



MISSION STATEMENT:

**“Serving school communities by providing
Christian learning and support”**

SAFEGUARDING CHILDREN AND YOUNG PEOPLE Policy & Procedures

**A set of agreed policies and procedures for ensuring
a safe environment for children and young people within
the care of the Trust**

Reviewed and updated November 2025

Next Review Date: November 2026

Glossary

DSW	– Director of Schools Work (currently Ian Kemble)
DSL	– Designated Safeguarding Lead (currently Ian Kemble)
TSR	– Trustee with Safeguarding Responsibility (currently Tim Barfoot)
LADO	– Local Authority Designated Officer
Volunteers	– When this term is used within this document it includes Associate Workers (a distinction is drawn between associate workers and volunteers in terms of the requirement for a DBS check, but otherwise this policy applies to associate workers and volunteers equally).
SLT	– Senior Leadership Team (within a school)

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(1) Introduction

Our Mission Statement is: "Serving school communities by providing Christian learning and support".

The BSCWT team is at work in most of the schools in the Brentwood area. There are five core activities we offer: assemblies, lessons (including some large projects), pupil support, lunchtime clubs and 'prayer spaces'.

In some schools, members of our team serve as Chaplains to help pupils develop spiritually and to offer a listening ear to pupils who may need some extra support.

It's all about Christians serving pupils and staff in schools.

Our **Designated Safeguarding Lead** is Ian Kemble (the Director of Schools Work).

Our **Trustee with Safeguarding Responsibility** is Tim Barfoot
(contact number: 07754-105461).

Our Insurers are XL Catlin Insurance Company UK Limited.

We are Local Mission Partners of Scripture Union.

(2) BSCWT Policy Statement

BSCWT acknowledges that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

We are committed to ensuring good governance in all the work of the Trust and to developing and maintaining a healthy culture both within the whole team and in all of our interactions with children and young people.

As the work of BSCWT is focused on working with children and young people in schools we have a role to play in identifying concerns, sharing information and taking prompt action in relation to safeguarding concerns.

We recognise that the nature of our work may increase the likelihood that children and young people will share personal problems with our workers.

We have a duty to ensure that nobody employed by or working in association with BSCWT causes harm to any child or young person.

We have a duty to ensure that adequate training is provided to equip staff and volunteers to identify safeguarding concerns and know how to respond appropriately.

BSCWT recognises its responsibility to ensure that all staff and volunteers protect and safeguard the welfare of children and young people regardless of gender, ethnicity or ability.

BSCWT will ensure that everyone working with children and young people shows them the respect that is due to them.

BSCWT is committed to providing a safe environment for activities with children and young people and will adopt ways of working that promote their safety and well-being.

(3) Regulatory Framework

We are subject to the provisions and guidelines set out in The Children's Acts 1989 & 2004, The Care Act 2014 and the Sexual Offences Act 2003.

Keeping Children Safe in Education 2025

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to Safeguard Children 2023

https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

The Southend, Essex & Thurrock Safeguarding and Child Protection Procedures 2025 [this includes any updates to these guidelines as and when they are issued]

<https://www.escb.co.uk/working-with-children/safeguarding-policies-procedures/>

We will seek to follow best practice as set out by both Scripture Union and 'Thirtyone:eight'.

We will follow the guidance included in the Governments safeguarding document for charity trustees:

<https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees>

(4) BSCWT Procedures

The development of appropriate procedures and the monitoring of good practice is the shared responsibility of the Trustees and the Director of Schools Work (DSW). They are also responsible for the annual review of this policy document.

Any member of staff or associate worker who does not comply with the Trust's commitment to safeguarding principles will be subject to appropriate disciplinary procedures in line with the BSCWT 'Discipline Policy' (as agreed by the DSL and Trustee with Safeguarding Responsibility).

The Trust undertakes to ensure that all staff and volunteers are aware of the provisions of this policy document and that they are provided with access to a copy of the most up to date version.

These procedures apply where it is alleged or believed that a person who works or has contact with children/young people has:

- Behaved in a way that has harmed, or may have harmed, a child/young person
- Committed a criminal offence against a child/young person
- Behaved towards a child/young person in a way that indicates that they are unsuitable to work with children/young people

(4.1) Disclosures of abuse by children or young people or concerns that they are a victim of abuse

It is the responsibility of all staff and associate workers to respond appropriately to any disclosures of abuse made to them by a child or young person.

1. If the disclosure is made in the context of a particular school then the disclosure should be reported in accordance with the Safeguarding Policy of that school and the DSL or their Deputy for the school should be informed as soon as possible and certainly within 24 hours.
2. The BSCWT DSL should be informed as soon as practicable, also within 24 hours, and it will be their responsibility to make a record of the fact that the disclosure has been made and who has been informed (this record should include the name of the school, date, the name of the person to whom the incident was reported and whether or not the school was informed within the required 24 hours; it should not include full details of the allegation nor the name of the child/young person)
3. If it has not been possible to contact anyone from the school concerned within 24 hours then consideration should be given by the DSL to contacting the Children and Families Partner Hub.

BSCWT will co-operate fully with any statutory investigation into alleged abuse.

If there is an immediate risk of harm to any child/young person then the appropriate person within the school must be informed immediately and consideration given to calling the Police.

(4.2) Allegations of abuse made against BSCWT staff or volunteers

The BSCWT DSL, or their Deputy (TSR), should be informed as soon as practicable and within 24 hours.



The DSL should inform the TSR.



A written record should be made of the allegation that has been made using the BSCWT incident report form.



In consultation with the TSR, the DSL will review the allegation that has been made and a decision will be taken as to what action should follow.



Consideration will be given to requiring the person against whom the allegation has been made to step down from all further BSCWT activities until the incident has been investigated.



A written record will be made of any decisions made and actions taken by both the DSL and the TSR.



Any formal referral to other agencies should normally be made within 24 hours of the receipt of the initial report (depending on the nature of the allegation this may include the SLT of a particular school, the LADO and the Charity Commission).

An allegation that a member of staff or associate worker has caused harm to a child/young person would be treated as a serious incident and should be reported to both the LADO and the Charity Commission.

It will be the responsibility of the DSL, DSW, TSR and any other appropriate Trustees to offer support to all parties affected by the safeguarding concern that has been raised.

If the allegation relates to the DSL themselves then the initial report should be made to the TSR as soon as practicable and within 24 hours.

(4.3) Concerns about poor or unsafe practices

All staff and volunteers should feel able to raise concerns about poor or unsafe practices and potential safeguarding failures in any of the schools they are working in or in BSCWT.

These should be raised with the DSL and the TSR and will, in turn, be raised with the SLT of the relevant school.

Where a member of staff or an associate worker feels unable to raise the issue with either the DSL or the TSR then they could use the Children and Families Partner Hub or the NSPCC whistleblowing advice line.

(4.4) Safe recruitment, support and supervision of staff and associate workers

BSCWT will exercise proper care in the selection and appointment of those working with children and young people.

BSCWT will follow the following guidelines for the appointment of staff and associate workers:

- A written role description for each post.
- All employees and associate workers should complete an application form.
- Prospective employees and associate workers to be interviewed.
- Three references for employees and two references for associate workers will be taken up, but not from family members. At least one of these will be from a church leader, the others from previous employers, someone who has worked with them in a voluntary capacity or someone who knows them well.
- Enhanced DBS disclosure will be applied for all employees and associate workers.
- Permanent members of staff will be appointed for a probationary period of 6 months, before the conclusion of which a second interview will take place.
- Employees and associate workers should sign an undertaking to work within the BSCWT safeguarding policy and procedures.
- All new members of staff/associate workers will receive an induction into the relevant procedures and ways of working (this will include safeguarding training).

The administration of this process will be overseen by the Trustees, but may be carried out by the DSW.

Until this recruitment and induction procedure is completed all staff and volunteers will be supervised when working in schools.

One-to-one meetings with either the DSW or one of the Trustees will be held with each member of staff and associate worker two or three times a year for supervision and support.

It is important that all members of staff and volunteers receive constructive feedback on what they do.

All members of staff and volunteers will be given opportunities to meet together as a team for matters such as training, mutual support and prayer.

Each member of staff and associate worker will be provided with a clear description of their task and the supervisory arrangements that apply to them personally and details of their supervisory responsibilities where appropriate.

The DSW has overall responsibility for the supervision of all members of staff and volunteers, but they may delegate day-to-day supervision of volunteers as appropriate.

Training for members of staff and volunteers will be arranged to facilitate personal and professional development and will be provided in a number of ways following individual consultation.

Any training that relates to children and young people should be brought to the attention of the DSW to ensure that an accurate record of such training is maintained.

Employees will participate in an annual appraisal. One Trustee will usually take part in each of these appraisals (two Trustees will complete the appraisal for the DSW). A copy of the appraisal notes will be placed on the individual's personnel file and will be signed by all parties (or a copy of an e-mail confirming agreement attached to it).

Associate Workers will participate in an annual review of their work. This will normally be undertaken by their supervisor with the support of the DSW or a Trustee. A copy of this review will be placed on the individual's personnel file and agreement to the record obtained from all parties, either by signature or by a copy of an e-mail confirming agreement.

(4.5) Appointing Trustees

Regulations on who is disqualified from acting as a charity trustee are set out in the Charities Act 1993.

Certain individuals are also banned from being a trustee of a children's charity by the Criminal Justice and Court Services Act 2000.

BSCWT policy is that all Trustees sign a declaration of eligibility to act as a trustee for the charity.

Whilst the Safeguarding Vulnerable Groups Act 2006 does not require Trustees to register with the DBS scheme, it is left to the discretion of each charity to decide whether or not it is appropriate to Trustees to undergo a regular DBS check.

In line with the policy of Scripture Union, BSCWT has decided that all Trustees will be DBS checked.

There is a separate Policy on Recruitment and Induction of Trustees, which provides a clear role description. All candidates are interviewed to establish their past experiences and assess their potential and suitability for the role. Two written references are taken up.

(4.6) Training

All new employees and volunteers will receive safeguarding training as part of their induction.

All staff and volunteers will receive annual refresher safeguarding training and foundational training every 3 years.

A log of safeguarding training will be maintained by the DSW.

(4.7) Sexual relationships with young people

On the principle of trust and our Christian moral values, BSCWT views it as unacceptable for those in a position of trust, which includes our staff and volunteers, to engage in any behaviour which might allow a sexual relationship to develop for as long as the relationship of trust continues.

This principle stands alongside our recognition of sexual behaviour that is illegal under the provisions of the Sexual Offences Act 2003.

(4.8) Record keeping

A record of all safeguarding incidents will be kept and maintained by the DSL.

They will be reviewed by the TSR as part of the annual review of this policy.

Records will be kept until the child involved reaches the age of 25.

(5) Contact Details

Designated Safeguarding Lead (DSL)

– Ian Kemble (BSCWT office: 01277-523522; ian@bscwt.org)

Trustee with Safeguarding Responsibility (and Deputy Designated Safeguarding Lead)

– Tim Barfoot (07754 105461; mrtdbarfoot@gmail.com)

Essex Children and Families Hub

– 0345-603-7627 (Out of hours – 0345-606-1212)

For referral or consultation

Ask for the priority line when a child is at risk of immediate harm.

They provide a consultation line for professionals providing advice and guidance.

Local Authority Designated Officer (LADO)

– via Essex County Council Children's Services 03330-139797

Essex Safeguarding Children's Board Safeguarding Officer – 01245-435167

Essex Police Prevent Team – prevent@essex.pnnpolice.uk; 01245-452196

Thirtyone:eight – 0303-003-1111

Scripture Union – 01908-856000 (Emergency no: 01908-856035)

NSPCC Whistleblowing Advice Line

– 0800-0280285 (08.00 to 20.00 Mon.-Fri.); help@nspcc.org.uk

(6) Appendices

Appendix A - Definition and understanding of safeguarding

Safeguarding means protecting children and young people from maltreatment, preventing the impairment of their mental and physical health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best outcomes.

The harms from which we seek to protect children and young people include physical, sexual and emotional abuse.

Physical abuse – actual or likely physical injury to a child, or failure to prevent physical abuse to a child.

Emotional abuse – the persistent, emotional ill-treatment of a child that affects their emotional and behavioural development. It may involve conveying to the child that they are worthless and unloved, inadequate, or that they are given responsibilities beyond their years.

Sexual abuse – involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This includes non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect – where adults fail to care for children and protect them from danger, seriously impairing their health and development.

Signs of abuse/neglect - whilst it is not possible to be exhaustive about the signs and symptoms of abuse and neglect, the following list sets out some of the indicators which might be suggestive of abuse:

- Unexplained injuries on areas of the body not usually prone to such injuries.
- An injury that has not been treated or received medical attention.
- An injury for which the explanation seems inconsistent.
- A child discloses behaviour that is harmful to them.
- Unexplained changes in behaviour or mood (e.g. becoming very quiet, withdrawn or displaying sudden bursts of temper).
- Age-inappropriate sexual awareness.
- Signs of neglect, such as under-nourishment, untreated illnesses, inadequate care.

Spiritual abuse – can be defined as an abuse of power, often done in the name of God or of religion, which involves manipulating or coercing someone into thinking, saying or doing things without respecting the individual's right to choose for themselves.

Radicalisation and Extremism – under the Prevent strategy and the Counter Terrorism and Security Act 2015 schools have a 'duty to prevent people being drawn into terrorism'. Where staff or volunteers are concerned that children are developing extremist views or show signs of becoming radicalised they should discuss this with the school's DSL.

Misuse of electronic communication and 'sexting' – the misuse of any form of electronic communication, including 'sexting', the sending of indecent images or messages with sexually explicit content, inappropriate comments on Social Media, cyber-bullying and on-line grooming.

Domestic Abuse – can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

Child on child abuse – staff and volunteers should be aware that children can abuse other children and that this can happen both inside and outside school and on-line. It is important to recognise the indicators and signs of child on child abuse. It is important to challenge inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours (e.g. dismissing sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys') can lead to a culture of unacceptable behaviour, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate relationships between peers
- Physical abuse – such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm (this may include an on-line element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence – such as rape, assault by penetration and sexual assault (again, this may include an on-line element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment – such as sexual comments, remarks, jokes and on-line sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent – such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third-party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting – which typically involves taking a picture under a person's clothing without their permission with the intention of viewing their genitals or buttocks for the purpose of sexual gratification or to cause the victim humiliation, alarm or distress.
- Initiation type violence and rituals – this could include activities involving harassment, abuse or humiliation and is used as a way of initiating a person into a group and can include an on-line element.

It is important to recognise that this list is not exhaustive and the presence of one or more indicators is not in itself proof that abuse is taking place.

Drug use, child sexual exploitation and female genital mutilation should also be considered as abuse.

Adult Abuse - We acknowledge that it is not only children and young people who are victims of abuse – adults are also victims

<https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse/>

Appendix B – Guidelines for Good Practice and Standards of Behaviour

In many situations being prepared to give a child/young person the time to listen and care without being judgemental will be of great value, assistance and comfort.

In some situations it will be possible and appropriate to offer information and advice.

We recognise that staff/volunteers may be told about difficult experiences that require more than a caring response and a sympathetic ear.

The following guidelines have been issued to identify good practice to ensure the safety and protection of both children and young people and our staff and volunteers.

Good practice with children and young people

The member of staff and associate worker should:

- Treat all children/young people with respect and dignity befitting their age.
- Be aware of language, tone of voice and how you position yourself in relation to the child/young person.
- Be aware of the dangers of showing (or appearing to show) favouritism.
- Not engage in rough and tumble type play, be physically intimidating or engage in sexually suggestive or provocative games.
- Not invade the privacy of the child/young person – they are entitled to privacy to ensure personal dignity.
- Not make sexually suggestive comments about, or to, a child/young person even in fun.
- Think about any physical contact carefully – touch should be age appropriate and generally initiated by the child/young person rather than the member of staff/associate worker. It should be related to the child/young person's needs and should take place in public.
- Never become involved in any scapegoating, ridiculing or rejection of a child/young person – you should always be inclusive and affirming.
- Learn to identify unacceptable behaviour and to control and discipline children/young people in an appropriate way. The use of physical punishment is strictly forbidden under any circumstances.
- Avoid responding to or letting children/young people involve you in their attention-seeking behaviour, particularly if this is overtly sexual in nature.
- Avoid lengthy conversations with children/young people except within sight of other adults.
- BSCWT staff and volunteers should not invite child/young person to meet outside the school context.

- In a one-to-one situation with a child/young person where privacy and confidentiality are important make sure that another adult knows where you are and with whom. If possible another adult should be nearby and the child/young person should know that they are there.
- Pupil support work and other one-to-one situations are sometimes cross-gender and schools have shown themselves happy with this practice. Be aware of the particular risks involved in being in a one-to-one situation with a child/young person of the opposite gender.
- Avoid giving lifts to single children. If this is unavoidable for whatever reason, ensure that they sit in the rear of the car.
- Be mindful of the Ofsted regulations concerning the adult:child ratio required for day care (1 adult: 8 children) - in the school context – appropriate ratios will be determined by the policy of each school.

Good practice with colleagues

Members of staff and volunteers should:

- Endeavour to maintain open, honest and supportive relationships with the rest of the team.
- Support each other in implementing good practice.
- Be willing to accept training, supervision and advice from their supervisor, colleagues or approved outside agencies.
- Be prepared to speak to their colleagues or supervisor if they witness a colleague acting in a way that might be inappropriate or that could be construed as being inappropriate.
- Avoid putting a short-term volunteer in sole charge of a group of children/young people except in an emergency.

The Director of Schools Work should:

- Encourage an atmosphere of mutual support and care that allows team members to be comfortable enough to discuss any concerns about behaviour and attitudes.
- Arrange for appropriate safeguarding training as part of the induction process and annual refresher training
- Ensure that all members of staff and volunteers are adequately supervised.
- Ensure that all members of staff and volunteers are aware of this safeguarding policy and monitor its implementation.
- Provide the Trustees with an annual report in relation to any safeguarding issues and the safeguarding training that has been provided for staff and volunteers.

The Trustees should:

- Ensure that the DSW and anyone with supervisory responsibilities are adequately supported in accordance with this policy.
- Ensure that the DSL, all members of staff and volunteers have access to appropriate safeguarding training.
- Monitor the implementation of this policy and procedures.
- Review this policy on an annual basis.

Appendix C – Response to Suspected Abuse

Don'ts:

Do not dismiss their concerns

Do not normally confront the adult about whose behaviour you have concerns (unless you are in a situation where that person is in the process of committing some form of abuse against a child/young person).

Do not take responsibility for deciding whether or not child abuse is actually taking place.

Do not investigate allegations by questioning or pushing for information.

Do not act alone.

Do not take sole responsibility for what has been shared or any concerns you may have.

Do not minimise what is said to you by a child/young person.

Do not show shock, alarm or disapproval.

Do not promise to keep the disclosure a 'secret' between you and the child/young person.

Do not offer false reassurance – we cannot guarantee what is going to happen.

Dos:

Do follow the BSCWT's procedure for responding to safeguarding concerns.

Do make it clear that you are taking the child/young person seriously, never make them feel as though they are creating a problem by reporting any form of abuse.

Do listen and clarify what the child/young person is saying.

Do give support.

Do explain what is going to happen next.

Do take action.

If a child/young person discloses abuse the person to whom the abuse is disclosed should:

- a) Keep calm.
- b) Allow the child/young person to talk freely, without pressing for information.
- c) Do not ask them questions except to clarify what is being said.
- d) Do not put words into their mouth.
- e) Look at them directly.
- f) Show acceptance of what they are saying (however unlikely it may sound).
- g) Be aware that they may have been threatened or bribed not to tell.
- h) Tell them that they are not to blame for the abuse and that it is not their fault even if they have broken a 'rule' imposed by the abuser.
- i) Reassure them that they have done the right thing by telling.
- j) Tell them that you will help them and let them know what you are going to do next (i.e. who you are going to tell and why).
- k) Do not promise to keep the disclosure a 'secret'.
- l) Do not push for information. If they decide not to tell you after all, then accept that and let them know that you are always ready to listen.
- m) Finish on a positive note. Reassure and affirm them and try to avoid leaving them in a distressed state.
- n) Report immediately to the DSL for the school.
- o) Make a written report of what happened as soon as possible (not in the presence of the child/young person) and ideally within an hour of them talking to you. Write down exactly what they said, when they said it and what you said in reply. Include a description of what was happening immediately beforehand (e.g. a description of the activity you were involved in with the child/young person). Include a description of any injury disclosed to you, its size and location.
- p) Do not try to interpret the information you have been given.
- q) Record the date and time of the event and when you made your record.
- r) Record any action taken and keep any handwritten notes even if you later type them up.
- s) Inform the BSCWT DSL as soon as practicable. Tell them the date, school involved in the incident and who you have informed at the school.
- t) Do not discuss concerns/suspensions with anyone other than the school and BSCWT DSLs.
- u) The BSCWT DSL and TSR will arrange appropriate pastoral support for any member of staff/associate worker to whom a disclosure is made if they request it.

Suggested helpful responses:

Say to the child/young person: 'If you ever want to talk about it, I will listen.' 'I understand if you don't want to talk.' 'Many children/young people find it hard to talk.' 'You may want to talk at a later date.'

(By saying this you are giving the child/young person permission to talk about it without any pressure to do so. Talking can be very difficult and painful for the child/young person and for you, but by making this sort of statement, you are indicating to the child that you can handle the fact of the abuse and his/her feelings).

'I'm sorry this has happened to you. It should not have happened to you. You were right to tell.' 'I'm glad that you have told me.' 'It's not your fault.' 'I will help you.'

(The child/young person needs to know that you have listened or will listen to what they have to say and that you will treat it seriously and with respect. They also need to know that you believe that wherever children/young people have been involved in sexual activity with adults, it is always the adult who is in the wrong. This will help convey a message of empathy for the child, who may have blamed themselves or feel guilt about what has happened).

Appendix D – DBS Checks for BSCWT Staff, Associate Workers, Volunteers and Trustees

Staff or Employees – all those employed by BSCWT to work with children/young people are required to have an enhanced DBS for a Child Workforce.

Associate Workers - work as volunteers for BSCWT with children/young people on a regular basis. They also meet the requirement to have an enhanced DBS for Child Workforce.

The regulations define 'regular' as teaching, training or instruction of children/young people carried out by the same person frequently (once a week or more) or on four or more days in a 40 day period.

Volunteers – occasionally help at BSCWT events. They do not meet the 'regular' definition and therefore do not require a DBS certificate. Volunteers should not be placed in sole charge of a group of children/young people and should always be supervised when with children/young people by somebody who holds a DBS certificate.

Trustees – it is the policy of Scripture Union that all Trustees are DBS checked. All Trustees will be required to have an enhanced DBS for a Child Workforce.

Treasurer – as the Treasurer does not work with children/young people on a regular basis they do not require a DBS certificate.

Monitoring Team members – while not working with children on a regular basis members of the monitoring team will be visiting schools to appraise BSCWT activities. Many schools will not allow members of the public to have access to the school unless they have a DBS certificate. All members of the monitoring team will be required to have an enhanced DBS for a Child Workforce.

Appendix E - Use of Electronic Communication and Social Media

BSCWT will adopt the following principles in relation to the use of electronic communication with children/young people by BSCWT staff and volunteers:

1. We recognise that there are dangers associated with the use of all forms of electronic communication. This calls for vigilance and clear boundaries.
2. We recognise that electronic communication can create the potential for misunderstanding, for inappropriately crossing boundaries with children/young people and that it is a tool used by those wishing to 'groom' children/young people.
3. BSCWT staff and volunteers will never use personal social media accounts or personal email/phone accounts to communicate with children or their families in relation to their work with BSCWT. On the limited occasions where electronic communication may be needed and approved by a school, we will use only authorised accounts provided by BSCWT or by the relevant school for professional purposes.
4. BSCWT staff and volunteers will ensure their supervisor is aware of situations where online communication is taking place with a young person or child.
5. If a child or young person happens to contact a BSCWT team member via a personal account, the team member will not respond and will inform their supervisor and school.
6. BSCWT staff and volunteers will not give out personal contact details to pupils or to their parents.
7. BSCWT staff and volunteers should be aware of their digital footprint and manage their online privacy settings.
8. All staff and volunteers should apply the principle of 'never alone and unseen' in all their interactions with children and young people including any online interactions.

Appendix F - Agreement for DBS Status (Permission to check on-line)



DBS Update Service Consent Form

The DBS Update Service provides applicants with a means to keep their DBS certificate up-to-date and take it with them from role to role, within the same workforce (child, adult, child and adult, or other workforce). To do this you must register your DBS certificate with the Update Service and provide Scripture Union and the Brentwood Schools Christian Worker Trust with consent to be able to check the status of your DBS through the service.

Applicant's Name (as it appears on DBS check):

.....

Date of birth:

.....

DBS Application form number (if not yet registered with the Update Service)

.....

DBS Enhanced Certificate Number:

.....

Update Service Applicant's Consent – This section of the form is to be completed by the applicant:

I hereby give consent to Scripture Union and the Brentwood Schools Christian Worker Trust to carry out all necessary status checks in relation to my DBS certification and other Barred list checks (children), until I notify otherwise.

Signed:

Date:

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Data Protection

Please note that Scripture Union and the Brentwood Schools Christian Worker Trust will not hold your DBS details on computer nor contact you other than in connection with this verification.

Appendix G - Relevant extracts from ‘Keeping Children Safe in Education 2025’

Legislation and the law

76. Governing bodies and proprietors have a strategic leadership responsibility for their school or college’s safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Headteachers and principals should ensure that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

77. Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at GOV.UK.

78. Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school or college’s safeguarding arrangements.

79. Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated regularly.

Safeguarding policies and procedures

97. Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare.

98. These policies should include individual schools and colleges having:

An effective child protection policy which:

- reflects the whole school/college approach to child-on-child abuse (see paragraph 159 and Part five).
- reflects reporting systems as set out at paragraph 96.
- describes procedures which are in accordance with government guidance.
- refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners (see paragraphs 106-113).
- includes policies as reflected elsewhere in Part two of this guidance, such as online safety (see paragraph 134), and special educational needs and disabilities (SEND) (see paragraphs 201-203).
- is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and.
- is available publicly either via the school or college website or by other means.

The designated safeguarding lead

102. Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. It is not appropriate for the proprietor to be the designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

103. Governing bodies and proprietors should ensure the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post. The role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively.

104. It is for individual schools and colleges to decide whether they choose to have one or more deputy designated safeguarding leads. Any deputy (or deputies) should be trained to the same standard as the designated safeguarding lead.