

AA Teamworks SCITT

Child Protection and Safeguarding Policy **2024-2025**

Written by	Hollie Lawless
Adopted by	SCITT Board
Monitoring responsibility	SCITT Board
Date	September 2024
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Next review date	September 2025

Aims

This policy should be read in conjunction with the following:

- Great Heights Academy Trust Safeguarding and Child Protection Policy
- Great Heights Academy Trust Safer Recruitment and Safeguarding Children Policy
- The Department for Education 'Keeping Children Safe in Education' Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Code of Conduct Policy

Safer recruitment procedures are in place- refer to the Recruitment and Selection Policy.

The trainee should uphold any relevant policy of their placement school.

Purpose

The aim of this policy is to promote effective, well-informed, and accountable Safeguarding practices across AA Teamworks SCITT and its partner schools.

All trainees working with children are required to adhere to this policy. It is essential that trainees enrolled on all courses know how to recognise safeguarding concerns and raise these promptly and effectively with due regard for pupil and staff welfare. The Teachers' Standards 2016 clearly set out the expectations of teachers in relation to safeguarding.

AA Teamworks SCITT recognises that all children and trainees have a fundamental right to be protected from harm and that they cannot learn effectively unless they feel secure.

Responsibilities

Designated Safeguarding Lead (DSL)

Head of SCITT: Hollie Lawless

The DSL is responsible for:

- Referring concerns and acting as a focal point for staff and trainees to discuss concerns.
- Keeping written records of concerns about a trainee.
- Ensuring that all such records are kept confidentially and securely and are separate from trainee records.
- Ensuring that an indication of the existence of the additional file is marked on the trainee's records.
- Liaising with other agencies and professionals, as necessary.

Trainees

Trainees are expected to familiarise themselves with this policy aligning their behaviours with the policy and the values of AA Teamworks and the school, whilst also ensuring they do not place their own reputation and that of the SCITT at risk outside of work. All trainees are expected to aspire to perform at their best and adhere to the policy. The SCITT Board believes that staff are responsible for their actions. It is the responsibility of trainee teachers to read the policy. The Head of SCITT is responsible for making the policy

available to trainees. If any of the provisions contained within this policy or any other policies are not fully understood trainees must, in their own interests, seek clarification from the Head of SCITT.

DBS

AA Teamworks SCITT will undertake Disclosure and Barring Enhanced Clearances and Prohibition for Teaching for trainees to ensure compliance with DfE requirements. All certificate numbers for trainees are kept and will be securely stored on our internal database. A satisfactory check is defined as having no criminal convictions (including cautions, reprimands, and final warnings). It is the responsibility of the trainees to complete the DBS application correctly.

Safer Recruitment and Selection

Our commitment to safeguarding begins in our approach to recruitment. All applications invited to interview will be required to complete an identity check and proof of address. They will be accompanied through their interview day, including when completing any teaching tasks. No applicant will be left alone with students during the day.

AA Teamworks staff involved in the interviewing process will be required to complete Safer Recruitment Training. No less than one member of the interview panel must have completed this training. This includes interviews for trainees and SCITT staff.

Any offer made to a trainee on interview is conditional and subject to AA Teamworks completing checks on qualifications, right to work, and suitability to work with children. This includes:

- Identity checks
- A barred list check
- An enhanced Disclosure and Barring Service (DBS) check
- A prohibition from teaching check
- Further checks on people who have lived or worked outside the UK
- A check of professional and academic qualifications
- A check to establish the person's right to work in the United Kingdom.

The dates on which checks are completed and / or documentation is obtained will be recorded, as well as the details of the SCITT staff completing the checks. Records of checks and certificates will be kept and stored securely on the AA Teamworks internal database.

Applicants who are invited to complete a 'School Experience' will be required to undergo identity checks in accordance with the host school's policies. They will not be left unsupervised or allowed to work in an unregulated activity with students.

Single Central Register (SCR)

AA Teamworks will keep a SCR for all trainees and staff, including relevant members of the Great Heights Trust Staff. This will be password protected and will be maintained to ensure it is an accurate and up-to-date record.

The SCR will record that all trainees and Teamworks SCITT staff have been checked as to their suitability, including verification of their identity, enhanced DBS check and checks for suitability to teach. A record of trainees' qualifications will also be kept.

Safeguarding Training

All members of AA Teamworks, including trainees, are required to understand and fulfil their responsibilities in relation to safeguarding.

Trainees will complete AA Teamworks – led safeguarding training as part of their induction to the programme by a Great Heights Trust Designated Safeguarding Lead (DSL) and their attendance registered. This training must happen prior to trainees going on school visits and/or placements.

In addition, trainees must have read Part 1 and Annex A of 'Keeping Children Safe in Education' and signed the centrally held AA Teamworks register to confirm they have read and understood their role and responsibilities for safeguarding. All trainees must complete Prevent training and have their attendance registered on the AA Teamworks register.

AA Teamworks will update the Single Central Record to keep an accurate and up-to-date log of trainee and staff's safeguarding training.

On commencement of a placement trainees must complete placement-school led training on safeguarding so they know school systems for identifying and reporting safeguarding concerns, including knowing who the DSL is for the school (including any DSL deputies). This is a requirement of the AA Teamworks Partnership Agreement and outlined for schools in SCITT handbooks. SCITT leaders will check with all trainees that they have received safeguarding training as part of their induction to placement schools. If a placement school does not provide safeguarding training to trainees will follow up with ITT Coordinators, Headteachers and if necessary, remove the trainee from the placement.

The Head of SCITT will ensure that all SCITT staff have up-to-date safeguarding training and will work with the SCITT/Trust DLS to provide training and updates to training as required. They will be responsible for ensuring that logs of SCITT staff safeguarding training is stored on the AA Teamworks Single Central Register. This includes Lead Subject Tutors (LSTs) and members of the SCITT Board.

Trainees should ensure they have read and follow the:

- Code of conduct
- Whistleblowing policy
- Disciplinary policy

Trainees must also make sure that they know who the Designated Safeguarding Lead (DSL) is and who is the DSL at their placement school.

Definitions

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Development means physical, intellectual, emotional, social, or behavioural development.

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment, which are not physical.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated Induced Illness).

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Prevent

Under section 26 of the Counter-Terrorism and Security Act 2015, AA Teamworks SCITT is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty all trainees have received training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) or the partner school DSL. The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

Trainees receive training on how to incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and PSHE in order to help build pupils' resilience and enable them to challenge extremist views. Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff,

parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

Equality and Diversity

- Promoting equality and diversity in its policies, procedures, and guidelines, adhering to current legislation (e.g. the Equality Act 2010).
- Delivering high quality teacher training that meets the diverse needs of its trainee population, ensuring that no individual or group is disadvantaged.

AA Teamworks is committed to securing equality of opportunity for staff and students alike and is keen to ensure that equality of opportunity underpins all policies, practices, procedures, and actions. We require that all trainees notify the Head of SCITT of any concerns related in inequality.

For more information on equality and diversity SCITT trainees can refer to the Diversity and Equality policy.

British Values

An important part of Prevent, is also the promotion of British values. These are the norms that shape our society, and which are enshrined in law, through legislation such as the Equality Act 2010.

British values are described as:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance for those with different faiths and beliefs

Working with Pupils

Safeguarding and promoting the welfare of children is the responsibility of everyone who comes into contact with children and their families. This includes all SCITT trainees, who have a responsibility to provide a safe environment in which children can learn. Trainees must consider at all times what is in the best interests of the child and understand their role in identifying concerns, sharing information, and taking prompt action. This is especially important as school staff are in a position to identify concerns early and prevent these from escalating. The Teachers' Standards requires all teachers to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Trainees must follow placement schools' policies on taking photographs of children. Personal cameras, personal mobile phones or other personal devices should not be used to take photographs of children.

All trainees are expected to ensure the safeguarding of children and are required to:

- Work and behave safely and responsibly at all times, fulfilling their duty of care and ensuring they do not abuse their position of trust in any way, reviewing and reflecting on their own practice and behaviours.
- Understand that it is professionally and morally unacceptable to breach safeguarding policies and procedures.
- Access appropriate training, support, and advice as required, including the completion of safeguarding and child protection training as required, including the completion of safeguarding and child protection training as required.
- Respond to any concerns about a child's wellbeing in line with the school Child Protection policy.

- Respond in the same way to concerns that involve the behaviour of other adults in the school by following the Teamworks Whistleblowing policy alongside the statutory guidance, 'Keeping Children Safe in Education.'
- Understand that it is professionally, morally and in some cases legally unacceptable not to carry out these responsibilities and failure to do so could result in disciplinary action.
- Be aware of current Teachers' Standards.
- If at any time a trainee is concerned that an action or comment that they have made may be misinterpreted or that a child behaves or makes a comment in a way that causes the trainee concern in this respect, the trainee should log their concerns immediately with the appropriate senior member of staff, such as the Designated Safeguarding Lead (DSL).
- Always maintain appropriate professional boundaries consistently with all pupils regardless of their age, and trainees must not discuss or disclose personal details about their relationships or family life.

Trainees need to be aware that they hold a position of power over young people and this power must not be used:

- To intimidate, bully, humiliate, threaten, coerce, or undermine children or young people
- To form or promote relationships which are of a sexual nature, or which may become so
- To promote their own religious, political, or philosophical beliefs

Through our policies, procedures, training, and guidance we wish to ensure that we can:

- Help all trainees establish safe and responsive learning environments which safeguard children
- Reduce the risk of adults being unjustly accused of unprofessional, inappropriate, or abusive conduct
- Help trainees to work safely to protect pupils and themselves
- Ensure that all trainees are aware of what is regarded as appropriate or inappropriate conduct and practice

Trainees must remain vigilant and recognise the dangers, which may arise from private interviews with individual pupils. Where possible, interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people.

Physical Contact with Children

There are occasions where it may be appropriate for a trainee to have some physical contact with a child in line with care plans, but trainees need to be aware that it is crucial that in all circumstances trainees should only touch students in ways which are appropriate to their professional standards, alongside their roles and responsibilities.

Sexual Contact with Children and Young People

All trainees need to ensure that they:

- Do not have a sexual relationship with any student of any age.
- Do not have any form of communication (verbal, non-verbal or electronic) with a child or young person which could be interpreted as sexually suggestive or provocative
- Do not make sexual remarks to, or about, a child or young person
- Do not discuss your own sexual relationships, experiences, or preferences with or in the presence of children or young people.

Professional Behaviour and Relationships

Trainees must ensure that their behaviours do not breach the SCITT Code of Conduct, professional standards, or safeguarding policies. All trainees are expected to behave in a professional way that is not offensive to others and that cannot be deemed as bullying or harassment. Trainees must treat colleagues and others with respect and positive regard at all times. Slurs and offensive banter will not be tolerated. Trainees must not publicly criticise colleagues in front of parents, students, or other members of staff. They must respect the skills, expertise, and contribution each member of staff makes, and all trainees are expected to make efforts to build productive working relationships with others in the interest of the students. Trainees must support LSS and its partner schools as a community, recognising that even outside of work they should not publicly criticise AA Teamworks and its partner schools and to do so could be viewed as a breach of contract. Professionalism involves using judgement in order to make the right decisions. AA Teamworks policies and procedures provide trainees with additional guidance, advice, and clarity.

Searching, Screening and Confiscation

All staff, including SCITT trainees, have a duty to ensure staff and pupils feel safe and secure in school as required by 'Working together to safeguard children', 'Keeping children safe in education' and the Teachers' Standards. When used appropriately searching, screening and confiscation powers are in important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Trainees must familiarise themselves with the placement school behaviour policy, including the list of banned items for which a search can be made. Trainees must be aware that only Headteachers and staff they authorise have statutory power to search a pupil or their possessions where they have reasonable grounds to suspect the pupil has a prohibited item or any other item the school rules identify as an item which may be searched for. The list of banned items includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been or is likely to be used:
 - to commit an offence or
 - to cause person injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

Only the headteacher or a member of staff authorised by the headteacher can carry out a search, screening, or confiscation. If a trainee suspects that a child or young person has any prohibited item, they should inform the DSL (or deputy) and/or Headteacher immediately. They must not attempt to search, screen, or confiscate the item from the child themselves.

Records and Information Sharing

Where there are concerns about the safety of a trainee or member of staff, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 and GDPR places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of trainees or staff at risk of abuse or

neglect. Personal data should not be shared where the 'serious harm test' is met i.e. where releasing data will or may result in harm to the person. In these cases, independent legal advice should be sought.

Well-kept records are essential to good safeguarding practice.

Procedures

Teachers, trainee teachers and other adults in school are well placed to observe any physical, emotional, or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Where an allegation is made against a member of staff, SCITT staff should take care not to place themselves in a vulnerable position. Other adults are encouraged to be present at interviews.

We recognise that a trainee may make an allegation against a member of staff. If such an allegation is made, or information received which suggests that a person may be unsuitable to work with trainees, the Head of SCITT will be immediately informed.

Any member of staff who does not feel confident to raise concerns within the SCITT should contact the LADO directly.

AA Teamworks and partner school safeguarding procedures must be adhered to, including around identification badges, registers/signing-in procedures and all trainees must adhere to the AA Teamworks SCITT code of conduct policy at all times. AA Teamworks will seek appropriate advice from the Local Authority Designated Officer (LADO).

LADO contact

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