be found in Appendix4: 'The Single Central Record Report'.

7. Monitoring

- a) There is a programme of regular internal and external SCR audits and schools/academies are updated on their results to ensure that any identified issues can be addressed.

B: THE INDEPENDENT SAFEGUARDING AUTHORITY

The Independent Safeguarding Authority (ISA) has been created to help prevent unsuitable people from working with children and vulnerable adults. It will do this by working in partnership with the Criminal Records Bureau (CRB) and other delivery partners. Employers also face criminal sanctions for knowingly employing a barred individual across a wide range of work.

1. The ISA's Statutory Duties

The ISA has four statutory duties:

- To maintain a list of individuals barred from engaging in *regulated activity* with children;
- To maintain a list of individuals barred from engaging in *regulated activity* with vulnerable adults;
- To make well-informed and considered decisions about whether an individual should be included in one or both barred lists; and
- To reach decisions as to whether to remove an individual from a barred list.

The statutory obligations arising out of the creation of the ISA is being phased in over a period of time as follows;

From October 2009:

- a) The three current barring lists, Protection of Children Act (PoCA), Protection of Vulnerable Adults (PoVA) and List 99, will cease to exist. These lists will be replaced with the Children's Barred List and the Adults' Barred List, both administered by the ISA. However you should continue to apply for a list 99 until you are informed to do otherwise.
- b) Access to these new lists will be available on request as part of an Enhanced CRB check.
- c) It will be a criminal offence not to refer serious safeguarding concerns to the ISA. This means that employers must refer information to the ISA when they have dismissed an individual or an individual resigns, because they harmed or may harm a child or vulnerable adult. Referral forms and referral guidance are available on the ISA website; www.isa-gov.org.uk and see 'Making a Referral' below.

From July 2010:

- a) Individuals who currently work with children or vulnerable adults and are changing jobs will have to become ISA registered. Those who currently work with vulnerable

groups but are staying in their current role will not have to become registered until later in the five year phasing period. When a person becomes ISA-registered they will be continuously monitored and their status reassessed against any new information which may come to light.

- b) Employers and voluntary organisations working with children and vulnerable adults cannot recruit workers who are not ISA-registered.
- c) Employers will be able to express an interest in a person's ISA-registration and be informed of any changes to that person's ISA-registration status.
- d) The CRB will introduce a new application form to allow applications for ISA-registration and CRB checks to be made on the same form.
- e) Employers can carry out free, online checks of a person's ISA-registration status.

From November 2010

- a) It will be a legal requirement for employees to register with the ISA and employers to check their status.

From 2011

- a) Existing employees and volunteers with no CRB check must apply for ISA registration.
- b) Existing employees and volunteers with CRB checks will also need to apply for ISA registration, starting with staff whose CRB checks are the oldest.

2. Making a Referral

The ISA can only consider referrals that are related to safeguarding children or vulnerable adults in the workplace (including volunteers). Where there are other forms of misconduct not related to safeguarding children or vulnerable adults in the workplace, you should refer these cases, as appropriate, to the police, local authority or relevant regulatory body e.g. General Medical Council (GMC), General Teaching Council (GTC).

3. What are the Referral Conditions?

In all cases there are two conditions and both must be met to trigger a referral to the ISA by a regulated activity provider, e.g. a school/academy. A referral must be made where a regulated activity provider:-

- 1. withdraws permission for an individual to engage in *regulated or controlled activity*, or would have done so had that individual not resigned, retired, been made redundant or been transferred to a position which is not *regulated or controlled activity*.

Because;

2. They think that the individual has:-

- engaged in relevant conduct ;
- Satisfied the Harm Test; or
- Received a caution or conviction for a *relevant offence*

4. **What is a Regulated Activity?**

In general terms, an individual is involved in regulated activity if they:-

- Undertake an activity of a specified nature (i.e. teaching, training, instruction, care, supervision, advice, guidance, treatment, therapy or transport) that involves contact with children or vulnerable adults on a frequent, intensive or overnight basis.

Frequent = once a month or more
Intensive = three or more days in any period of 30 days, or
Overnight = between 2 am and 6 am

Or;

- Undertake any activity in a specified place (i.e. schools, childcare premises including nurseries, residential homes for children, childrens' hospitals, childrens' detention centres, adult care homes or residential care or nursing homes) that provide the opportunity for contact with children or vulnerable adults on a frequent, intensive or overnight basis.

5. **What is Relevant Conduct?**

Relevant conduct is any conduct:-

- That endangers a child or vulnerable adult or is likely to endanger a child or vulnerable adult;
- If repeated against or in relation to a child or vulnerable adult, would endanger them or would be likely to endanger them;
- That involves sexual material relating to children (including possession of such material);
- That involves sexually explicit images depicting violence against human beings (including possession of such images), if it appears to ISA that the conduct is inappropriate; or
Of a sexual nature involving a child or vulnerable adult, if it appears to ISA that the conduct is inappropriate.

6. Examples of Relevant Conduct

The following table giving examples of relevant conduct (harm) for children is taken from 'Guidance Notes for the Barring Decision Making Process' issued by the ISA and available from the ISA website. The examples are not a definitive or exhaustive list and are intended to provide general information around the type of harm that may be considered in making a referral to the ISA.

Type of Harm to Children	Meaning	Examples
Emotional/ Psychological	Action or inaction by others that causes mental anguish	Emotional harm is the emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may involve children witnessing aggressive, violent or harmful behaviour such as domestic violence. Some level of emotional harm is involved in all types of ill-treatment of a child, though it may occur alone. Grooming. Harassment. Inappropriate emotional involvement.
Physical	Any intentional physical contact that results in discomfort, pain or injury	Physical harm may involve assaults including hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy. Supply drugs to children. Inappropriate/unauthorised methods of restraint.
Sexual	Any form of sexual activity with a child under the age of consent	Sexual harm involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Downloading child pornography. Taking indecent photographs of children. Sexualised texting.
Neglect	Failure to identify and/or meet care needs	Neglect is the failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

7. What is the Harm Test?

The Harm Test is satisfied if the relevant person believes that an individual may:-

- harm a child or vulnerable adult;
- cause a child or vulnerable adult to be harmed;
- put a child or vulnerable adult at risk of harm;
- attempt to harm a child or vulnerable adult; or
- incite another to harm a child or vulnerable adult.

8. When to refer

A referral should be made when sufficient evidence has been gathered as part of an investigation to support thinking a person has engaged in *relevant conduct*, satisfied the *harm test* or received a caution or conviction for a *relevant offence*. At this point the referrer should think the person has a case to answer. Referral at this stage will help to ensure that the ISA has sufficient evidence to commence its decision making process, while providing adequate safeguarding for vulnerable groups.

9. How to Refer

All referrals to the ISA should use the ISA Referral Form (see 1c above). The completed and signed ISA Referral Form and supporting evidence and documents should be posted to the ISA. If you have referred a person it is important that you are aware that any information used by the ISA may be disclosed for the purposes of representation or an appeal.

Someone under suspension should not be referred as this is a neutral act and there would be no evidence at this point to support the thought that a person has engaged in *relevant conduct*, or that the *harm test* is satisfied.

10. Contacting the ISA

By telephone on 01325 953 795.

By email to isadispatchteam@homeoffice.gsi.gov.uk.

By post to Independent Safeguarding Authority Post Office Box 181 Darlington DL1 9FA

C: SAFER RECRUITMENT AND CHILD PROTECTION TRAINING

1. Children's Workforce Development Council (CWDC) – Online Training

- a) Safer recruitment online training was commissioned by the DCSF and originally developed by the National College and provides valuable information on a safer school culture, and advice and guidance to strengthen safeguards against employing unsuitable people in schools. The training will help schools demonstrate that they have effective recruitment and selection processes in place that ensure learners are both well-taught and protected. Ofsted will review implementation standards through a self-evaluation form.
- b) The training is designed to work in conjunction with the Independent Safeguarding Authority. The requirements are set out in Chapter 4 of Safeguarding Children and Safer Recruitment in Education, published by the DCSF in November 2006. This document is available on their website at:
http://209.85.229.132/search?q=cache:avP3pij4M08J:https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf+safeguarding+children+and+safer+recruitment+in+education&cd=1&hl=en&ct=clnk&gl=uk
- c) The training was originally provided by the National College, but from 1 November 2009, the programme began to be run by the Children's Workforce Development Council (CWDC) and is available on their website as from November 16th via;
<http://elearning.cwdcouncil.org.uk/login/index.php>.
- d) The training will become mandatory upon the School Staffing (England) Regulations 2009, coming fully into force in January 2010.
- e) From January 2010, the DCSF will require at least one member of any interview panel to have successfully completed the NSCL safer recruitment training. Therefore it is Group policy for the following members of UCST staff to have successfully completed the training:
 - Head/Principal of every UCST School and ULT Academy;
 - Chair of every LGB;
 - A minimum of two other members of the SLT who are regularly involved in recruitment; *and*
 - Business Manager or comparable role.

- f) The overall time commitment for the programme will vary between individuals, but it is generally expected that the training will take between four and five hours to complete. However, it is recommended that the training is not done all in one sitting and that participants allow themselves time between modules for reflection or visits to the Safer Recruitment online community. The training provides valuable information on a safer school culture, best practice suggestions and practical advice to strengthen safeguards against employing unsuitable people in schools. The training helps schools demonstrate that they have effective recruitment and selection processes in place that ensure learners are both well-taught and protected.
- f) The Learning Gateway (used to complete the online training) will save the employees progress in the training, allowing them to pick up from where they left off on subsequent visits. The online training has been designed to be flexible so that people can do the training as quickly or as slowly as suits their availability and learning style. The safer recruitment training has an assessment test to be completed once the training has been worked through online. On successful completion of this assessment, participants are able to print out a certificate as proof of completion.
- g) The training is available to every Head/Principal, registered teacher and nominated governor within English schools. It is free of charge and instantly available.

2. Local Authority Safer Recruitment Workshops

CWDC also runs workshops to train local authority and Local Safeguarding Children Board representatives to deliver their own training to a wider audience within their local authority, for example, to those within schools/academies who cannot access the online training. Therefore those working in USCT schools and ULT academies may be able to attend accredited safer recruitment workshop run by their local authority.

3. Local Authority Child Protection Training

It is recommended that schools/academies buy into child protection training offered by their local authority, since the information given will be specific to the local area processes and their Local Safeguarding Children Board arrangements. Courses sourced could include in-depth training for Heads/Principals and designated Child Protection Officers, in addition to more general 'awareness' training for teachers and support staff. Training should be refreshed every three years.

4. In-House Child Protection Training

a) School/Academy Level

- Inductions and inset days should be used to provide training and information to all employees (both teachers and support staff) and volunteers about policies and procedures regarding safeguarding, in addition to confirming expectations for employee/volunteer conduct and behaviour. All individuals who work with children should feel able to respond to child welfare concerns e.g. they should be familiar with the child protection policies and procedures in place and know the name/contact details for the designated Child Protection Officer for their school/academy.

b) Group Level

- School/Academy level induction will be reinforced through the Best in Everyone induction conferences for employees new to the Group.
- It is important to remember that any in-house safeguarding training should not be undertaken instead of the NCSL or local authority training and should only be considered as supplementary. Further details will follow in due course.
- Information and guidance on safeguarding initiatives will continue to be circulated to Heads and Principals through the Group Education Forum.

5. Training Log

A training log should be kept detailing what safeguarding training individual staff and volunteers have undertaken and the date it was completed.

D: MEETING INSPECTION REQUIREMENTS

REGARDING SAFEGUARDING CHILDREN

- 1 Adherence to the safeguarding legislation will form part of the inspectorate's judgement of the school and academy's overall performance. From September 2009, the elements detailed below are being given greater significance during Ofsted and ISI inspections. For further information on the guidelines that Ofsted Inspectors are working to see; Appendix 1: 'Briefing for section 5 inspectors on safeguarding children'.

- 2 Every school and academy should be able to provide to the Inspectors the following information at the start of the inspection:
 - a) Evidence of safe recruitment practices, i.e. the Single Central Record along with the associated documentation and evidence of staff members having undertaken the CWDC training.
 - b) Name of the designated Child Protection Officer (CPO). The CPO should be a senior member of school/academy's leadership team designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with Central Office and working with other agencies. A deputy must be available to act in their absence. They must undertake basic child protection training plus training in inter-agency working provided by, or to standards agreed by, the Local Safeguarding Children Board with refresher training every two years.
 - c) Child Protection Policy and procedures, including procedures for dealing with allegations of abuse against an employee or volunteer, which are reviewed annually.
 - d) Training record demonstrating that all staff are trained and all staff and volunteers are familiar with safeguarding policies and procedures.
 - e) Policies on bullying and harassment.
 - f) Records of incidents of bullying and harassment.
 - g) Log of racist incidents.
 - h) Accident book.
 - i) Procedures to protect vulnerable pupils.
 - j) Health and Safety policy, including educational visits policy, sample risk assessments, fire policy, first aid policy, etc. *(Please liaise with the Central Office finance department for definitive guidance on your health and safety responsibilities).*

- 3 Heads and Principals are encouraged to consider the list above and conduct a self-assessment audit to ascertain whether or not their school/academy can meet all the requirements listed and take immediate action to remedy any shortfalls.
- 4 Central Office conduct regular monitoring to ensure compliance and to assist schools/academies where shortfalls exist.

E: ROLES, RESPONSIBILITIES AND ACTIONS

	Roles and Responsibilities	Actions
Heads/Principals	<p>Heads and Principals are accountable for safeguarding children in their school or academy.</p> <p>This role involves:</p> <ul style="list-style-type: none"> • Ensuring the SCR is fully established and maintained. • Ensuring all original identification, personal information, qualifications, registrations, vetting checks, proof of right to work in the UK, medical clearance and references for those subject to the SCR are copied and kept on file. This may involve setting up new manual filing systems for non-employees e.g. governors, contractors, supply staff, etc. • Appointing a designated individual to administer the SCR, including appointing back up when the main administrator is absent. • Ensuring those not required to be on the SCR are still subject to adequate identity checks and supervision. • Appointing a CPO and ensuring they are appropriately trained and sufficient time and resources are allocated to enable effective discharge of their responsibilities. Central Office should be informed by the Head/Principal of who the CPO is for their school/academy. • Ensuring that policies and procedures issued from Central Office and any local policies and procedures are fully implemented and adhered to. • Familiarising themselves with Group policies and national legislation relating to safeguarding and keeping themselves 	<p>Undertake the CWDC online safer recruitment training and nominate other appropriate individuals to also undertake the training.</p> <p>Carry out an internal safeguarding audit to determine whether or not their school/academy would meet all the requirements of an inspection and carry out immediate action to rectify any shortfalls or gaps. Be prepared to give details of this internal audit to Central Office for monitoring purposes.</p>

	<p>well informed regarding any developments in this area.</p> <ul style="list-style-type: none"> • Ensuring all those working within their school or academy are familiar with child protection procedures. • Ensuring all those working within their school or academy have undertaken the appropriate level of training. This includes sourcing local child protection training, including safeguarding in induction programmes and inset days, undertaking the CWDC training and keeping an up-to-date log of all training completed. • Ensuring they are able to meet the safeguarding requirements of an Ofsted or ISI inspection. • Promoting an environment where individuals feel able to raise any concerns they might have about safeguarding. 	
Local Governing Bodies	<p>The LGB should undertake a monitoring role to ensure their school/academy's compliance with safeguarding legislation by ensuring their school/academy has effective policies and procedures in place.</p> <p>This role involves:</p> <ul style="list-style-type: none"> • Familiarising themselves with Group and local policies and national legislation relating to safeguarding and keeping themselves well informed regarding any developments in this area. • Satisfying themselves that their school/academy would meet the requirements of an inspection. • Undertaking online safer recruitment training. 	Consider the possibility of appointing an individual governor to champion child protection issues, liaise with the Head/Principal and report back to the LGB.
Central Office – Deputy Chief Executive	<p>The Deputy Chief Executive is responsible for child protection across the Group and holds a strategic leadership role with regard to safeguarding.</p> <p>This role involves:</p>	Maintain mechanisms for on-going monitoring of adherence to safeguarding and inspection requirements e.g. request annual report on safeguarding training undertaken.

	<ul style="list-style-type: none"> • Coordinating Group-wide responses to statutory safeguarding initiatives, with assistance from other Central Office departments where appropriate. • Ensuring schools/academies are made aware of their safeguarding responsibilities, e.g. through the Group Education Forum and regular departmental bulletins. • Providing advice and support to schools/academies through formal policy and procedure documents. • Reviewing education-based policies on an annual basis to ensure compliance. • Leading the Group on issues related to inspection and safeguarding. • Providing the primary Central Office point of contact for child protection cases within the Group. <p>The Deputy Chief Executive also undertakes a quality assurance role, with assistance from other Central Office departments where appropriate, to monitor the adherence and performance of schools/academies against both statutory and Group safeguarding requirements, and to act on these findings where necessary.</p>	<p>Annually review the Group Child Protection Policy.</p>
<p>Central Office – HR Team</p>	<p>The role of the Central Office HR team is to support the Deputy Chief Executive in achieving strategic leadership and quality assurance across the Group with regard to employment-related safeguarding issues.</p> <p>This role involves:</p> <ul style="list-style-type: none"> • Ensuring schools/academies are made aware of their employment-related safeguarding responsibilities through the provision of up-to-date policies, guidance, training and regular communications via the HR Bulletin in response to 	<p>Advise and support schools and academies in ensuring they meet their SCR responsibilities.</p> <p>Maintain a regular programme of policy review, including:</p> <ul style="list-style-type: none"> • Group Recruitment and Selection Policy; • Dealing with Allegations of Abuse against Teachers or other staff; • CRB Policy

	<p>both national and Group safeguarding initiatives.</p> <ul style="list-style-type: none"> • Reviewing policies regularly to ensure full compliance. • Monitoring school/academy adherence to employment-related safeguarding initiatives and offer support and advice where necessary. HR Managers will work closely with their allocated schools and academies e.g. to ensure compliance with the SCR and other required vetting checks. • Taking an important role in child protection cases involving employees/volunteers. 	<ul style="list-style-type: none"> • SCR Policy • ISA Policy • Safer Recruitment and Child Protection Policy <p>To annually review and issue the Staff-Student relationship letter to all workers within the Group.</p>
<p>Central Office – Head of People Development</p>	<p>The role of the Head of People Development is to give advice to schools/academies regarding appropriate training courses.</p> <p>This role includes ensuring an element of safeguarding training is included in all the 'Best in Everyone' Group induction conferences.</p>	<p>Monitor both in-house and outsourced child protection training and brief Heads and Principals as appropriate.</p>

F: OTHER RELATED DOCUMENTS AND WEBSITES

1. Group Documents

- Group CRB Policy
- Child Protection Policy, including the 2008 Staff-Student Relationship letter
- Group Recruitment and Selection Policy

All the above policies are available on the HR Intranet site: www.churchschools.webexone.com (user name: staff; password: hr intranet)

2. National Publications and Links

- Safeguarding Children and Safer Recruitment in Education (2007, DCSF) available to download at <http://publications.teachernet.gov.uk/eOrderingDownload/Final%206836-SafeGuard.Chd%20bkmk.pdf>
- For further information on Ofsted inspections please visit www.ofsted.gov.uk/
- For further information on ISI inspections please visit www.isi.net
- For further information on the CWDC's safer recruitment training, please visit <http://elearning.cwdcouncil.org.uk/login/index.php>.
- For further information on the new Vetting and Barring Scheme, please visit the ISA website at www.isa-gov.org.uk
- For further information on the Criminal Records Bureau, including how to carry out checks on individuals who have lived abroad, please visit www.crb.gov.uk

Appendix 1: Briefing for section 5 inspectors on safeguarding children

This briefing paper aims to support inspectors in reviewing schools' safeguarding arrangements when carrying out section 5 inspections. Inspectors should note that this revised guidance supersedes that issued previously.

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Introduction

1. This briefing paper aims to support inspectors in reviewing schools' safeguarding arrangements when carrying out section 5 inspections. It is set out in two parts.
2. Part 1 captures overarching issues relating to the inspection of safeguarding. This section also looks at the relationship between the safeguarding judgement and *The evaluation schedule for schools* as a whole.¹
3. Part 2 provides inspectors with practical guidance to support them when carrying out a section 5 inspection. The annexes provide further information and guidance for inspectors' toolkits.
4. Inspectors should note that this revised guidance supersedes that issued previously.

Part 1

Background

5. Inspectors must be familiar with the document *Ofsted safeguarding policy and procedures* (April 2007), which covers children, young people and vulnerable adults. All inspectors should be aware of what to do in the event of receiving allegations about safeguarding; actions to take are detailed in *Ofsted safeguarding policy and procedures*.² It is **essential** that inspectors are also familiar with the content of the Department for Children, Schools and Families (DCSF) guidance for schools, *Safeguarding children and safer recruitment in education*, which came into force on 1 January 2007.³ This sets out the responsibilities placed on schools⁴ to safeguard and promote the welfare of children and young people. The guidance was issued by the Secretary of State, and governing bodies and proprietors are required by section 157 and section 175 of the Education Act 2002 to have regard to it. Ofsted has been advised by the DCSF that specific legal requirements about safeguarding do not apply in services' schools overseas, although they are strongly recommended.
6. One of Lord Laming's recommendations in his report of 12 March 2009 is that 'Ofsted should revise the inspection and improvement regime for schools giving

¹ *The evaluation schedule for schools* (090098), Ofsted, 2009; www.ofsted.gov.uk/publications/090098.

² *Ofsted safeguarding policy and procedures*, Ofsted, 2008, www.ofsted.gov.uk/publications/20070046.

³ *Safeguarding children and safer recruitment in education*, DFES, 2006;

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DFES-04217-2006&>.

⁴ It applies to pupil referral units, governing bodies and headteachers of maintained schools (including aided and foundation schools), non-maintained schools, proprietors and headteachers of independent schools (including academies and city technology schools) and corporations and principals of further education colleges (including sixth form colleges).

greater prominence to how well schools are fulfilling their responsibilities for child protection'.⁵

7. Sir Roger Singleton, in his review of safeguarding arrangements in independent schools, non-maintained special schools and boarding schools in England also made a number of recommendations which he regards as applying to all schools. 'I believe that when inspectors are conducting any inspection that includes scrutiny of safeguarding arrangements – be it inspection under section 5 of the Education Act 2005, section 162A of the Education Act 2002, or against any of the relevant National Minimum Standards – for them to be able to check out the *real* safeguarding practice of the school, in addition to its paper policies, they need to have sufficient time to engage in discussion with pupils, staff and school leadership.'⁶
8. Ofsted's report *Learning lessons, taking actions* identified a number of key messages regarding safeguarding which apply to universal services and some of which specifically apply directly or indirectly to schools.⁷ Ofsted's report on serious case reviews highlighted the need for additional staff training as a recommendation in most serious case reviews. The report states 'It is of concern that basic awareness of signs and symptoms of abuse, including child sexual abuse, was still lacking in some key staff groups including teachers, health visitors, midwives, GPs, accident and emergency and probation personnel'.⁸ Specific concerns about school records were noted in 15 of the 50 evaluations in relation to the adequacy and accuracy of records, and in four cases it was noted that school records had been lost.⁹
9. The Ofsted report pointed to three areas where universal services play a crucial role in protecting children and keeping them safe:
 - **Preventing children being abused.** Many of the serious case reviews noted lost opportunities for universal services to intervene and prevent abuse occurring. This most often involved schools and health services, but also involved other services.
 - **Identifying signs and symptoms.** This is closely linked to the level of understanding and awareness of staff in universal services. This was of particular note in cases of chronic neglect and child sexual abuse, where children were seen regularly, for example by school staff who did not recognise the significance of what they were seeing.

⁵ *The Protection of Children in England: A Progress Report*, The Lord Laming 2009, Recommendation 10; <http://publications.everychildmatters.gov.uk/eOrderingDownload/HC-330.pdf>.

⁶ *Keeping our School Safe. Review of Safeguarding Arrangements in Independent Schools, Non-Maintained Special Schools and Boarding Schools in England*, Sir Roger Singleton 2009, para 4.65; [www.teachernet.gov.uk/_doc/13447/8156-DCSF-Safeguarding%20Arrangements\(WEB\).pdf](http://www.teachernet.gov.uk/_doc/13447/8156-DCSF-Safeguarding%20Arrangements(WEB).pdf).

⁷ *Learning lessons, taking action: Ofsted's evaluations of serious case reviews 1 April 2007 to 31 March 2008*, Ofsted, 2008, www.ofsted.gov.uk/publications/080112.

⁸ See ref 7, page 24.

⁹ See ref 7, page 27.

- **Recording incidents, issues and concerns over time.** There were some good examples of schools keeping a record over time, but the significance of the information had not been recognised. In other cases school records were poor even when a child was subject to a formal monitoring process, such as those with a statement of special educational needs.¹⁰
10. Section 10 of the Children Act 2004¹¹ places a duty on the local authority to make arrangements with relevant agencies to cooperate to improve the well-being of children. *Working Together to Safeguard Children* (2006)¹² sets out an expectation on schools to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate. However, Lord Laming indicates that further work is needed in this area: 'Joint working between children's social workers, youth workers, schools, early years, police and health too often depends on the commitment of individual staff and sometimes this happens despite, rather than because of, the organisational arrangements. This must be addressed by senior management in every service.'¹³

Key telephone numbers

11. In the event of concerns or queries the following telephone numbers are available:
- Ofsted helpline (08456 404045)
 - Whistle-blowing (08456 404046).

Definition of safeguarding

12. Ofsted adopts the definition of safeguarding used in the Children Act 2004, and in the government's guidance document *Working together to safeguard children*. This can be summarised as:
- protecting children and young people from maltreatment
 - preventing impairment of children and young people's health or development
 - ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
 - undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.
13. Safeguarding outcomes for children and young people are as follows:

¹⁰ Ofsted 2008 page19.

¹¹ The Children Act 2004; www.opsi.gov.uk/Acts/acts2004/ukpga_20040031_en_1.

¹² *Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children*, HM Government, 2006; www.everychildmatters.gov.uk/resources-and-practice/IG00060.

¹³ Laming 2009 paragraph 1.6

- children and young people are safe: the effectiveness of services in taking reasonable steps to ensure that children and young people are safe
 - children and young people feel safe: the effectiveness of services in taking reasonable steps to ensure that children and young people feel safe.
14. Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:
- pupils' health and safety
 - bullying
 - racist abuse
 - harassment and discrimination
 - use of physical intervention
 - meeting the needs of pupils with medical conditions
 - providing first aid
 - drug and substance misuse
 - educational visits
 - intimate care
 - internet safety
 - issues which may be specific to a local area or population, for example gang activity
 - school security.

Inspection of safeguarding: The evaluation schedule

15. Safeguarding practice and guidance is underpinned by a duty for schools to cooperate with relevant agencies to safeguard and promote the welfare of children. The protection of children is of the highest priority for Ofsted across all its inspection remits. 'Safeguarding' is a limiting judgement for schools, and across all inspection remits, and a 'graded scale' for safeguarding has been in place since September 2009.

16. During section 5 inspections, inspectors will evaluate the impact of the school's safeguarding arrangements. This will include:
 - outcomes for pupils
 - how well safeguarding is prioritised
 - whether child welfare concerns are identified and responded to appropriately by the school
 - the extent to which the school discharges its responsibility to work together with key agencies to safeguard and promote the welfare of children.
17. *The Evaluation schedule for schools*, which includes grade descriptors and guidance for inspectors and schools, gives high priority to safeguarding. In addition to a specific judgement on *the effectiveness of safeguarding procedures*, there are a number of other judgements which can inform this judgement or are informed by it.
18. One of the seven prime judgements about outcomes for children and young people asks, *To what extent do pupils feel safe?* Another evaluates *pupils' behaviour*, where inspectors are asked to evaluate:
 - how safe pupils feel in school, including their understanding of issues relating to safety, such as bullying
 - the extent to which pupils feel able to seek support from the school should they feel unsafe
 - pupils' own views about being safe and free from harassment.
19. When evaluating *care, guidance and support* for pupils, inspectors should take into account the judgement for *the effectiveness of safeguarding procedures*.
 - Care, guidance and support are likely to be judged to be inadequate if the effectiveness of safeguarding is inadequate.
 - However, where safeguarding is judged satisfactory or better there is no explicit impact on the judgement for care, guidance and support.
20. When inspectors are evaluating *the effectiveness of the governing body*, they should take account of:
 - the extent to which the school's self-evaluation indicates compliance with statutory requirements
 - the rigour of the governing body's procedures to ensure the health, safety and well-being of staff and pupils.
21. When inspectors are evaluating the effectiveness of partnerships in promoting learning and well-being, they should take account of:

- the effectiveness of the school's work with services provided, commissioned or brokered by the local authority to promote the safety and health of all learners
 - any regular movement of pupils from a school or to the school as part of partnership activity, for example as part of a 14–19 Diploma consortium and how well the school makes arrangements on a day-to-day basis to enable partnership activities to run safely and efficiently.
22. Where inspectors are judging *the effectiveness of the Early Years Foundation Stage* they are required to evaluate the extent to which children feel safe, how effectively children's welfare is promoted and how well they are safeguarded. Inspectors should take account of:
- the extent to which children behave in ways that are safe for themselves and others
 - children's understanding of dangers and how to stay safe
 - the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
 - the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
 - whether necessary steps are taken to prevent the spread of infection, and whether appropriate action is taken when children are ill
 - the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
 - the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
 - the suitability and qualifications of the adults looking after children or having unsupervised access to them
 - the effectiveness of risk assessments and actions taken to manage or eliminate risks.
23. Where inspectors are judging *the effectiveness of the sixth form* they are required to evaluate how well students take responsibility for their own health, safety and well-being, how effectively care, guidance and support promote students' well-being and how effectively procedures help to ensure their safety. Inspectors should take account of the extent to which:
- students feel safe, use safe working practices and contribute to a safe learning environment
 - students' understanding of dangers and how to stay safe
 - the extent to which students show that they feel safe and are confident to confide in adults at the setting/school

- the sixth form provides a safe learning environment and promotes safe working practices
 - leadership and management are effective in implementing the school's procedures for safeguarding in the sixth form.
24. Where inspectors are judging *the effectiveness of boarding provision* they are required to evaluate how well the provision contributes to boarders' needs in relation to their safety.

Leadership and management – the effectiveness of safeguarding procedures

25. A school's leaders and managers should be clear about their statutory responsibilities regarding safeguarding and the steps they are taking to develop good practice beyond the statutory minimum. The governing body is accountable for ensuring that the school has effective policies and procedures in place in accordance with the DCSF guidance, and is monitoring the school's compliance with this.¹⁴ The Laming report emphasises the key role that schools play in early identification, intervention and support for children at risk of significant harm or who have additional needs.¹⁵ The Singleton review indicates that, when inspecting safeguarding practices in schools, it is not sufficient to focus only on outcomes. 'It is possible for pupils in a school to have suffered no harm despite the absence of any systematic implementation of good safeguarding practice'.¹⁶
26. The DCSF guidance indicates that safer practice in recruitment should be reflected in every stage of the process, and that safeguarding judgements need to be made, in differing degrees in relation to all those that a pupil in school may come into contact with, as they may be perceived to be safe and trustworthy adults.¹⁷ All those who employ people to work in schools must carry out specified recruitment and vetting checks on intended new appointees, particularly identity and qualification checks, List 99 and, where relevant, Criminal Records Bureau (CRB) checks and right to work in England checks.¹⁸ From 12 October 2009, List 99 and the Protection of Children Act (PoCA) list are replaced by a single children's barring list (the Children's List), which is maintained by the Independent Safeguarding Authority. Further information about CRB and the Independent Safeguarding Authority can be found in Annexes 1 and 2.
27. Regardless of local authority procedures, it is the governing body's responsibility to ensure that safe recruitment checks are carried out in line with *Safer children and recruitment in education*. This states that List 99 checks (or from 12 October 2009 Children's List checks) must be undertaken for all school staff before they begin work. The teachers' pensions online children's barred list check covers the

¹⁴ DfES 2006, paragraph 2.18.

¹⁵ Laming 2009, paragraph 3.5.

¹⁶ Singleton 2009, paragraph 4.7.

¹⁷ DfES 2006, paragraphs 3.3, 3.10, 4.12.

¹⁸ DfES 2006, paragraph 4.8.

Children's List (as well as any residual List 99 bars) from 12 October 2009. The teachers' pensions online check is only used if a barred list check has not been obtained by means of a CRB enhanced disclosure by the time the individual starts work.

28. From 12 October 2009 it is a criminal offence:
 - for employers to take on an individual in Independent Safeguarding Authority *regulated* activity (for example front-line services such as schools) if they fail to check that person's status
 - for employers to not refer serious staff safeguarding concerns to the Independent Safeguarding Authority (further information is available in Annex 1).
29. Inspectors have requested clarity on what is acceptable for the inspection of vetting procedures, especially the single central record.
30. With regard to the single central register, The School Staffing (England) Regulations 2003, as amended by the School Staffing (England) (Amendment) (No. 2) Regulations 2006, require every school to keep a register (the single central register) showing, in relation to each member of staff appointed after 1 January 2007 or before that date but still in post on 1 April 2007, whether various checks have been carried out and the date on which each such check was completed or the relevant certificate obtained.
31. Ofsted expects schools to keep and maintain a single central register, and to be able to demonstrate that they meet all regulations and duties for the purposes of the safeguarding judgement in *The evaluation schedule for schools*. This will be checked early in the inspection and the expectation is that the single central register will be complete.
32. However, if there is a *minor* administrative error such as the absence of a missing date on the register, and this can be easily rectified *before* the final team meeting, schools will be given the chance to resolve the issue.
33. Ofsted has established a definition for 'administrative errors' in relation to the single central register. No allowance will be made, for example, for breaches to the requirements for the Independent Safeguarding Authority's barred list (Children's List) and CRB disclosures.
34. Administrative errors may be defined as follows:
 - failure to record one or two dates
 - failure to record the name/s of the person/s that carried out the checks
 - individual entries that are illegible

- one or two omissions where it is clear that the information is already held by the school but the school has failed to transfer over the information in full to the single central register.
35. The Lord Laming report emphasises that if safeguarding is 'everybody's' responsibility then everyone should know who to contact if they are concerned about a child or young person. School staff should explicitly understand their responsibilities in order to achieve positive outcomes, keep children safe, and complement the support that other professionals may be providing. All service providers must look critically at how they receive referrals, the point known as their 'front door'.¹⁹ This reinforces a key message in the DCSF guidance of the importance for all staff in an establishment of having appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out.²⁰
 36. School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance or children missing from education.
 37. Schools are expected to make pupils aware of how they can keep themselves safe and what behaviour towards them is not acceptable. 'Schools are also expected to teach them to recognise when pressure from others (including people they know) threatens their personal safety and well-being, and to develop effective ways of resisting pressure, including knowing when and where to get help.'²¹

¹⁹ Laming 2009, paragraphs 3.6, 4.2.

²⁰ DfES 2006, paragraph 3.52.

²¹ Singleton 2009, paragraph 3.2.

Part 2

Specific guidance for inspectors in making the judgement about the effectiveness of safeguarding procedures

38. Inspectors will use a wide range of evidence including that gathered while evaluating other aspects of *The evaluation schedule for schools* (particularly those judgements referred to above).

Pre-inspection information

39. Inspectors may have access to a range of pre-inspection information, particularly:
- the previous inspection report, which will contain judgements about safeguarding and may also contain specific references which point to possible areas of focus for this inspection
 - one or more complaints made to Ofsted about the school which may point to safeguarding concerns
 - relevant local intelligence
 - RAISEonline information, which will contain information about the number of looked after children and persistent absentees. The scatter graphs may indicate pupils who are on the school roll but not attending
 - the self-evaluation form (SEF).
40. If the SEF is available pre-inspection it may contain valuable information and point to possible inspection trails. The key areas for focus are:
- the specific parts of Section A which correspond to *The evaluation schedule for schools*
 - the school's context, which may suggest a number of areas of relevance particularly to checking the single central record, for example if the school is part of a federation or provides extended services
 - Section B, which may point to information which inspectors will need to take into account, particularly:
 - school federations and other collaborative arrangements
 - the number of sites being used
 - off-site provision
 - work-based learning provision
 - extended services provision
 - the number of learners involved in work-related learning
 - joint 14–16 provision
 - joint post-16 provision

- the number of children in out-of-school provision
 - the number of learners enrolled in alternative provision
 - **the number of children with a child protection plan**
 - the number of refugees and asylum seekers
 - **the number of looked after children**
 - exclusions and transfers of learners
- Section C, which will contain information of particular relevance, particularly:
 - the section relating to learner’s care and well-being (C15 to C19)
 - C29 – the school meets current government requirements regarding safeguarding children and safer recruitment
 - C30 – the governing body ensures that childcare is registered, where this is required by the Childcare Act 2006 and complies with all necessary registration requirements
 - Section D, where relevant, in regard to the welfare of boarders and residential pupils and the school’s compliance with specific national minimum standards.

Inspection planning

41. Inspectors will need to consider how to allocate inspection time and deploy team members to gather the required sufficient evidence to underpin judgements. The time initially allocated may need to be re-adjusted depending on what emerges during inspection activities. Inspectors may carry out the following activities:
- hold a specific meeting with the designated senior member of staff for child protection, unless the designated person is also the headteacher (suggested foci are included in Annex 5)
 - ask specific questions of the headteacher as part of a more general interview (suggested foci are included in Annex 3)
 - include specific questions for the chair of governors and/or governor(s) as part of a more general interview (suggested foci are included in Annex 4)
 - include specific questions for staff as part of more general discussion with them or other activities such as lesson feedback
 - include specific questions for pupils as part of more general interviews
 - look closely at the exclusions data, and check with the school whether they routinely notify social workers about every child excluded who is the subject of a child protection plan.²²
 - on **every** inspection, inspectors should find out from the school:

²² Formerly a child whose name was on the child protection register.

- what provision they make from day 6 of an exclusion
 - how they monitor the quality of this
 - what impact it has on improving behaviour
- pay particular attention to attendance patterns and procedures
 - review relevant school policies, guidance and procedures
 - evaluate the quality of recording, by reviewing at least one case file of a pupil where there have been child protection concerns.

Inspection guidance

42. The following are intended to provide inspectors with specific guidance about elements which should be considered to ensure consistency in making judgements.
43. The 'pointers for inspectors' on pages 16 and 17 below explain what inspectors should take into account when arriving at a judgement about the effectiveness of a school's safeguarding practice. These are intended to complement *The evaluation schedule for schools* and help inspectors to make a professional judgement about the degree to which a school meets the grade descriptors for safeguarding procedures.
44. The specific questions on page 18 will help inspectors when checking the single central record.
45. The annexes that follow are designed to provide inspectors with additional support.

Pointers for inspectors to help inform the judgement on the effectiveness of safeguarding

<p>1. Inspectors should take into account the extent to which the school has clear policies, strategies and procedures to ensure the safeguarding and welfare of pupils, including those relating to behaviour, bullying, health and safety, harassment and discrimination, and meets all required duties.</p> <ul style="list-style-type: none">■ Have leaders, managers and governors taken account of the DCSF guidance, <i>Safeguarding Children and Safer Recruitment in Education</i>, setting out schools' responsibilities to safeguard and promote the welfare of children?■ Are there robust governance and lines of responsibility to ensure that the school's practice meets required standards?■ Does the school have a child protection policy and procedures that are in accordance with local authority guidance and locally agreed inter-agency procedures, and is this policy made available to parents on request?
<p>2. Inspectors should take into account the extent to which the school has clear management responsibilities in relation to child protection, including relevant designated staff.</p> <ul style="list-style-type: none">■ Is there a senior member of the school's leadership team designated to take lead responsibility for dealing with child protection issues, providing advice and support to staff, liaising with the local authority and working with other agencies?■ Does the school have procedures for dealing with allegations against staff which are in accordance with locally agreed inter-agency procedures and the DCSF guidance?■ Has the school referred serious staff safeguarding concerns to the Independent Safeguarding Authority?
<p>3. Inspectors should take into account the extent to which the school monitors and evaluates the effectiveness of its policies and practices.</p> <ul style="list-style-type: none">■ Is there robust governance and, also, lines of responsibility and accountability to ensure that effective and prompt action is taken and any deficiencies put right?
<p>4. Inspectors should take into account the extent to which the school ensures that adults working with pupils are appropriately recruited and vetted. See <i>Single central record – questions for the school</i>, below.</p>
<p>5. Inspectors should take into account the extent to which the school ensures that adults receive up-to-date, high quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils.</p> <ul style="list-style-type: none">■ In addition to basic child protection training, has/have the designated member(s) of staff undertaken training in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board, and refresher training at two yearly intervals to keep her or his knowledge and skills up to date?■ Do all staff and other adults who work with children undertake appropriate and up-to-date training, relevant to the type of school, to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals?
<p>6. Inspectors should take into account the extent to which the school encourages and enables pupils to report any concerns or complaints, including concerns about poor or abusive practices.</p> <ul style="list-style-type: none">■ Is there a clear reporting system if a pupil, member of staff, parent or other person has

concerns about the safety of children?

7. Inspectors should take into account the extent to which the school takes reasonable steps to ensure that pupils are safe on the school site, for example by monitoring visitors or volunteers or those using the premises during school time.

- Does the school have adequate security arrangements for the grounds and buildings?

8. Inspectors should take into account the extent to which the school identifies concerns about possible abuse and/or neglect and/or pupils who may have gone missing, and refers such concerns promptly to the relevant agencies.

- Are there effective and prompt systems for referring safeguarding concerns about pupils to relevant agencies?
- Are relevant staff aware of pupils who are persistently absent or missing and have they taken appropriate action to respond to this, especially with regard to the most vulnerable? Has the school notified the local authority of any children who have been removed from the school's roll?

9. Inspectors should take into account the extent to which the school records information relevant to safeguarding concerns clearly and accurately and shares it appropriately, both internally and with other agencies.

- Does the school support inter-agency working to safeguard children by regular attendance at child protection conferences and reviews and, where appropriate, by attending other professional meetings?

10. Inspectors should take into account the extent to which the school helps pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk.

- Do pupils feel safe and adopt safe practices?

Single central record

Questions for the school
1. Is a single central record (SCR) of staff in place?
2. Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.
3. Is there evidence on the SCR that all teachers have been checked against the Children's List (previously List 99)? (If a teacher has an enhanced CRB disclosure in place they have been checked against List 99 or the Children's List.)
4. Is there evidence that all staff employed since March 2002, and who have not had continuity of employment, have been CRB checked, if they have regular contact with or unsupervised access to children?
5. Have all staff appointed since 12 May 2006, whether or not they have regular contact with children, been CRB checked, unless they have continuity of employment?
6. Does the SCR include evidence that supply teachers have been checked against the Children's List (or List 99) or have an enhanced CRB disclosure? Note: in the case of agency staff it is sufficient that the employer has provided written confirmation that the required checks have been carried out.
7. Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or governors who also work as volunteers within the school?
8. Does the SCR record the date when the CRB or Children's List (or List 99) check was carried out (and who carried out the check) except in the case of agency staff?
9. Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have qualified teacher status or national professional qualification for headship?
10. Does the SCR record evidence of 'right to work' in the United Kingdom checks?

Annex 1. Vetting and Barring Scheme: criminal offences related to new Independent Safeguarding Authority requirements

The following guidance supplements the guidance: *Ofsted inspections: guidance on responding to possible criminal activity*.

The Vetting and Barring Scheme (VBS) was launched in October 2009. The three barring lists, Protection of Children Act (PoCA), the Protection of Vulnerable Adults (POVA) and List 99, were replaced by the creation of two new barred lists administered by the Independent Safeguarding Authority.²³ The mechanism for making a barred list check through Criminal Records Bureau (CRB) remains the same, although it will no longer be possible to check a list without requesting an Enhanced CRB check.

From 12 October 2009 it is a criminal offence for employers:

- to take on an individual in an Independent Safeguarding Authority *regulated*²⁴ activity if they fail to check that person's status
- not to refer serious staff safeguarding concerns to the Independent Safeguarding Authority.

In practice this means that employers must refer information to the Independent Safeguarding Authority when they have dismissed an individual or an individual resigns, because they harmed or may harm a child or vulnerable adult.

If, in the course of the normal inspection of safeguarding within any Independent Safeguarding Authority *regulated* provision, an inspector suspects a provider of not complying with either of the above they should bring this to the provider's attention and ask them to take immediate action. Inspectors should also contact the national Compliance Investigation and Enforcement Professional via the NBU 'golden number' (08456 404040). This should be followed up in writing and emailed to the national CIE team so that they can alert the Regional Director.

Inspectors should record all the evidence on an evidence form (EF) or the appropriate recording mechanism for that inspection. Dependent on the circumstances of the case and the action taken by the provider, inspectors should consider whether this information will affect their judgements on safeguarding, the effectiveness of leadership and managements and the overall effectiveness of the provision. Inspectors may also wish to consult the Ofsted helpdesk for further advice before coming to a final decision. Providers and inspectors can obtain further information on referrals at www.isa.gov.org.uk.

²³ ISA is referred to in legislation as the Independent Barring Board (IBB).

²⁴ As defined by ISA *regulated* activities are front-line services such as schools, colleges, childcare, etc.

Annex 2. Criminal Record Bureau (CRB) disclosures: repeat checks and portability

There are different statutory requirements around Criminal Records Bureau (CRB) disclosures and the rules governing their portability, that is, the re-use of a CRB check obtained for a position in one organisation and later used for another position in another setting. The following sets out the current position in relation to schools and colleges and outlines the differences in social care settings as to when checks need to be in place before an employee can start work.

- CRB checks were strongly recommended for all employees who have regular contact with children if they were employed after March 2002. However, the only requirement for those appointed before this date is that they must have been List 99 checked.²⁵
- CRB checks became mandatory for the entire maintained schools' workforce from 12 May 2006 (September 2003 for independent schools, including academies). Employees who took up post from this date must have an enhanced CRB disclosure.
- Further checks are not required for any staff unless the person has a break in service of more than three months. It is the case that some schools and local authorities operate a policy of repeating checks periodically but this is not a statutory requirement.

Long-serving staff (pre-2002)

- Evidence of CRB checks is required for those recruited since 2002 except where there has been continuity of employment in the school, college or local authority. In this context, continuity means no break of service of longer than three months.
- Those recruited before March 2002 and who have continuity of service are not required by current guidance to have CRB checks. There is, however, a requirement for all staff who work with children and young people to have to be checked against List 99.

Visiting staff

Staff such as educational psychologists, supply teachers, trainee teachers, nurses, sports coaches and inspectors should be CRB checked by their 'providing' organisation – for example the supply agency, the university, primary care trust, local authority, and so on.

It is sufficient for schools and colleges to seek written confirmation that appropriate checks including CRB checks have been done, by whom and the date on which they were carried out. Part-time staff may use the same CRB check for two or more posts as long as they are at a similar level **and** the school/college have satisfied themselves about their veracity and appropriateness.

²⁵ From 12 October 2009, the three barred lists (List 99, PoCA and PoVA) will be replaced by two new barred lists administered by the ISA, the Children's List and the Vulnerable Adults' List.

Since September 2006 supply agencies have been able to pass CRB checks between other school/college supply agencies and between individual schools and colleges.

Moving between schools/colleges and local authorities

- If an employee has been CRB checked, there is no statutory requirement that another CRB check is carried out before taking up a job in a different school or even in a different local authority, provided they have continuous service and the check is at the correct level for the new post.
- The same applies to someone who may not have a CRB check due to being in post before 2002, that is, there is no statutory requirement for further checks to be carried out.
- It is up to the receiving organisation to carry out a risk assessment to assess whether the check is at the correct level for the current role, whether it is accurate and whether they trust the previous organisation to have carried out the check efficiently.
- The school or local authority should ask for evidence, from the previous school or local authority, that the check was undertaken. Although not a statutory requirement, most local authorities require people moving between schools and into the local authority from outside to have a new CRB check.
- In all-day educational establishments, new members of staff can take up their posts prior to a full CRB check as long as they work under the close supervision of a colleague who has such clearance.
- The Criminal Records Bureau no longer facilitates portability; organisations that choose to accept a previously issued disclosure do so at their own risk. Clear information about this issue can be found on the CRB website by using the following link: www.crb.gov.uk/faqs/portability.aspx#portability.
- The regulations above apply to all schools, including pupil referral units and further education colleges. Social care and residential settings are subject to the national minimum standards which require more stringent requirements in respect of safeguarding checks. In such settings, staff **cannot** take up their posts until CRB clearance has been received.
- Inspectors should not ask for the CRB forms of trainees on initial teacher education courses. It is the initial teacher education provider's responsibility, not the school's, to ensure that these checks are made. In the event of a delay in receiving disclosures from the CRB, the DCSF guidance gives headteachers discretion to allow trainees to start working in a school subject to a satisfactory check of Independent Safeguarding Authority Children's List (or List 99) check and completion of other normal recruitment procedures. Training providers should keep headteachers fully informed of the progress of applications for disclosures, since schools will want to maintain closer supervision of trainees who have not yet received enhanced clearance. Schools must be satisfied that checks have indeed been done.

Annex 3. Interviewing the headteacher

Possible questions to consider – this is not a definitive list.

- Does s/he have a clear overview of safeguarding procedures and practice?
- How well do procedures for safe recruitment and vetting of staff take account of the DCSF and any other local guidance?
- Have appropriate steps been taken to ensure that the staff are recruited safely?
- Are the policies and procedures adopted by the governing body fully implemented and followed by staff?
- What is the quality of support provided for the designated member of staff? Has the designated person appropriate seniority? How is s/he held to account? Have sufficient time and resources been allocated to the designated person and other staff to discharge their responsibilities, including taking part in inter-agency assessments and meetings?
- How does s/he ensure that appropriate training is in place for staff and other relevant adults?
- What are the procedures for managing allegations or concerns about safeguarding regarding staff? Do these come directly to the headteacher?
- Are all cases referred to the Independent Safeguarding Authority if a person ceases to work in a school and there are grounds for believing s/he may be unsuitable to work with children, or may have committed misconduct?²⁶
- Who is responsible for ensuring that risk assessments are carried out, not only in relation to school activities, but in admitting or re-admitting pupils with behaviour that could place themselves or others at risk? How effective are these arrangements?
- Have safeguarding complaints or concerns been made to the headteacher and has s/he taken effective steps to address these?
- How does s/he ensure that all staff and volunteers feel able to raise concerns about unsafe or poor safeguarding practice?

²⁶ Misconduct referrals on teachers other than child protection must go to the General Teaching Council.

Annex 4. Interviewing the chair of governors or other governors

Possible questions to consider – this is not a definitive list.

- How aware is the governing body of its responsibilities regarding policy, procedures, monitoring compliance and reporting, as set out in the DCSF and any locally agreed guidance?
- How well do procedures for safe recruitment and vetting of staff take account of the DCSF and any other local guidance?
- Have they specifically ensured that:
 - an appropriate child protection policy and procedures are in place and are made available to parents on request
 - a senior member of the school's leadership team is designated to take responsibility for dealing with child protection issues
 - appropriate training is undertaken by the designated person (refreshed every two years) and all staff (refreshed every three years), and that temporary staff or volunteers are made aware of the school's arrangements and responsibilities
 - there is a nominated member of the governing body responsibility for liaising with the local authority and/or other partner agencies in the event of an allegation being made against the headteacher
 - policies and procedures are reviewed annually by the governing body and it provides information to the local authority about them and how their duties have been discharged?
- Do they have appropriate procedures in place for managing safeguarding allegations or concerns about staff and volunteers?
- How well do they hold the headteacher and staff to account for the effectiveness of safeguarding arrangements in the school?
- How do they ensure that appropriate training is in place for staff, governors and other relevant adults?
- How do they ensure that the school site is secure and safe?
- How do they ensure that appropriate arrangements are in place to safeguard children who take part in or are affected by the provision of extended services and other school activities that take place outside of normal school hours?
- Have safeguarding complaints, concerns and deficiencies been brought to the governing body and have taken effective steps, without delay, to address these?
- How do they ensure that the ethos of the school promotes positive practice in relation to safeguarding?

Annex 5. Interviewing the designated member of staff about child protection

Possible questions to consider – this is not a definitive list.

- Has s/he an appropriate level of seniority?
- Has s/he a clear understanding of her or his role and responsibilities and that of other staff?
- What is the quality of her or his own training, knowledge and understanding? Has s/he kept up to date with recent guidance, for example in relation to forced marriage?
- Has s/he undertaken specific training for the role provided by or to standards agreed by the Local Safeguarding Children Board? Has s/he kept this up to date with appropriate refresher training every two years?
- Has s/he ensured that all staff receive appropriate and timely training which is refreshed every three years?
- Are temporary staff given appropriate guidance about their responsibilities?
- Do induction arrangements have sufficient focus on safeguarding?
- How effective are the designated person and other staff in identifying pupils at risk or vulnerable, making referrals and taking appropriate follow-up action?
- If relevant, how does the school ensure that there are appropriate safeguarding arrangements in place for those undertaking work-based learning, work experience and educational visits?
- How does the designated person ensure the quality of record-keeping?
- How does the designated person ensure that s/he and the school have access to LA procedures, guidance, training and support?
- How well does the designated person (if not the headteacher) keep the headteacher informed of the welfare of pupils with a child protection plan and of general child protection issues within the school?
- How well does the school contribute to child protection conferences/reviews, through attendance and/or reports? How well does the school contribute to inter-agency working, for example assessments and attendance at core group or other professional meetings?
- How effective is the designated person in advising on child protection input in the curriculum?
- How well does the designated person monitor and evaluate the effectiveness of child protection work carried out in the school?

Annex 6. Evaluating a school's child protection policy

What is set out below is not a prescriptive table of contents for a child protection policy but a guide which may help inspectors to make a judgement about the quality of the policy.

Does the policy:

- set out its purpose and aims clearly
- provide a secure framework for the workforce
- link with other relevant safeguarding policies, for example *bullying, physical intervention*
- set out what other elements of provision are in place to enable pupils to feel safe and adopt safe practices, for example through the *curriculum*
- appear accessible and easy to understand
- set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse
- make it clear who is/are the designated member/s of staff
- distinguish between the steps that should be taken for general safeguarding concerns or disclosures and those which should be taken if the concern is about the headteacher or other members of staff
- support an ethos where pupils or staff can talk freely about concerns, in the belief that they will be listened to and appropriate action taken
- set out clear expectations about reporting (and recording) concerns to relevant agencies
- indicate what training is provided to staff and what steps are taken to bring policy and procedures to the attention of temporary staff
- set out the role of governors
- indicate how the policy will be implemented, monitored and evaluated
- indicate how parents or carers will be made aware of the policy and relevant procedures?

Annex 7. Evaluating the quality of records relating to safeguarding issues

Possible questions to consider – this is not a definitive list.

- Are records up to date and complete?
- Do records demonstrate both effective identification and management of the risk of harm?
- Do records demonstrate sound decision-making, appropriate responses to concerns and evidence of relevant referrals made in a timely manner?
- Do they indicate that appropriate action is taken in response to concerns and allegations in a timely manner?
- Do they show evidence of tenacity in following up concerns with relevant agencies?
- Do they provide evidence of effective partnership working and sharing of information?
- Is there evidence of attendance at or contribution to inter-agency meetings and conferences?
- Is there clarity about the school's policy relating to the sharing of information internally, safe keeping of records, and transfer when a pupil leaves the school?

Annex 8. Training for designated members of staff

What is set out below is not a prescriptive table of contents for a training programme but a guide which helps inspectors in understanding the principal elements of a training programme. It can vary considerably from authority to authority, and it is often a programme put together by the Local Safeguarding Children Board.

Principal elements of specific training are likely to include the following:

- identification of the signs and symptoms of abuse
- relevant legislation and guidance
- national and locally agreed procedures
- managing disclosures
- confidentiality
- recording and keeping safe records – transfer of information
- how local statutory services are configured and referral processes
- thresholds for referral
- making referrals
- contact with parents
- Common Assessment Framework (CAF), initial and core assessments, child protection conference and review conferences, child protection plans
- training and supporting staff
- writing a policy, procedures and guidance for staff.

Appendix 2: Pre-Employment Checks Screen

The screenshot shows a software window titled "Inserting Pre-Employment Checks". At the top, there is a dropdown menu containing "007717 Bloggs, J" and a small box with the number "1". Below this, the form is organized into several sections. The first section has a "Check Type" dropdown (2) and a "Description" text box (3). The second section contains four date fields: "Date Evidence Seen" (4), "Date Check Requested" (6), "Date Check Due" (7), and "Date Check Completed" (7), each with a double-slash placeholder. To the right of these date fields is an "Evidenced By" text box (5). Below the date fields is a "Passed?" checkbox (8). At the bottom of the form is a large "Notes/Comments" text area (9).

The following fields should be completed for **every employee** with a record created for **every check** noted in the Guidance Paper paragraph 2 as a statutory requirement.

Even where a check does not apply to an individual e.g. where there is no requirement to carry out additional overseas checks, a record must still be created for 'Overseas Checks' and 'Not Required' recorded in the 'Notes/Comments' box.

1. **Employee Name and Number:** automatically completed by the system.
2. **Check Type:** select an option from the F2 drop down list:
 - a. Confidential Declaration[#]
 - b. CRB
 - c. Identity
 - d. List 99
 - e. Medical [#]
 - f. Overseas Checks
 - g. Qualification
 - h. Reference 1[#]
 - i. Reference 2[#]
 - j. Right to Work in UK
 - k. Staff/Student Letter[#]

[#] check not statutory requirement but undertaken by Group policy

3. **Description:** use this field to indicate that the CRB check is enhanced.

4. **Date Evidence Seen:** insert the date on which evidence was seen for CRB identification, identity documents, evidence of right to work in the UK, qualification certificates.
5. **Evidenced by:** insert the name of the individual who undertook the check for the checks listed in 4 above
6. **Date Check Requested:** for a List 99 check and CRB check, insert the date that any checks were requested and of additional information required from overseas police forces.
7. **Date Check Completed:** for a List 99 and CRB insert the date of disclosure, date additional information was received from overseas police forces. *For checks such as identity, qualifications and right to work in the UK, the Date Evidence Seen box and the Date Check Completed box will probably contain the same date.* When you are waiting for a check to be completed please enter 'check in progress' in the appropriate Note/Comments field.
8. **Passed?:** Insert Y (yes) or N (no) to indicate whether the outcome of the check was satisfactory.
9. **Notes/Comments:** it is essential that the CRB Disclosure Number is entered in the appropriate Note/Comments field. This field should also be used to record 'Not Required' or 'N/A' where a statutory check is not applicable, e.g. if a position has no legal qualification requirements or an individual does not require additional overseas checks to be carried out. Please note that you should only use 'Not Required' or 'N/A' as using anything else will affect any information that you try to extract from the HR system. The column can also be used to record any other relevant information, but should not be used to store details of any offences disclosed by the CRB process, instead you should refer to the personnel file where a file note detailing the employment decision taken should be kept.

Additional Guidance

List 99 Checks and CRB Checks

Where a separate List 99 check is not required because an enhanced CRB disclosure has already been received, a record for the List 99 check should still be completed but the information entered will be the same as that entered for the CRB check, since the List 99 check has essentially been completed as part of the CRB checking process.

Qualifications

Where qualifications are held elsewhere on the HR System, the qualifications record within the Pre-Employment Checks screen will still need to be completed. However, detailed information on qualifications will only need to be inputted where they are a legal

requirement for the role, otherwise it will be sufficient to input 'Not Required' or 'N/A' in the 'Notes/Comments' field.

Data Entry

For consistency in presentation of your CSR please ensure that all data entry is in lower case (except for initial capitals). This is also important for generating letters and labels from the system.

Appendix 3:

Inserting Non Employees on the HR System

To enter non employees onto the HR System you will need to start in the Starter Information screen (IE) as you would when entering an employee. Please follow the guidance below for each screen that needs to be completed and ensure that all the fields highlighted are completed as detailed.

Starter Information Screen

The screenshot shows a software window titled "Inserting Starter Information". The form contains the following fields and sections:

- Surname** (highlighted with a red box)
- Start Date** (highlighted with a red box)
- New Id.** (highlighted with a red box)
- First Initial** (highlighted with a red box)
- Post Number** (highlighted with a red box)
- Payroll No.** (highlighted with a red box)
- Payroll Group**
- Auto-Search** (checkbox)
- PREVIOUS EMPLOYMENT DETAILS (if any)**
 - Surname
 - Forenames
 - Title
 - Date of Birth
 - Sex
 - Ethnicity
 - Postcode
 - NI Number
- Employed from** (date range)
- Personal Id**
- Location**
- Job Title**
- Department**
- Post Number**

- **Surname:** Enter the surname of the non employee or the name of the Agency/Contractor.
- **First Initial:** Enter the first initial of the non employee or enter an 'A' if entering an Agency/Contractor (this can be deleted once you move through to the Personal Information screen).
- **Start Date:** Enter the date that the non employee started at the school or the date that you started using the Agency/Contractor.
- **Post Number:** A new post number for your school/academy has been set up specifically for a non employee which can be found in the F2 list called Non Employee for example ACC/Non Employee. Please select this post number for all non employees/agencies/contractors.
- **New Id. & Payroll No.:** Both of these numbers will automatically be generated by the system.
- **Payroll Group:** A new payroll group called 'Non Emp' has been added to the F2 list which you should select for all non employees/agencies/contractors. **Please**

note that should you allocate any of the other payroll groups, this will result in the non employee being transferred over to the payroll system. Therefore please take care when entering a non employee and ensure that the correct selection is chosen.

Personal Information Screen

The screenshot shows a window titled "Amending Personal Information". The form is divided into several sections. The top section contains fields for Surname, Forenames, and Title, each with a red box around it. To the right of these fields is the Address field, also with a red box, and a "More Contacts ? N" button and a "View" button. Below these are fields for Letters and Othernames. The middle section contains fields for Sex, D.O.B. (with a red box), Age, Verified?, Mar. Stat., and another Verified? field. Below these are fields for Dependents, Work Permit, Previous Name, NI No., Passport, Ethnicity, Driving Licence, Disability, Sexual Orientation, Religious Belief, and Nationality. At the bottom, there is a large empty text area with a scroll bar.

- **Surname:** This will automatically filter through from the Starter Information screen.
- **Forenames:** Enter the full forename of the non employee or for an agency/contractor you can delete out 'A' and leave blank.
- **Title:** Enter the title of the non employee or leave blank for an agency/contractor.
- **Address:** Enter the full address of the non employee/agency/contractor.
- **Phone:** Enter the contact telephone number for the non employee/agency/contractor.
- **DOB:** Enter the date of birth of the non employee or leave blank for an agency/contractor.

Service Information Screen

Amending Service Information

00 [Redacted] Date Started Cont. Service Date

P45 Received? First Aider Exp Date

Payroll No 007717 DFE Number

Trade Union Work Phone

Contract Dt. Scheme Member: Pen? PHI? SOS?

Induction Completed? Internet Policy? Leave?

List 99 Date CSD for Redundancy

Crim Rec Chk? Date Site

NI Contracted Out Date Probation Date

Combined Contract Notes

Date Left Reason

Severance Pay 0.00 P45 Issued?

Re-employ? Curr. Period

- **Date Started:** This will automatically be populated with the date that was entered on the Starter Information screen.
- **Date Left:** Enter the date that the non employee has left the school or the date that the school finished using an Agency/Contractor.

Job Information Screen

- **Start Date:** This will automatically be populated with the date you entered on the Starter Information screen.
- **Post Number:** This will automatically be populated with the post number that was selected on the Starter Information screen.
- **Post Type:** This will automatically be populated with 'Non Employee'.
- **Department:** Please select from the F2 list, the type of non employee that you are entering from the following options that have been added to the F2 list:
 - Governor
 - Volunteer
 - Agency
 - Contractor
 - Supply Staff
 - Peripatetic
 - Student
- **Job Title:** This will automatically be populated with 'Non Employee'.
- **Section:** Enter the section of school which the non employee is located from the F2 list e.g. Junior/Primary, Senior.
- **Location:** This will automatically be populated with your school/academy.
- **Org 1:** This will automatically be populated with UCST or ULT.

Pre-Employment Checks Screen

The Pre-employment Checks screen should be completed in the same way for non-employees as you have done for employees. A record for all 6 check types listed below should be created, even where there is no requirement to carry out a check, a record should still be created and 'Not Required' recorded in the Notes/Comments box.

- CRB
- List 99
- Right to work in UK
- Qualification
- Overseas Checks
- Identity

When inserting agency/contractors, please create a record for all 6 check types to show that confirmation from the agency/contractor, that they complete all the required vetting checks on their employees has been seen. A school/academy does not need to see evidence of the checks, except where a CRB check discloses information.

In addition, schools/academies must undertake an identity check on agency/contractor staff to confirm that the individual arriving at the school/academy is the individual that the agency/contractor has sent.

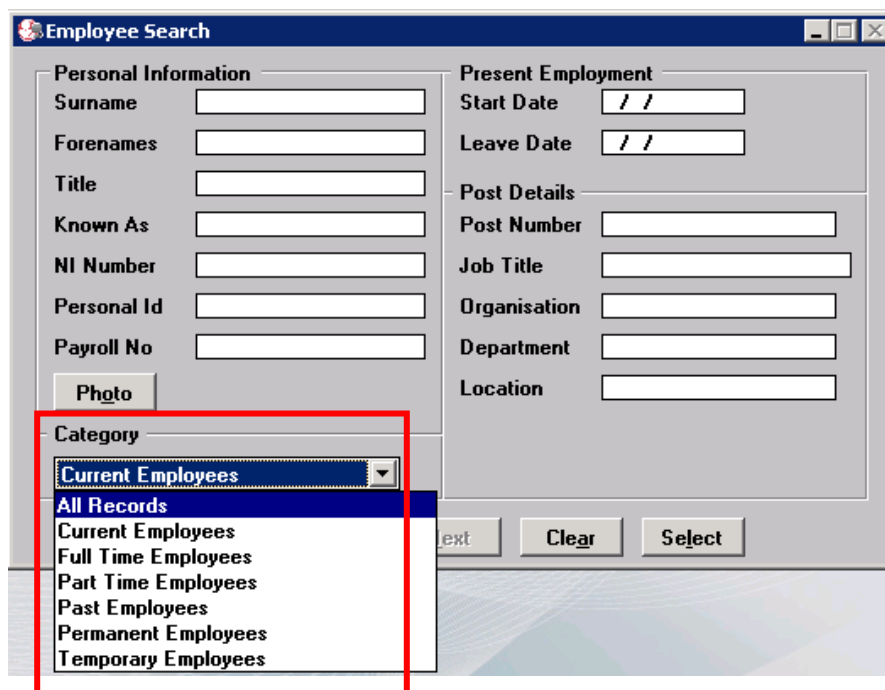
The physical evidence required to support these entries on the SCR must include written confirmation from the agency that the appropriate checks have been carried out and are satisfactory for the individuals concerned. Along with up-to-date copies of the agency/contractor's Safeguarding/Child Protection Policies, which should be obtained before any of their people attend the school/academy and then on an annual basis to ensure the appropriate vetting checks are adhered to.

Reviewing Non Employee Records

Once you have entered non employees onto the HR System, they will not be included in the Categories listed below. Therefore when searching for staff members using the Employee Search screen when the Category is set to one of the options below, non employees will not appear in the look up list of results.

A new Category called Non Employees will be created and only when this is selected will you be able to view non employee records.

This does mean that when running reports from the HR system, having selected the Current Employees or All Records category you will only have employees within your report.



The screenshot shows the 'Employee Search' window with the following fields and sections:

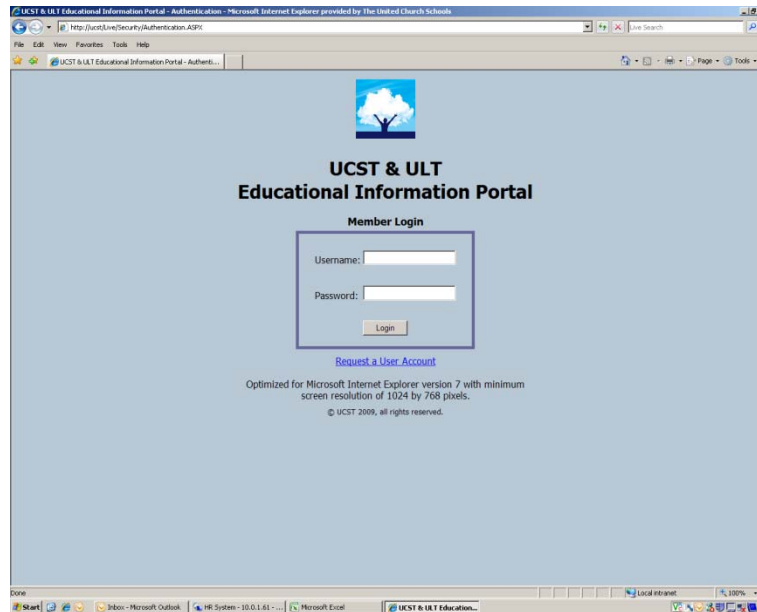
- Personal Information:** Surname, Forenames, Title, Known As, NI Number, Personal Id, Payroll No, and a Photo button.
- Present Employment:** Start Date, Leave Date, Post Details (Post Number, Job Title, Organisation, Department, Location).
- Category:** A dropdown menu with the following options: Current Employees (highlighted), All Records, Current Employees, Full Time Employees, Part Time Employees, Past Employees, Permanent Employees, and Temporary Employees.

Buttons for 'ext', 'Clear', and 'Select' are visible at the bottom of the window.

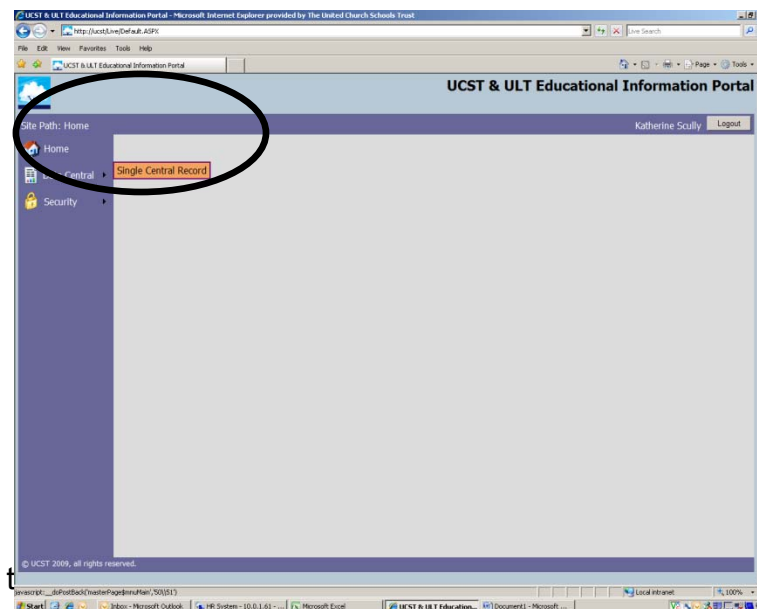
Appendix 4: The Single Central Record Report

To create the Single Central Record Report in the format required, please follow the instructions below:

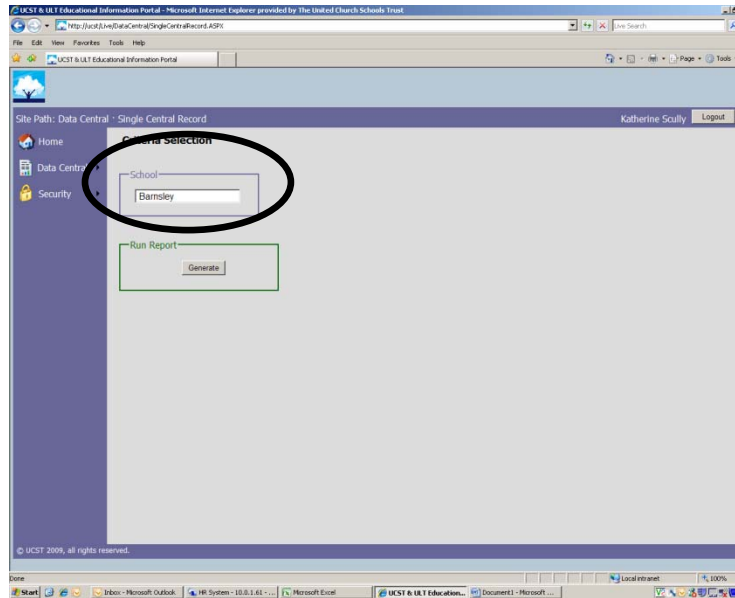
1. Go onto the internet and type UCST in the address bar, this will take you on to the UCST & ULT Educational Information Portal as shown below.



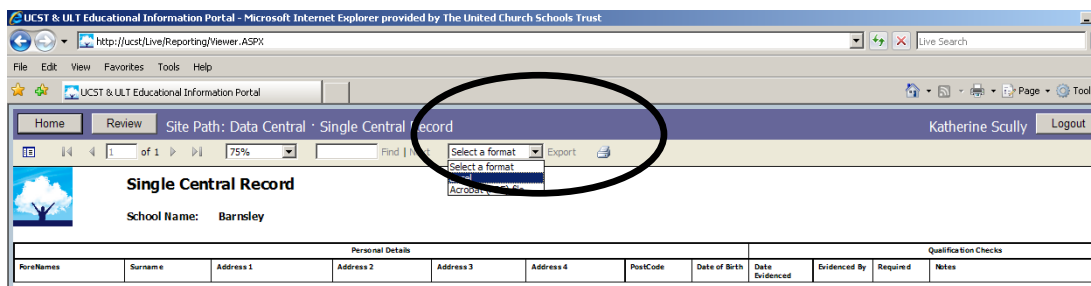
2. Type in your Log in details and select Data Central and Single Central Record as below.



3. This will take a few seconds so please be patient.



4. Once the report is generated you need to export it into excel, by selecting Excel from the list of formats and then clicking on Export. Your report will then be produced in Excel for you to Save, Print etc.



5. When printing the report you will need to amend the layout to ensure that it is clear and readable. You can do this within the Print Preview, Page Setup options. We would suggest that you amend the row heights to create more space between each member of staff.
6. You can now log off the Educational Information Portal and close the internet.

If you have any queries or problems when running the report please contact Vicky Todd, Systems & Information Officer on 01832 730323 or Andy West, Application Support Consultant on 01832 730324.