

Vision Motor Training Ltd

Safeguarding & Child Protection Policy

# Advice and Contact List

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| --- | --- | --- |
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| **Designated Safeguarding Advisor** | Lisa Davies | 01482 679881  lisadavies@visionmotortraining.co.uk |
| **Chair of Advisors** | Barry Toynton | 01482 679881  barrytoynton@visionmotortraining.co.uk |
| **Looked After Children Designated Tutor** | Joseph Knight | 01482 679881  josephknight@visionmotortraining.co.uk |
| **E-Safety Coordinator** | Heidi Knight - Director | 01482 679881  heidiknight@visionmotortraining.co.uk |
| **Safeguarding and Partnership Hub** | **CP initial referral**  **Support & Advice:** Intensive & Specialist Safeguarding Support  Urgent C P Concerns  Consultation with an Advanced Social Worker | **Mon to Thu** 8:30am – 5:00pm  **Fri** 8:30am – 4:30pm  **01482 395500**  Request for Service (RFS) forms should be sent to:  **safeguardingchildrenshub@eastriding.gov.uk** |
| **Children’s Emergency Duty Team** | Urgent CP concerns outside of office hours where a child is at risk of significant harm. | **01482 393939** |
| **Early Help Locality Hub** | **Early Help** Additional Support for children & family’s initial consultation | Consultation 01482 391700  Request for Service form to the Hub nearest to where the child lives.  [ehp.bridlington@eastriding.gov.uk](mailto:ehp.bridlington@eastriding.gov.uk)  [ehp.beverley@eastriding.gov.uk](mailto:ehp.beverley@eastriding.gov.uk)  [ehp.goole@eastriding.gov.uk](mailto:ehp.goole@eastriding.gov.uk)  [ehp.haltemprice@eastriding.gov.uk](mailto:ehp.haltemprice@eastriding.gov.uk)  [ehp.hedon@eastriding.gov.uk](mailto:ehp.hedon@eastriding.gov.uk)  [ehp.wolds@eastriding.gov.uk](mailto:ehp.wolds@eastriding.gov.uk) |
| **Local ER Children Safeguarding Team** | Beverley | [ehp.beverley@eastriding.gov.uk](mailto:ehp.beverley@eastriding.gov.uk) |
| **Local ER Children Safeguarding Team Manager** |  | [@eastriding.gov.uk](mailto:****.****@eastriding.gcsx.gov.uk) |
| **Safeguarding in Education Team Manager** | Chris Hamling  General strategic and operational School Safeguarding & CP advice | [chris.hamling@eastriding.gov.uk](mailto:chris.hamling@eastriding.gov.uk)  01482 392251  safeguardingineducation@eastriding.gov.uk |
| **ERYC LADO** | Jayne Hammill  Referral of possible allegations against staff & volunteers. | [LADO@eastriding.gov.uk](mailto:LADO@eastriding.gov.uk)  [jayne.hammill@eastriding.gov.uk](mailto:jayne.hammill@eastriding.gov.uk)  (01482) 396999 |
| **School critical incident, bomb threats etc & Educational Visits Emergencies (not Child Protection)** | **24-hour Guidance & support** | 01482 392999 |
| **Humberside Police** | **ER Protecting Vulnerable People Unit** | 01482 220809 |
| **Humberside Police** | **Hate Crime / incident reporting** | 101  https://www.reportingcrime.uk/HPhatecrime/ |
| **East Riding Safeguarding Children Partnership** | General strategic and operational Safeguarding & CP advice and multiagency training | [<https://www.erscp.co.uk/>](https://www.erscp.co.uk/)  01482 396994  erscp.enquiries@eastriding.gov.uk |
| **ER Safeguarding Children Partnership Training** | Training Admin & Information | erscp.training@eastriding.gov.uk |
| **Hull**  **North Yorks**  **North Lincs**  **North East Lincs** | Children’s Social Care | 01482 448879 EDT 01482 300304  01609 780780 EDT 01609 780780  01724 296500 EDT 01724 296500  01472 326292 EDT 01472 326292 |
| **Prevent Referral** | Humberside Police  ERY LA | 101 / [prevent@humberside.pnn.police.uk](mailto:prevent@humberside.pnn.police.uk)  [prevent@eastriding.gov.uk](mailto:prevent@eastriding.gov.uk) |

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Definitions and Acronyms

|  |  |
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| Staff | Refers to all paid adults, volunteers, or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school. |
| DSL | Designated Safeguarding Lead |
| DDSL | Deputy DSL |
| DSG | Designated Safeguarding Governor |
| CoG | Chair of Governors |
| SiET | Safeguarding in Education Team |
| LADO | Local Authority Designated Officer |
| ERSCP | East Riding Safeguarding Children Partnership |
| CST | Locality Children Safeguarding Teams |
| SaPH | Safeguarding and Partnership Hub |
| CEDT | Children’s Emergency Duty Team |
| EHPH | Early Help and Prevention Locality Hub |
| DBS | Disclosure & Barring Service |
| KCSiE 2022 | Keeping Children Safe in Education 2022 |
| VCET | Vulnerable Children Education Team |
| DfE | Department for Education |
| RSE | Relationship and Sex Education (Primary) |
| RSHE | Relationship, Sex and Health Education (Secondary) |
| SVSH | Sexual Violence and Sexual Harassment between children in schools and colleges |
| Sexual Violence | Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent |
| Sexual Harassment | Sexual comments, sexual “jokes” or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nude’s images and videos, sharing of unwanted explicit content, up-skirting, sexualised online bullying, unwanted sexual comments and messages (including on social media), sexual exploitation (coercion and threats) |
| EWO/S | Education Welfare Officer/Service |
| YFS | Youth & Family Support |
| Mental Health and Emotional Wellbeing Service | https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/ |
| GDPR | General Data Protection Regulation |
| Child Protection | Refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm |
| Safeguarding | Refers to the protection, safety, and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum. See Ofsted definition and scope of Safeguarding (Appendix 8) |
| Child | Any pupil under the age of 18 is legally a child |
| Pupils 18 or over | If there is a concern about the welfare of a pupil aged 18+ DSLs are advised to seek advice in the same way as for children e.g. CST may signpost to Adult Services or refer to YFS |

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**1. Introduction**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all young people. We endeavour to provide a safe and welcoming environment where young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that young people receive effective support, protection and justice.

**1.1 Principles**

Our core safeguarding principles are:

* It is the setting’s responsibility to take all reasonable steps to safeguard and protect the rights, health and well-being of all young people who are in our care.
* Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.
* The setting will ensure that the welfare of young people is given paramount consideration when developing and delivering all activities.
* All young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
* All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a young person is at risk of harm in accordance with this guidance.
* All young people and staff involved in safeguarding and child protection issues will receive appropriate support from the director of the setting who will follow this policy guidance in doing so.

**1.2 Aims**

* To provide all staff with the necessary information to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of young people.
* To ensure consistent good practice across the setting.
* To demonstrate the setting’s commitment to safeguarding young people.

**1.3 Terminology**

Safeguarding and promoting the welfare of young people refers to the process of protecting young people from abuse or neglect, preventing the impairment of their health or development, ensuring that young people grow up in circumstances consistent with the provision of safe, effective and nurturing care and undertaking that role so as to enable those young people to have optimum life chances and to enter adulthood successfully.

**2. Context**

The Children Act 1989 states that the child’s welfare is paramount and that every child has a right to protection from abuse, neglect and exploitation.

The designated person for safeguarding and child protection is:

**Chloe Knight**

Contact details:

**Vision Motor Training Ltd, Unit 6B Beverley Business Park**

**Old Beck Road, Beverley HU17 0JW**

We will ensure every staff member know the name of the designated person responsible for safeguarding young people.

**2.1 Roles and responsibilities**

The setting will ensure that the Designated Safeguarding Person:

* is appropriately trained
* acts as a source of support and expertise to the setting
* has an understanding of the local safeguarding children board procedures
* keeps written records of all concerns when noted and reported by staff or when disclosed by a student, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the students’ general file
* refers cases of suspected neglect and/or abuse to the appropriate authority or police in accordance with this guidance and local procedure
* develops effective links with relevant statutory and voluntary agencies
* ensures that all staff sign to indicate that they have read and understood this policy
* ensures that the safeguarding and child protection policy is updated annually
* keep a record of staff attendance at safeguarding and child protection training and makes this policy available upon request.

**2.2 Good practice guidelines**

To meet and maintain our responsibilities towards young people, the setting agrees to the following standards of good practice:

* to treat all students with respect
* to set a good example by conducting ourselves appropriately
* to ensure staff are positive role models to students and other members of the team and never engage in rough, physical or sexually provocative games
* to involve students in decision-making which affects them (taking age into account)
* to encourage positive and safe behaviour among students
* to be a good listener
* to be alert to changes in a student’s behaviour
* to recognise that challenging behaviour may be an indicator of abuse
* to read and understand all of the setting’s safeguarding and guidance documents on wider safeguarding issues, for example, physical contact and information-sharing
* to ask the student’s permission before doing anything for them which is of a physical nature, such as administering first aid
* to maintain appropriate standards of conversation and interaction with and between student’s and avoid the use of sexualised or derogatory language
* to be aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of neglect and or abuse
* to provide any form of manual or physical support required, as a last resort and to do so openly and appropriately, and to always consult the student and gain their agreement
* to establish a safe environment in which young people can learn and develop, particularly in their confidence and self-esteem and to provide opportunities for progression into further education

**2.3 Establishing a professional code of practice**

All staff will be informed of the setting’s code of conduct and will sign to adhere to these conditions. Any staff known to be breaking these conditions will be given a formal warning and disciplinary action will follow. Breaking these conditions is a sackable offence.

**3. Behavioural expectations to ensure students are safe and to ensure false accusations are avoided.**

Whilst caring for young people, we are in a position of trust and our responsibilities to them and the ‘organisation’ must be uppermost in practitioners’ minds at all times.

We do not:

* use any kind of physical punishment or chastisement such as smacking, hitting or rough handling
* behave in a way that frightens or demeans any young person
* use any racist, sexist, discriminatory or offensive language
* engage in rough or physical games, including horseplay
* let allegations a student makes go unchallenged, unrecorded or not acted upon

It is also expected that the young people attending behave in a reasonable and acceptable manner, for more information see the setting’s behaviour management policy.

**3.1 Staff Self Protection**

Adherence to guidelines on self-protection for staff working with young people can avoid vulnerable situations where false allegations can be made.

We guide staff to have respect for their own self-protection by working to the policies & procedures of the company. These include:

* Avoiding situations where a staff member is on their own with a student, if this cannot be avoided, keep these times to a minimum & have other control methods in place
* In the event of an injury to a student, accidental or not, ensure that it is recorded and witnessed by another adult in the organisations Accident/ Incident books which are stored in accordance with company policy & once completed, stored in the settings offices for 2 years, before being destroyed.
* Keep Chronological Logs & Records of events/incidents etc
* Keep written records of any allegations a student makes against staff or any other person and report in line with the safeguarding and child protection policy.
* If a young person touches a staff member inappropriately record what happened immediately and inform the relevant authorities.
* Adhere to the setting’s policy on Behaviour Management.
* Ensure staff follow basic self-protection practices discussed in the employees induction.

**3.2 Use of mobile phones**

The company is fully aware that almost all young people carry mobile phones with them, however the use of mobile phones, including the issues raised below, will be discussed during student induction.

* only use mobile phones appropriately, such as break times, and ensure staff and students have a clear understanding of what constitutes misuse
* staff to ensure the use of a mobile phone does not detract from the quality of supervision and care of students.
* The use of a mobile phone whilst in the workshop is strictly prohibited.
* ensure any student or member of staff known or seen to be using a mobile phone inside the workshop be disciplined
* prohibit staff from using their mobile phones to take pictures of the students attending

**3.3 Cameras: photography and images**

The vast majority of people who take or view photographs or videos of children and young people do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children and young people through taking or using images, so we must ensure that we have some safeguards in place. To protect students we will:

* obtain consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
* ensure the setting’s designated camera is only used in the setting
* images taken on the setting’s camera will only be emailed securely.
* ensure that if photographs or videos of students are to be taken in the setting, the setting’s own equipment will be used
* ensure all cameras used are open to scrutiny

**4. Children who may be particularly vulnerable**

To ensure that all students receive equal protection, we will give special consideration and attention to young people who are:

* disabled or have special educational needs
* living in a known domestic abuse situation
* affected by known parental substance misuse
* asylum seekers
* living in temporary accommodation
* living transient lifestyles
* living in chaotic, neglectful and unsupportive home situations
* vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
* do not have English as a first language

**4.1 Support for those involved in a child protection issue**

Child neglect and abuse is devastating for the child or young person and can also result in distress and anxiety for staff who become involved.

We will support the students and staff by:

* taking all suspicions and disclosures seriously
* responding sympathetically to any request from a member of staff for time out to deal with distress or anxiety
* maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
* storing records securely
* offering details of help lines, counselling or other avenues of external support
* following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
* cooperating fully with relevant statutory agencies

**4.2 Allegations against a member of the family/staff**

An allegation of child abuse made against a member of the family or staff may come from a parent, another member of staff or from a student’s disclosure.

The setting will:

* report such allegations in the same way as any other child protection referral
* record the details that give cause for concern
* contact Single Point of Access (SPA) for advice and further guidance, who will contact The Local Authority Designated Officer (LADO)
* inform the designated safeguarding person
* instigate the disciplinary procedure, due to the serious nature of the concerns, and suspend the member of staff until a full investigation has taken place
* not take further disciplinary action until the outcome of the investigation is known
* cooperate fully with the process of Social Care and the Police investigations
* support and treat with respect the member of staff whilst suspended
* ensure, if it appears from the results of the investigation that the allegations are justified, that disciplinary action will follow, in full consultation with the director and with legal advice
* where it seems likely that ‘on balance of probabilities’ abuse may have taken place, be able in law to dismiss the individual and refer them to the PoCA list
* if the result of the investigation is that it was a false allegation, give the individual appropriate support
* inform Ofsted throughout the investigation. Telephone 0300 123 1231.

**4.3 Whistle blowing**

Any individual who has reasonable suspicion of malpractice should inform the director immediately. If they do not feel this is the appropriate person they should approach Ofsted, SPA or the Local Authority. It is recognised for some people that this can be a daunting and difficult experience.

All reports will be investigated and dealt with in confidence, including only those staff on a ‘need to know’ basis.

Whistle blowing at Ofsted Hotline: To contact the hotline call 0300 123 3155 (Monday to Friday from 08.00 to 18.00), email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) or write to WBHL, Ofsted, Royal Exchange Buildings, Piccadilly Gate, Manchester M1 2WD.

A charity called ‘Public Concern at Work’ give free and confidential advice and can help you to decide whether and/or how to raise your concerns at work first. You can call Public Concern at Work on 020 7404 6609, email [helpline@pcaw.co.uk](mailto:helpline@pcaw.co.uk) or visit [www.pcaw.co.uk/law/uklegislation.htm](http://www.pcaw.co.uk/law/uklegislation.htm) for useful information about whistle blowing legislation.

All concerns of poor practice or concerns about a child’s welfare brought about by the behaviour of colleagues should be reported to the designated safeguarding person. Complaints about the designated safeguarding person should be reported to SPA.

**5. Staff training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Safeguarding and child protection training is mandatory for all staff and will be part of their induction process. The Designated Safeguarding Person will ensure that the staff’s knowledge, understanding and practice of safeguarding are current and up to date at all times. Where gaps are identified support and training will be mandatory. The Designated Safeguarding Person will receive updated training at least every three years.

**5.1 Safer recruitment**

We practice robust recruitment procedures in checking the suitability of staff, to work with young people this will include enhanced DBS checks, identity checks and references. Staff involved in the recruitment process are trained in safer recruitment. We are also committed to keeping an up-to-date Single Central Record detailing a range of checks carried out on our staff.

Safer recruitment means that all applicants will:

* complete an application form
* provide two referees, including at least one who can comment on the applicant’s suitability to work with young people
* provide evidence of identity and qualifications
* be checked through the Disclosure and Barring Service (previously CRB) as appropriate to their role.
* be interviewed

Please refer to section 8 of this policy for more information on safer recruitment and single central record.

All new members of staff will undergo an induction that includes familiarisation with the setting’s safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have read and understood the safeguarding and child protection policy.

**5.2 Vision Motor Training Advisory Board**

Vision Motor Training is pleased to have an Advisory Board who is available to give advice on a range of aspects both for the business and its clients. The members of the advisory board are not given any personal details of the students and they do not meet the students. They also give advice on the suitability of new staff.

**Chairman – Barry Toynton – Senior Education Welfare Officer**

Advisor for all safeguarding and child protection issues including the implementation and review of all such policies.

**Lisa-Marie Davies – Former Social Worker**

Advisor for all safeguarding and child protection issues including the implementation and review of all such policies.

**Mr D R Munt – Former Managing Director of multi-national company**

Advisor for all business-related issues, such as, marketing, health and safety, fire safety etc.

**Safeguarding and Child Protection procedures**

**6. Recognising abuse**

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. We will ensure all staff understands their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the designated person responsible for safeguarding and child protection.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

**6.1 Physical abuse**

Physical abuse 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 or young person (this used to be called Munchausen’s Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

**6.2 Emotional abuse**

The persistent emotional maltreatment of a child so as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

**6.3 Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 non-penetrative 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.

**6.4 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 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 caregivers);
* Ensure access to appropriate medical care or treatment;
* Provide suitable education.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

[(Definitions taken from Working Together to Safeguard Children)](http://www.workingtogetheronline.co.uk/)

**6.5 Indicators of abuse and what you might see**

It is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the designated person. We are aware that it is our responsibility to report concerns. It is not our responsibility to investigate or decide whether a student has been abused. A young person who is being abused and/or neglected may:

* have bruises, bleeding, burns, fractures or other injuries
* show signs of pain or discomfort
* look unkempt and uncared for
* change their eating habits
* have difficulty in making or sustaining friendships
* appear fearful
* be reckless with regard to their own or other’s safety
* self-harm
* frequently be absent or arrive late
* show signs of not wanting to go home
* display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
* become disinterested in activities
* be constantly tired or preoccupied
* be wary of physical contact
* display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Person to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the student is at risk.

**6.6 Taking action**

Key points to remember for taking action are:

* in an emergency take the action necessary to help the young person, for example, call 999
* report your concern to the Designated Safeguarding Person immediately
* if the Designated Safeguarding Person is not available, ensure the information is shared with the most senior person in the setting that day and ensure action is taken to report the concern to the relevant authorities
* do not start your own investigation
* share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
* complete a record of concern about student, even where there is no need to refer the matter immediately (App. A)
* seek support for yourself if you are distressed.

**7. Parental partnership**

Where possible, concerns will be discussed with the parent/carer for an explanation, providing it does not put the child at immediate risk. Parental agreement will be sought for a referral to SPA unless seeking agreement is likely to place the student at risk of significant harm through delay or the parent’s actions or reactions.

Where we decide not to seek parental permission before making a referral to SPA team, the decision will be recorded in the student’s file with reasons, dated and signed.

Where the parent refuses to give permission for the referral, unless it would cause undue delay, further advice should be sought from the relevant SCB, the SPA team or the designated safeguarding person (of the setting) and the outcome fully recorded.

**7.1 Referral to children’s social care**

The Designated Safeguarding Person will follow the procedures set out by the Local Safeguarding Children Board if it is believed that a child or young person is suffering or is at risk of suffering significant harm. The young person and the parents will be told that a referral is being made, unless to do so would increase the risk to the student.

If the Designated Safeguarding Person has any reason to believe that a student is subject to either physical, emotional, sexual abuse or neglect, it will immediately be reported to the relevant SCB duty team or the out of hours Emergency Duty team. However, if seriously concerned about a student’s immediate safety, dial 999.

**7.2 Confidentiality and sharing information**

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the young person and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated safeguarding person. That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Safeguarding and child protection information will be stored and handled in line with [Data Protection Act 1998](http://www.opsi.gov.uk/acts/acts1998/ukpga_19980029_en_1) principles. Information is:

* processed for limited purposes
* adequate, relevant and not excessive
* accurate
* kept no longer than necessary
* processed in accordance with the data subject’s rights
* secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. If a database is used to record sensitive information it will be stored on a memory stick (not the hard drive of a computer) and kept off premises or locked in a robust safe, under the Data Protection Act.

**8.0 Safer Recruitment & Single Central Record (SCR)**

Vision Motor Training uses a SCR of recruitment, as recommended by the Department for Education. It is used for keeping records of those employed, or otherwise engaged in the company, for the purposes of safeguarding children. It logs all safer recruitment checks, including details of DBS (formerly known as CRB) checks. It also provides a reminder of the procedures we must follow when appointing staff or volunteers and gives guidance on other visitors to the premises.

The record is updated whenever new staff is recruited and available for inspectors who may ask to check the record.

The checks included are:

* identity checks
* qualification checks for positions which require specific qualifications
* eligibility to work in the UK
* [DBS enhanced disclosure](http://www.egfl.org.uk/categories/personnel/safe/dbs.html)
* further overseas criminal checks (where appropriate)

Checks for the following people must be recorded:

* all staff who are employed to work in the company
* all staff who are employed on a supply or casual basis, whether employed directly by the company or through an agency
* all volunteers who have regular contact with students. This will include people brought into the company to provide additional teaching or instruction for learners but who are not staff members.

**Security of Information**

The company ensure that the Single Central Record is held in a secure place and only accessed by appropriate and authorised staff. Copies of evidence documents for staff are held in the personnel file for each individual member of staff. These files are held in a secure place and only accessed by appropriate and authorised staff. The copies are only used for the purpose they were obtained i.e., as proof that the safeguarding check to which they relate has been carried out. They should be destroyed when the personnel file is destroyed and in accordance with any requirements relating to the keeping of such files after staff have left employment.

**Recruitment processes**

The process of seeing appropriate documents, copying and filing those copies is part of safeguarding good recruitment practice, together with careful application of other processes. We use checklists to show that the appropriate application form has been received (CVs used only in addition) with sections for full employment history and reason for leaving each previous post, that appropriate references have been received, that any required qualifications have been checked and that DBS check has not revealed an inappropriate offence.

**Interviews**

We believe it is vital that we use the opportunity of an interview to check on applicants’ suitability to work with young people. It should not be assumed, because they hold such a post now, that their current employer has properly considered their suitability. Example interview questions to address suitable behaviours are set out in Appendix B.

All posts within the company require for references:

* At least two employer references (one from current or most recent employer)
* Reference history covering a minimum of five years employment
* A reference from the last employer where the post gave access to children, young people or vulnerable adults

Any gaps of four weeks or more in the reference history should be explored at interview. Where appropriate additional character references should be taken up. The recruitment checklist should be shown to the Director or senior manager with delegated responsibility for recruitment, for them to confirm all checks are satisfactory and give approval to appoint.

The interview and selection papers of the successful candidate are placed on their personal file.

**CRB Portability**

It is recognised that, although not a statutory requirement, new staff require a new DBS check and organisations that choose to accept a previously issued disclosure do so at their own risk.

**Notification of positive disclosure**

The director will work within the requirements of the DBS not to copy disclosures but will notify the appropriate person at the company, in confidence, that a positive DBS has been obtained for an applicant, existing member of staff, volunteer or other person who has been checked by the company. The director will be clear about the offence(s), when they occurred and the penalty and about any other information provided on the disclosure. The director is expected to contact the designated member of staff at the company within two working days of receiving the positive DBS disclosure.

**Risk Assessment**

The appropriate person will conduct a risk assessment to consider whether the individual may be employed or take up a position with the company. The individual will be interviewed as part of the process and asked relevant questions and given the opportunity to explain the circumstances of the offence(s) and other relevant information.

Risk assessments will be written, signed off by the Director and retained on the appropriate file as evidence that the process has been carried out appropriately.

**Appointment before DBS Check completed**

“Safeguarding Children and Safer Recruitment in Education (2006)” states that a DBS disclosure should, ideally, be obtained before an individual begins work. If not then it must be obtained as soon as practicable after appointment and the DBS request should be submitted in advance of the individual starting work. The director has the discretion to allow an individual to begin work pending receipt of the DBS Disclosure but should ensure that the individual is appropriately supervised and that all other checks have been completed.

A written Risk Assessment will also be undertaken, signed off by the Director and placed on the personnel file of the individual. It includes, as a minimum, the name of the individual, post appointed to, risks identified (this will always be “unsupervised access to students” and may include other risks) and the measures undertaken to manage the risk(s). These will always include confirmation that an appropriate recruitment process has been undertaken with all checks (other than the DBS) received and satisfactory. They will always also include additional appropriate supervision arrangements and management review. Other measures may also be noted. The Director will sign to confirm that they agree the Risk Assessment and the measures to be undertaken to manage the risk, and that these are adequate to allow the individual to work pending receipt of the DBS Disclosure. Staffs who have not been CRB checked should not be left unsupervised with children (see App. C & D).

**Visitors invited to the Company**

It is not necessary to obtain a DBS Disclosure for visitors who will only have contact with learners on an ad hoc or irregular basis for short periods of time. However, as good practice we ensure that visitors sign in and out, they are required to wear a badge showing that they are a visitor and are escorted whilst on the premises by a member of staff or appropriately vetted volunteer.

Examples of people who do not need to apply for a DBS Disclosure include:

* visitors who have business with the Director
* visitors who have brief contact with learners with a member of staff present
* volunteers or parents who only help at specific one-off events e.g. open days or award ceremony’s

There may be occasions where a visitor may be on site for longer, perhaps for a considerable part of a day. It is not necessary to obtain a DBS Disclosure for these visitors provided that their contact with learners is considered carefully in relation to the level of supervision from staff, location of the activity and nature of the contact. The Director or a senior manager with appropriate responsibility makes these considerations and decides whether they are appropriate. Visitors will not be left unsupervised with learners in any circumstances.

Vision Motor Training Ltd

Anti-bullying Policy

**9. Equality Statement**

Vision Motor Training promotes equality of opportunity. We are committed to take a positive stand to ensure all staff and students have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, age, sex, sexual orientation or marital status. Equality of opportunity is related to all areas of the company’s work and is a fundamental aspect of the ethos of the company.

**Introduction**

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person’s life. It can cause high levels of distress, affecting young people’s well-being, behaviour, academic and social development right through into adulthood.

At Vision Motor Training, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our setting and **will not** be tolerated. All students should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. **A*nyone*** who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

**What Is Bullying?**

Bullying is “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.”

Bullying behaviour can be:

* Physical – pushing, poking, kicking, hitting, biting, pinching etc.
* Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
* Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidation, exclusion, manipulation and coercion.
* Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
* Online/ Cyber – posting on social media, sharing photos, sending nasty messages, social exclusion.
* Indirect – can include the exploitation of individuals.

(Definition and information taken from https://anti-bullyingalliance.org.uk)

**Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

**Objectives of this Policy**

* All staff and students should have an understanding of what bullying is
* All staff should know what the company policy is on bullying, and follow it when bullying is reported
* All students should know what the company policy is on bullying, and what they should do if bullying arises
* As a company we take bullying seriously. Students should be assured that they will be supported when bullying is reported
* Bullying will not be tolerated

**Implementation**

The following steps may be taken when dealing with incidents:

* If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
* A clear and precise account of the incident will be recorded and given to the designated safeguarding person
* The designated safeguarding person will interview all concerned and will record the incident
* Punitive measures will be used as appropriate and in consultation with all parties concerned
* If necessary and appropriate, police will be consulted

Students who have been bullied will be supported by:

* Offering an immediate opportunity to discuss the experience with the designated safeguarding person or a member of staff of their choice
* Reassuring the student
* Offering continuous support
* Restoring self-esteem and confidence

Students who have been bullied will be helped by:

* Discussing what happened
* Discovering why the pupil became involved
* Establishing the wrong doing and the need to change

The following disciplinary steps can be taken:

* Official warnings to cease offending
* Minor fixed-term exclusion
* Major fixed-term exclusion
* Permanent exclusion

**Monitoring, evaluation and review**

The company will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the company.

**Prevention**

We will use some, or all, of the following to help raise awareness of and prevent bullying.

* Writing and implementing a set of rules with the student’s involvement
* Signing a behaviour contract
* Having regular discussions about bullying and why it matters

**Signs and Symptoms**

Many young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Staff should be aware of these possible signs and should investigate if a student:

* is concerned about travelling to or from the setting
* changes their usual routine
* begins to truant
* becomes withdrawn anxious, or lacking in confidence
* starts stammering
* attempts or threatens suicide or runs away
* begins to suffer academically
* presents with clothes torn or books damaged
* has unexplained cuts or bruises or shows signs of being in a fight
* becomes aggressive, disruptive or unreasonable
* is frightened to say what's wrong
* gives unlikely excuses for any of the above
* is nervous and jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

**Links with other company policies**

* Safeguarding and Child Protection Policy
* Internet and E-Safety Policy
* Behaviour Management Policy

**Continuous professional development of staff**

All staff will have the opportunity to take part in training in the area of anti-bullying.

Vision Motor Training Ltd

Behaviour Management Policy

**10.** Vision Motor Training uses effective behaviour management strategies to promote the welfare and enjoyment of students attending. We aim to manage behaviour using clear, consistent and positive strategies. The company rules are clearly displayed throughout the building and are discussed regularly.

The company’s designated member of staff responsible for behaviour management is Heidi Baker.

Whilst attending, we expect students to:

* Use socially acceptable behaviour
* Comply with the rules, which are compiled by the students attending
* Respect one another, accepting differences of race, gender, ability, age and religion
* Develop their independence by maintaining self-discipline
* Ask for help if needed
* Enjoy their time

**Encouraging positive behaviour**

Positive behaviour is encouraged by:

* Staff acting as positive role models
* praising appropriate behaviour
* Certificates for accomplishments
* award ceremony at the end of the academic year

It is inevitable that as students develop and learn, there are times when they need support and guidance to understand that their behaviour is not acceptable. Staff will try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

**Dealing with inappropriate behaviour**

* Challenging behaviour will be addressed in a calm, firm and positive manner.
* In the first instance, the student will be temporarily removed from the lesson.
* Staff will discuss why the behaviour displayed is deemed inappropriate.
* Staff will give the student an opportunity to explain their behaviour, to help prevent a recurrence.
* Staff will encourage and facilitate mediation between students to try to resolve conflicts through discussion and negotiation.
* We will not threaten any punishment that could adversely affect a students’ well-being

If after consultation and the implementation of behaviour management strategies, a student continues to display inappropriate behaviour, the company may decide to exclude the student in accordance with our **Suspensions and Exclusions** policy. The reasons and processes involved will be clearly explained to the student.

**Physical intervention**

Physical intervention will only be used as a last resort, when staff believes that action is necessary to prevent injury to the student or others, or to prevent significant damage to equipment or property. If a member of staff has to physically restrain a student, the director will be notified, and an **Incident record** will be completed. The incident will be discussed with the appropriate adult as soon as possible.

If staff are not confident about their ability to contain a situation, they should call the director or, in extreme cases, the police.

All serious incidents will be recorded on an **Incident record** and kept in the student’s file. This may be used to build a pattern of behaviour, which may indicate an underlying cause. If a pattern of incidents indicates possible abuse, we will implement child protection procedures in accordance with our **Safeguarding** policy.

**Corporal punishment**

Corporal punishment or the threat of corporal punishment will never be used at Vision Motor Training.

We will take all reasonable steps to ensure that no student who attends our facility receives corporal punishment from any person who is in regular contact with the student, or from any other person on our premises.

**10. Related legislation and Guidance**

This policy is implemented in accordance with our compliance with DfE statutory guidance KCSiE 2022, which requires that all provisions have an effective Child Protection Policy. The principles established in the Children Acts 1989 and 2004 and related guidance, underpin the development of this Policy. This includes but is not limited to:

* Working Together to Safeguard Children (2018) – last updated 01.07.22.
* Keeping Children Safe in Education (DfE 2022)
* Use of reasonable force in schools (DfE July 2013)
* Searching, screening & confiscation (DfE July 2022)
* Information sharing Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Govt July 2018)
* Guide to General Data Protection Regulation (ICO 2018)
* School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2022).
* Statutory guidance, Revised Prevent duty guidance: for England and Wales, GOV. UK, Updated 1st April 2021
* Guidance for further education providers on work-based learners and the Prevent statutory duty - GOV.UK, Updated 12th May, 2021
* The Prevent Duty -advice for schools and childcare providers (DfE 2015)
* Multi-agency statutory guidance on female genital mutilation (HM Govt July 2020)
* What to do if you’re worried a child is being abused (HM Govt 2015)
* School attendance: Guidance for maintained schools, academies, independent schools and local authorities (DfE, May 2022)
* Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England (DfE, July, 2022)
* Behaviour in Schools: Guidance, advice for headteachers and school staff (DfE, July 2022)
* LA Education Visit Guidance and Procedures or equivalent
* The designated teacher for looked-after and previously Looked After Children (DfE,Feb 2018)

APPENDIX A

**Logging a concern about a child’s safety and welfare**

Part 1 (for use by any staff)

|  |  |
| --- | --- |
| **Pupil’s Name:** | **Date of Birth:**  **Year Group (at 01/09/23):** |
| **Date and Time of Incident:** | **Date and Time (of writing):** |
| **Name:**  **Signature**  **Job Title:** | |
| **Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?** | |
| **What is the pupil’s account/perspective, if applicable?** | |
| **Professional opinion where relevant.** | |
| **Any other relevant information (distinguish between fact and opinion). Previous concerns etc.** | |
| **What needs to happen? Note actions, including names of anyone to whom your information was passed and when.** | |

**Check to make sure your report is clear to someone else reading it.**

**Please pass this form to your Designated Safeguarding Lead.**

Part 2 (for use by DSL)

|  |  |
| --- | --- |
| **Time and date information received, and from whom.** |  |
| **Any advice sought – if required (date, time, name, role, organisation and advice given).** |  |
| **Action taken (referral to children’s social care/monitoring advice given to appropriate staff/CAF etc.) with reasons.**  **Note time, date, names, who information shared with and when etc.** |  |
| **Parents/Carers informed? Y/N and reasons.** |  |
| **Outcome**  **Record names of individuals/agencies who have given information regarding outcome of any referral (if made).** |  |
| **Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?** |  |
| **Signed** |  |
| **Printed Name** |  |

**Logging concerns/information shared by others external to the school (Pass to Designated Person)**

|  |  |  |
| --- | --- | --- |
| **Pupil’s Name:** | | **Date of Birth:**  **Class/form:** |
| **Date and Time of Incident:** | | **Date and Time of receipt of information:**  **Via letter / telephone etc.** |
| **Recipient (and role) of information:** | |  |
| **Name of caller/provider of information:** | |  |
| **Organisation/agency/role:** | |  |
| **Contact details (telephone number/address/e-mail)** | |  |
| **Relationship to the child/family:** | |  |
| **Information received:** | | |
|  | | |
| **Actions/Recommendations for the school:** | | |
|  | | |
| **Outcome:** | | |
|  | | |
| **Name:** |  | |
| **Signature:** |  | |
| **Date and time completed:** |  | |
| **Counter Signed by Designated Safeguarding Lead** |  | |
| **Name:** |  | |
| **Date and time:** |  | |

**APPENDIX B**

**Example Interview questions to address suitable personal behaviours, taken from the National College of School Leadership**

**Safer Recruitment Workshop**

**Introduction**

These questions are used where a post has access to learners or access to sensitive information relating to learners, to investigate their suitability in this area. These posts also require a DBS. This guide is not a substitute for Safer Recruitment Training

**Interview Questions to address suitable personal behaviours**

|  |  |  |
| --- | --- | --- |
| **Positive indicators** | **Personal competencies** | **Negative indicators** |
| Convincing responses based on balanced understanding of self and circumstance.  Has a realistic knowledge of personal strengths and weaknesses.  Examples of having considered/tried other options & alternatives.  A realistic appreciation of the challenges involved in working with children.  Evidence of others having supported and encouraged based on observation of personal talent.  Behaves consistently and appropriately under pressure or in a position of authority.  Has control over emotions with adults and children.  Understands power position and how to  seek help in difficult circumstances  Demonstrates a balanced understanding of rights and wrongs.  Puts the child first.  Alive to the realities of abuse.  Prepared to believe.  Shows a contemplative approach, drawing on personal experiences & lessons from others.  Builds values & judgments based on new information.  Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment.  Shows respect for others feelings, views and circumstances. | Motivations for Working with Children  Self-awareness/knowledge and understanding of self, interconnection between self and professional role.  **Example questions:**   * **What do you feel are the main drivers which led you to want to work with young people?** * **How do you motivate young people?** * **What has working with young people, to date, taught you about yourself?**   Emotional Maturity & Resilience  Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary.  **Example questions:**  **Tell me about a time when you have been working with children and your authority was seriously challenged.**   * **How did you react?** * **What strategies did you employ to bring things back on course?** * **How did you manage the situation?**   **Tell me about a person you have had particular difficulty dealing with.**   * **What made if difficult?** * **How did you manage the situation?**   Values & Ethics  Ability to build and sustain professional standards and relationships, ability to understand and respect other people’s opinions, ability to contribute towards creating a safe and protective environment.  **Example questions:**   * **What are your attitudes to child protection?** * **How have these developed over time?** * **What are your feelings about children who make allegations against teachers or staff?** * **How do you feel when someone holds an opinion which differs from your own?** * **How do you behave in this situation?** * **Have you ever had concerns about a colleague?** * **How did you deal with this?** | Unconvincing responses based on whimsical examples.  Not self aware, don’t see themselves as others do.  Driven by personal needs not needs of others.  Not realistic about personal strengths and weaknesses.  Unrealistic impression of what working with children is really like.  Failure to consider other alternatives.  Pushed by others, or forced by circumstance, to do something they don’t appear to have personally thought through.  Inappropriate responses when under pressure or when in a position of power.  Inconsistent responses.  Handles conflict badly.  Fails to control temper/emotions with children and or adults.  Doesn’t seek help when needed.  Fails to go to others for advice.  Extreme opinions which don’t account for  the views/feelings of others.  Doesn’t show balance in opinion.  Doesn’t build on new information or understanding.  Opinions harden/become dogged.  Doesn’t show a full or rounded appreciation of safeguarding issues.  Dismissive of, or underplays, the risks.  Consistently puts the blame and responsibility for child protection elsewhere.  Fails to believe in suspicions/reports of abuse. |

**Additional questions**

1. Have you ever felt uncomfortable about a colleague’s behaviour towards children or young people in a previous job? What were your concerns? What did you do, and how was the issue resolved?
2. Safeguarding children is an important part of our work? Can you give me some examples of how you would contribute to making the organisation a safer environment for learners?
3. Tell me about a time when a child or young person behaved in a way that caused you concern. How did you deal with that? Who else did you involve?
4. Why do you want to work with young people? What do you think you have to offer?
5. Give an example of how children or young people have benefited from contact with you.
6. Bullying is often a serious issue that has to be dealt with in all areas of work with children and young people. In your experience what is the best way to deal with it? How did your previous organisation tackle the problem?

**APPENDIX C**

**CONFIDENTIAL: Positive DBS Risk Assessment on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ being considered for appointment to the post of/engaged in the position of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The Disclosure Code of Practice requires that employers discuss any matters revealed on a disclosure with the person before withdrawing an offer of employment. This form provides a framework for that meeting and for the risk assessment should recruitment proceed.

|  |  |
| --- | --- |
| **Interview:** Explain that the role involves actual or potential unsupervised access to children and, because a positive DBS Disclosure has been received, a risk assessment must be undertaken before a decision is made to proceed with employment or not. In these circumstances the candidate is interviewed as part of that assessment process. |  |
| **Suggested questions: -**  1) Do you dispute the accuracy of the information disclosed? *If yes they need to be advised to contact the DBS*  2) Can you tell me about your offence(s)  3) How did you feel about them at the time?  4) How do you feel about them now?  5) How can I be sure that you are no longer a risk?  6) How is your life different now? |  |
| **Assessing the risk: –**  **Relevance**  Whether the conviction or other matter revealed is relevant to for the position they are being considered  **Seriousness**  The seriousness of any offence or other matter revealed  **Age of offences**  The length of time since the offence or other matter revealed  **Pattern of offending**  Whether the applicant has a pattern of offending behaviour or other relevant matters  **Changed circumstances**  Whether the applicant’s circumstance have changed since the offending behaviour ,  the circumstances surrounding the offence and the explanation(s) offered by the  convicted person |  |

SIGNED RECRUITING MANAGER: NAME DATE

Agreed to proceed with recruitment: SIGNED DIRECTOR: DATE

**To be kept on the personal file**

**APPENDIX D**

**CONFIDENTIAL: Risk Assessment for appointment prior to DBS disclosure being received on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_appointed to the post of/engaged in the position of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The director has the discretion to allow an individual to begin work pending receipt of the DBS Disclosure but should ensure that the individual is appropriately supervised and that all other checks have been completed. A written Risk Assessment must also be undertaken.

|  |  |
| --- | --- |
| **Check List: -**  1) Has an appropriate, full recruitment process been undertaken with application form and interview (staff) or appropriate engagement process (volunteer)? (Mandatory)  2) Have two appropriate references been received? (Mandatory)  3) Has a clear List 99 check been undertaken? (Mandatory)  4) Has the DBS application form been completed by the individual and school and sent off? (Mandatory)  5) What safeguarding risks have been identified?  6) What measures will be undertaken to manage the risk? | Yes/No  Yes/No  Yes/No  Yes/No  Unsupervised access to young people.  *(if other particular risks then detail also)*   * They will not be left unsupervised with learners. * Additional appropriate supervision arrangements will be put in place. * Monthly management reviews will be undertaken.   *(give appropriate details and if other measures then*  *detail also)* |

SIGNED RECRUITING MANAGER: NAME DATE

Agreed to proceed with recruitment: SIGNED DIRECTOR: DATE

**To be kept on the personal file**