



# High Green Primary School

## CHILD PROTECTION POLICY

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## 1. Introduction

1.1. Safeguarding is a term which is broader than 'child protection' as it also includes prevention. Safeguarding has been defined as:

- All agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised; and where there are concerns about children and young people's welfare, all agencies taking appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies.

1.1.1. Safeguarding children is vital for our school as we have a duty of care towards the children who attend High Green Primary School. Having safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of staff, volunteers, parents/carers and the general public.

### 1.1 Statement of Intent

This is a **statement of intent** that demonstrates a commitment to safeguard children from harm. The essential inclusions for a child protection policy are outlined below:

1.1.2. The welfare of the child is paramount.

1.1.3. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.

1.1.4. The policy is approved and endorsed by the Governors.

1.1.5. Who the policy applies to (i.e. all governors, staff and volunteers).

1.1.6. Children and parents are informed of the policy and procedures as appropriate.

1.1.7. All concerns, and allegations of abuse will be taken seriously by all staff, Governors and volunteers and responded to appropriately - this may require a referral to children's services and in emergencies, the Police.

1.1.8. A commitment to safe recruitment, selection and vetting.

1.1.9. Reference to principles, legislation and guidance that underpin the policy.

1.1.10. Arrangements for policy and procedures review.

1.1.11. Reference to all associated policies and procedures which promote children's safety and welfare e.g. with regards to health and safety, anti-bullying, protection of children online, and photography.

## **1.2 Child Protection Procedures and Systems**

- 1.2.1** Procedures and systems provide clear **step-by-step guidance on what to do in different circumstances** and they clarify roles and responsibilities. Systems for recording information and dealing with complaints are also needed to ensure implementation and compliance.
- 1.2.2** The procedures and systems should include a named person (and deputy) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates.
- 1.2.3** A description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare or concerns about the actions of a trustee, staff member or volunteer. Relevant contact details for children's services, police, health and NSPCC help lines should be available.
- 1.2.4** A process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by the LA.
- 1.2.5** Guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.
- 1.2.6** A code of behaviour for Governors, staff and volunteers. The consequences of breaching the code are clear and linked to disciplinary and grievance procedures.
- 1.2.7** Safe recruitment, selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff and volunteers who have direct or indirect (e.g. helpline, email) contact with children.
- 1.2.8** A complaints procedure which is an open and well publicised way in which adults and children can voice concerns about unacceptable and/or abusive behaviour towards children.
- 1.2.9** Systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities.
- 1.2.10** Requirements for Governors, staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities.

## **1.3 Sources of Further Information, Support, Guidance and Legislation**

- 1.3.1** Criminal Records Bureau (DBS): exists to help organisations identify people who are unsuitable for certain types of work, especially work involving access to or contact with children and other vulnerable members of society, by making "disclosures" of any criminal, police or similar records. Tel: 0870 90 90 811 Website: [www.DBs.gov.uk](http://www.DBs.gov.uk)
- 1.3.2** Churches Child Protection Advisory Service is an independent Christian based charity working with churches, other faiths and non-faith based organisations in order to help them implement safeguards for children. The organisation runs a helpline service providing advice and support and to assist with

the preparation and maintenance of child protection policies. It has produced a range of books, training resources and guidance on writing child protection policy and procedures including Guidance to Churches: (CCPAS, 2003); Safeguarding Children and Young People: a manual for child protection and safe practice (CCPAS, 2004). Tel: 0845 120 45 50 Website: [www.ccpas.co.uk](http://www.ccpas.co.uk)

**1.3.3** NSPCC is a registered charity established to prevent cruelty to children. They provide a range of services for children and their families. They also provide a child protection helpline and there4me.com which is an online service for children. Childline, a helpline service for children is now also part of the NSPCC. <http://www.nspcc.org.uk/>

NSPCC Consultancy Services have a number of publications (also available in Welsh/English) to help organisations develop child protection policy and procedures, for example:

- Firstcheck (2006): a step by step guide to help organisations prepare child protection policies and procedures.
- Safetycheck(2006): a set of standards for safeguarding and protecting children in organisations.
- Kidscheck (2005): a companion product for children and young people to assess their organisation themselves and contribute to making it safer.

The NSPCC charity offers a consultancy service which provides advice and guidance to organisations on the implementation of safeguards to prevent abuse; training services are also available. Tel: 0116 234 7227 Website: [www.nspcc.org.uk/consultancy](http://www.nspcc.org.uk/consultancy). To report or discuss concerns about a child's welfare: NSPCC Child Protection Helpline (24 hours): To report or discuss concerns about a child's welfare. Tel: 0808 800 5000 or textphone: 0800 056 0566 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk), NSPCC Cymru/Wales Child Protection Helpline Tel: 0808 100 2524 (Mon-Fri 10am-6pm), NSPCC Asian Child Protection Helpline Tel: 0800 096 7719, Childline Tel: 0800 1111

NSPCC Child Protection in Sport Unit is a joint NSPCC/Sport England initiative. It provides an accreditation scheme for national governing bodies and county sports partnerships; provides advice and training to a range of sport and leisure organisations and has produced a range of child protection resources for training and child protection policy development: including Sportscheck; Safe Sports Events (NSPCC and Sport England, 2003); Standards for Safeguarding and Protecting Children in Sport (NSPCC and Sport England, 2003), and Safe Sport Away(ASA and NSPCC 2001). Tel: 0116 234 7278 or Website: [www.thecpsu.org.uk](http://www.thecpsu.org.uk)

**1.3.4** Save The Children. Tel: 020 7012 6400 Freephone: 0800 814 8148. Website: [www.savethechildren.org.uk/](http://www.savethechildren.org.uk/)

A registered charity established to promote the welfare of children worldwide by the relief of their hardship and distress.

**1.4.5** The Keeping Children Safe Coalition Member Agencies revised and renamed the standards document as Keeping Children Safe: Standards for child protection. These standards form a part of Keeping Children Safe: A toolkit for children protection (Save The Children, 2006). The toolkit is a complete package for people working in child protection across the world. The toolkit comprises of the standards, a resource pack on how to implement the standards and flexible training exercises. See [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk)

## **2 HGPS Child Protection Policy**

### **3 Safeguarding Team 2023/2024**

- DSL – Diane Smales
- Deputy DSL – Natalie Coe/Lucy Harding
- Attendance Governor (including CLA) – Paul Johnson
- SEND Governor – Sonja Shaw
- Safeguarding Governor: Paul Johnson
- Teacher Responsible for CLA: Diane Smales
- Teacher Responsible for On-Line Safety: John Baker
- DSL responsible for On-Line Safety: Diane Smales

**3.1** At High Green Primary we seek to support the child's development so that security, confidence, wellbeing and independence are fostered. Our policy follows the Guidelines and procedures from the Sheffield Safeguarding Children Board's Guidelines and national guidance from KCSIE.

**3.2** This policy aims to provide a framework which ensures that all staff and visitors working in High Green Primary School are familiar with, and consistently apply the Sheffield Safeguarding Children Board's procedures and practices and KCSIE.

**3.3** It also seeks to clarify to all staff and Governors their responsibilities to ensure that statutory and other duties are met in accordance with DfES and SSCB requirements and procedures.

**3.4** Underpinning Values:

- All children have a right to freedom from abuse.
- Children have a right to be treated with respect and dignity.
- The welfare of the child is paramount.
- It is the responsibility of all adults in school, whether paid or unpaid, to protect children from harm.

- 3.4.1** All work with children, must encompass equal opportunities and anti – oppressive practice and will reflect the diversity of need of the communities being served.
- 3.4.2** All those working either with, or for children, must reflect and promote the value of working together with parents, colleagues, other agencies and the child to create safe environments and to protect children from harm.

#### **4 Aims of the Policy**

- 4.1** To protect children from harm.
- 4.2** To encourage open and effective communication between children, staff, other adults working with children and parents.
- 4.3** To inform the wider school community of our responsibilities, practices and procedures with regard to protecting children within the statutory framework

#### **5 A Definition of Abuse**

- 5.1** An abused child is someone under the age of 18 who has suffered physical abuse, physical neglect, non-organic failure to thrive, emotional or sexual abuse, which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission).
- 5.2** Some children will be deemed to be at particular risk where another child in the household has been harmed, or the household contains, or is regularly visited by a known abuser (Schedule 1 Offender). The definition has also been extended to include children who may suffer significant harm by being in the house when abuse of another takes place even though they are not present at the actual scene.

#### **6 Indicators of abuse and neglect**

- 6.1 Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- 6.2 Physical abuse:** a form of abuse which may involve 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 fabricates the symptoms of, or deliberately induces, illness in a child.
- 6.3 Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing

them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**6.4 Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**6.5 Neglect:** the persistent 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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **7 Private Fostering**

**7.1** The Children Act 1989 requires parents, professionals & anyone proposing to privately foster a child under 16, to notify the local authority immediately or within 6 weeks.

**7.2** Private fostering is when a child under 16 (18 if disabled) is cared for by someone other than a parent, a person with parental responsibility or a close relative, for 28 days or more (including occasional short breaks).

**7.3** A 'close relative' is a grandparent, brother, sister, aunt, uncle, step-parent, by marriage/civil partnership.

**7.4** A 'private' foster carer can be:

- Extended family e.g. a cousin or great aunt
- A friend of the family
- The parent of a friend of the child
- Someone unknown to child/young person's family How is responsibility shared?

**7.5** The private foster carer is responsible for providing daily care & promoting/safeguarding their welfare

**7.6** Private foster carer's rights come from the voluntary agreement made with the parent, whilst responsibility for the child's welfare remains with the person with parental responsibility.

**7.7** Any child who is subject to a Private Fostering agreement is regarded as a vulnerable child and support will be offered as appropriate: to the child and the family.

**7.8** Private foster carers can get support & financial help. The Sheffield Connected Persons Team will assess the best interests of the child, including:

- listening to what the child wants
- arranging support for the child and the carer
- helping carer to apply to be a private foster carer
- ensuring cultural, linguistic, religious needs met
- undertake regular visits to see the child & carer
- signpost to other agencies as necessary

**7.9** If the arrangement is deemed unsuitable, decisions will be made to safeguard the child's welfare.

**7.10** Why are children in private foster care?

- children from abroad living with extended family
- host families for language schools
- parental ill-health
- parents move but student stays to finish exams
- teenagers estranged from their families
- children brought to the UK for adoption
- children at independent boarding schools placed with host families for holidays
- trafficked children

## **8 Attendance**

**8.1** Based on the statutory guidance for schools and colleges KCSIE 2023, persistent absence from school is considered to be a potential indicator of abuse and neglect.

**8.2** Schools have a duty of care to ensure an offer of Early Help for any child who *is persistently absent from education, including persistent absence for part of the school day (Keeping Children Safe in Education September 2023.)*

**8.3** Where there is a case of none or poor attendance, early help will be offered to the family. This may include support from school or external services, for example MAST. Attendance will be closely monitored by school and LA Link Officer.

**8.4** Where there is a case of non-attendance, school will conduct Safe and Well visits at the child's home address. These will be carried out after a period of 5 days of not seeing the child either in school or at home.

**8.5** Safe and Well visits are to ensure the safety and well-being of the child and to maintain contact with the family to facilitate a return to full time education. These visits may be conducted by one or more members of staff from the school and will include a member of the Safeguarding team.

**8.6** Safe and Well visits may be scheduled in agreement with the family or unannounced.

**8.7** Whilst it remains the school's responsibility to carry out Safe and Well visits, external advice and support may be sought from Local Authority Attendance Link Officer.

**8.8** Where a satisfactory outcome has not been achieved: the child has not been seen by staff or other professionals, a safeguarding referral may be made to Sheffield Safeguarding Hub.

## **9 Role of The Headteacher**

The Headteacher must ensure that:

**9.1** Policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.

**9.2** Ensure up to date safer Recruitment training is carried out regularly for HT and at least one Governor.

**9.3** Sufficient time and resources are allocated to the DSL and Deputy DSL to discharge their responsibilities including attending core groups and case conferences and by contributing to the assessment process.

**9.4** All staff and volunteers should feel able to raise concerns and feel these concerns will be appropriately handled.

**9.5** Up to date records of DBS checks, ID and qualification verification are kept for all who work in school (agency supply staff checks are verified with the agency and records of verifications are maintained in school).

**9.6** Enhanced DBS's are completed for the DSL and the Deputy DSL's.

## **10 The Role of the Designated Safeguarding Leads**

The DSL and deputy DSL should:

**10.1** Refer cases and be a channel of communication between the school and other agencies.

**10.2** Support and advise, including providing emotional support for staff when dealing with difficult or challenging information.

**10.3** Have knowledge of the system and liaise with other agencies.

**10.4** Take lead responsibility for understanding the **filtering and monitoring** systems and processes in place.

**10.5** Regular monitor **Smooth Wall** (HGPS Filtering & Monitoring system) to investigate all levels of concern, responding accordingly and in line with policy.

**10.6** Ensure that all staff are aware of issues (including supply staff)

- Through effective induction procedures
- Through regular training and updates

**10.7** Manage up to date, clear, accurate, secure records. -

Via CPOMS

- Update of Safeguarding Teams on School Point
- Updates of staff training
- Ensure restricted and appropriate access is maintained on CPOMS based on a 'need-to-know' basis.

**10.8** Access records and resources in a timely manner to ensure effective action is taken to prevent further harm.

**10.9** Undertake relevant training, including annual advanced refresher and others recommended by Sheffield Safeguarding Hub.

**10.10** Ensure that parents are aware of the DSLs in school and their role.

**10.11** Review the policy annually.

**10.12** Provide information to the relevant LEA officer.

**10.13** Keep the nominated Governor informed about changes in procedures and policies.

**10.14** Be aware of **KCSIE update 2024** regarding organisations or individuals using school premises including responding to allegations relating to incidents occurring when an individual or organisation uses a school's premises.

## **11 Role of The Governing Body**

The Governing Body should:

**11.1** Have a nominated Child Protection Governor.

**11.2** Take advantage of training offered to them about Child Protection issues.

**11.3** Ensure that a policy and procedures are in place.

**11.4** Adopt safe recruitment procedures.

**11.5** Have procedures for dealing with allegations against staff in place.

**11.6** Provide support to DSL (Governors should support a DSL through difficult cases but without access to the details).

**11.7** Ensure that all staff receive regular (3 yearly) relevant training and DSLs receive annual advanced refresher training and any further training recommended by Sheffield Safeguarding Hub.

**11.8** Remedy any deficiencies in the procedures.

**11.9** Review safeguarding policies annually and ensure these policies are available on line. (Child Protection, Anti-Bullying, Behaviour Written Statement, Attendance).

**11.10** Review extended school activities and lettings in the light of statutory guidance (if other providers run clubs which children may attend, the providers must be DBS checked and have public liability insurance and must have a copy of the Child Protection policy).

**11.11** The named Governor for Safeguarding will:

- Ensure training is completed in line with recommendations from Sheffield Safeguarding Hub.
- Ensure policies and procedures are up to date and in place.
- Ensure school is compliant in all aspects of safeguarding.
- Meet regularly with DSL's to review safeguarding procedures and systems (Termly) - Liaise with the HT to complete the annual HT report in a timely manner.
- Report to Full governors every term on all aspects of safeguarding via the Safeguarding report to Governors.

## **12 Role of All Staff**

All staff should:

**12.1** Know that safeguarding is **EVERYONES** responsibility.

**12.2** Ensure that the welfare of the child is paramount at all times.

**12.3** To observe outward signs of abuse, changes in behaviour or failure to develop.

**12.4** Be aware of Child-on-Child abuse and where there is a potential for this happening at HGPS: in the building, classrooms and outdoor areas.

**12.5** Be aware of Child-On-Child abuse with particular regard to the protected characteristics within the Equality Act 2010.

**12.6** Ensure that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics:

- Age
- Disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

**12.7** To gently question children, where appropriate, about noted signs/disclosures in a non-leading, nonfrightening way.

**12.8** To record any concerns/disclosures clearly and accurately on CPOMS.

**12.9** Pass records of any concerns/disclosures to the DSL, Deputy DSL or if unavailable a member of the Safeguarding Team as soon as they are noted.

**12.10** Follow procedures and practices in this policy.

**12.11** Attend relevant training; whole staff – termly updates and refreshers, whole staff safeguarding every three years, DSL & Deputy DSL safeguarding training annually.

**12.12** Take part in the induction process. (Including all staff and volunteers)

**12.13** To be fully aware of all responsibilities of recording and monitoring.

**12.14** To be fully aware of the expectations, applicable roles and responsibilities in relation to the **Smoothwall** system for filtering and monitoring systems in school. (KCSIE update 2023)

**12.15** Be fully aware of the procedures around whistle blowing and reporting concerns regarding reporting concerns about colleagues to the DSL.

**12.16** Be aware of updated guidance around recruitment and that online searches may be done as part of pre-recruitment checks for any shortlisted candidates. (KCSIE Up[ate 2023)

**12.17** Be aware of other safeguarding policies including Anti-Bullying, Attendance, Social Media, Behaviour Written Principles Statement.

**12.18** Be aware of any child who may benefit from early help, and should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory EHCP)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines (**CCE - Child Criminal Exploitation**)
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation (**CSE - Child Sexual Exploitation**)
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as **Female Genital Mutilation** or **Forced Marriage**
- is a privately fostered child,
- is persistently absent from education, including persistent absences for part of the school day. (2023 KCSIE update – Children Missing from Education)

**12.19** Maintain confidentiality at all times.

## **13 Records**

**13.1** Accurate and relevant records must be recorded on CPOMS. Any paper copies will be scanned and stored on CPOMS Document Vault.

**13.2** Training records are logged on the Training Toolkit (Sheffield Safeguarding Hub) saved within Governors SharePoint with governor access to allow effective monitoring by governors.

**13.3** Records should include:

- 14** a clear and comprehensive summary of the concern
- 15** details of how the concern was followed up and resolved
- 16** a note of any action taken, decisions reached and the outcome.
- 17** If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or a deputy).

**17.1** DSL & Deputy DSL's will meet termly to review each entry on CPOMS to determine appropriate level of access and appropriate level of intervention. A record of these meetings and decisions will be maintained and kept securely on Share Point in SLT folder with restricted access.

**17.2** Only the Headteacher and the DSLs have access to these as Child Protection data is not subject to the Data Protection Act.

**17.3** Carefully consider the child's safety and well-being if a Subject Access Request is made by a parent under GDPR/Data Protection Act. Information presented can be restricted if it is deemed to cause potential risk to the child.

**17.4** When a child moves schools, the DSL of the feeder school will inform the DSL of the receiving school of any child protection concerns. Information will be shared via CPOMS.

## **18 Recruitment**

**18.1** Everyone who works with children or who has substantial access to children's records, whether paid or unpaid has a DBS check every 3 years.

**18.2** Safe recruitment procedures are in place so that:

- References are taken up and verified.
- Identity is confirmed through appropriate document checks.
- Qualifications are checked.
- Unexplained gaps in employment are investigated.
- A member of the selection panel is trained in safe recruitment procedures.
- Shortlisted candidates are made aware that online checks may be carried out. (KCSIE Update 2023)

## **19 Training**

**19.1** All staff receive regular training including updates, appropriate record keeping, procedures to follow and understanding of national and local guidance and legislation.

**19.2** Staff training will - as a minimum - every term. Training is closely linked to KCSIE and includes any updates and/or changes to guidelines and procedures.

**19.3** Governors are offered training.

**19.4** DSL and deputies must update their advanced refresher training annually, including training recommended by Sheffield Safeguarding Hub.

**19.5** ECT (Early Careers Teachers) induction includes Child Protection training.

**19.6** A record of training is kept up to date on the Sheffield Safeguarding Training Toolkit. This is made available to Governors to monitor.