

Company Name:	The Staff Room ("the Company")
Policy No:	41
Policy Name:	Safeguarding Policy
Date:	August 2025
Version:	Version 9

REMEMBER: All temporary staff must report and record any worries and concerns that they have about a child or vulnerable adult (however insignificant) to the school/setting's Designated Safeguarding Lead (DSL). A report is justified by a single incident such as an injury related to a safeguarding concern or a disclosure of abuse. It is crucial that temporary staff record and pass on worries and concerns in accordance with this policy to allow the relevant authorities to build up a picture and intervene with support at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

This policy should be used in conjunction with the school/setting's Safeguarding Policy & The Staff Room's Child Protection Policy (policy no 66)

1.0 INTRODUCTION

1.1 The Staff Room's safeguarding policy is to help ensure vulnerable adults and children are safe and protected from harm. It should give clear directions to all staff on their responsibilities within the workplace and how our organisation ensures that staff are kept updated.

Safeguarding and promoting the welfare of children means:

- Protecting the health, wellbeing and human rights of children at risk, enabling them to live safely, free from abuse and neglect. It is about people and organisations working together to prevent and reduce both the risks and experience of abuse or neglect.

1.2 The welfare and safety of the child is most important as outlined in the **Children's Act 2006**. Everyone who encounters children has an important role to play in keeping children safe. On all occasions we work in partnership with other outside agencies in line with the **"Working Together to Safeguard Children 2023"** document.

1.3 We recognise that we have a statutory responsibility to safeguard and promote the welfare of all children, young people and vulnerable adults and to keep them safe. We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect everyone who works in schools to share this commitment.

1.4 We take all welfare concerns seriously and believe that all children, young people and vulnerable adults have a right to be heard and to have their wishes and feelings taken into account. We will always act in the best interest of the child, young person or vulnerable adult. Safeguarding is defined in the Department for Education's 'Keeping Children Safe in Education' guidance as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes. We will fulfil local and national responsibilities as wholly as possible as a supply agency.

1.5 This policy applies to all internal staff at The Staff Room as well as temporary staff placed by The Staff Room to include: permanent and temporary supply teaching and non-teaching support staff.

1.6 For the purposes of this document, the term 'internal staff' and 'temporary staff' will apply to those listed above. Because of their day-to-day contact with children, young people and vulnerable adults, temporary staff are well placed to observe possible signs of abuse.

1.7 The Staff Room is fully compliant with Keeping Children Safe in Education. The Staff Room is committed to ensuring their work is consistent with safeguarding and promoting the welfare of children and vulnerable adults. All temporary staff placed by The Staff Room are expected to take all reasonable steps to ensure they are alert to possible child abuse and neglect, and to familiarise themselves with arrangements for safeguarding children in the schools where they are placed.

2.0 LEGISLATION AND STATUTORY GUIDANCE

2.1 This policy is based on the Department for Education's statutory guidance, 'Working Together to Safeguard Children 2023'. We comply with this guidance and procedures set out by the Local Safeguarding Children Board and Adults Board for the area where our contractors provide their services.

2.2 This policy has been drawn up on the basis of law and guidance (statutory and non-statutory) that seeks to protect children, young people and vulnerable adults, namely:

- Safeguarding Vulnerable Groups Act 2006
- Children Act 2006
- Disqualification under the Childcare Act 2006 (regulations amended 2018)
- Data Protection Act 2018
- General Data Protection Regulation (GDPR)
- Human Rights Act 1998
- Sexual Offences Act 2003
- Education Act 2011
- Working Together to Safeguard Children 2023

- The latest 'Keeping Children Safe in Education', and
- **Part One of 'Keeping Children Safe in Education (updated each year)**
- Additional government resources that have also been taken into consideration can be found below:
- What to do if you're worried a child is being abused
(<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>).
- Information sharing
(<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>)
- Mental health and behaviour in schools
(<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>)

This policy applies to all internal staff and temporary staff providing their services via The Staff Room.

3.0 TRAINING AND INDUCTION

3.1 Every new member of staff that joins our organisation will receive training during their induction period. This will include:

Training for Internal Staff

- All internal staff complete a thorough Safeguarding induction process when starting a position at The Staff Room.
- All internal staff are required to complete the NSPCC 'Safer Recruitment in Education' training course. This is renewed every 3 years.
- All internal staff are required to read annually or after an update The Staff Room's 'Safeguarding Policy'.
- All internal staff are required to read the latest 'Working Together to Safeguard Children' every 2 years unless updated sooner.
- All internal staff required to read the annually updated 'Keeping Children Safe in Education' document (Part 1 as a minimum)
- All internal staff are required every year to successfully complete 'Safeguarding for Teachers & Staff' training via 'Candidate Go'.

Teaching and Support staff (Temporary Staff)

- All temporary staff are required to successfully complete 'Safeguarding for Teachers & Staff' training via 'Candidate Go' before they are cleared to work. This is renewed every year. The course is written specifically for staff in the education sector, covering child protection together with online safety and the Prevent duty. Once completed, each candidate will be issued with a certificate for their own records.
- All temporary staff are required to read before clearance to work and annually after clearance (or after an update) the latest 'Keeping Children Safe in Education for Schools and Colleges' document.
- All temporary staff are required to read this policy before clearance to work.

- All temporary staff are required to read before clearance to work and annually The Staff Room 'Code of Conduct'.
- All temporary staff are required to read our 'Child Protection policy' in conjunction with our Safeguarding policy before clearance to work.

3.2 We encourage all our staff to keep up to date with the most recent local and national safeguarding advice and guidance.

3.3 All staff are expected to maintain and update their knowledge about what constitutes abuse and to know the signs and symptoms of abuse. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender and diversity, but these issues should never be a barrier to sharing and reporting concerns about children, young person or a vulnerable adult.

3.4 All staff have a statutory responsibility to safeguard and promote the welfare of children, young people and vulnerable adults and must be aware of and fully conversant with this policy. All temporary staff must have access to and observe this policy, whilst also adhering to the client school's procedures and guidance at all times.

3.5 It is neither the role, nor responsibility, of those working with children, young people or vulnerable adults in a school or alternative provision, to assess, diagnose or investigate whether a child, young person or vulnerable adult is at risk of or suffering harm or abuse. It is the responsibility of all temporary staff to be aware of the need to report any concerns to the school/setting's Designated Safeguarding Lead (DSL) as a matter of priority, or to one of the Deputy Safeguarding Leads in his/her absence.

3.6 This policy is made available to all temporary staff and must be read along with:

- the school/setting's: Safeguarding, Child Protection Policy, and Behaviour Policy

4.0 OUR ETHOS

4.1 The child's welfare is of paramount importance as outlined in the Children Act 2006. The Staff Room will endeavour to ensure that all temporary staff working with children and/or vulnerable adults that are supplied by us maintain an ethos where their service users are secure and are safe.

4.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that our temporary staff can play an important role as they are in a position to identify concerns. When concerned about the welfare of an adult or child, our temporary staff are always expected to act in the best interests of the child.

4.3 All internal staff will, through training, know how to respond to a concern relayed by or related to one of our teachers or support temporary staff as well as how to record and report this information.

4.4 At all times we will strive to work in partnership with colleagues from other agencies in line with Working Together to Safeguard Children 2023 and the relevant Safeguarding Children and Adults Boards procedures.

5.0 OVERALL AIMS

5.1. The Staff Room believes that a child, young person or vulnerable adult should never experience abuse of any kind. We have a responsibility to promote the welfare of all children, young people and vulnerable adults and to keep them safe. We are committed to good practice which seeks to protect them. The purpose of this policy is to:

- Ensure that those who are known to be unsuitable do not gain access to children or vulnerable adults.
- Those who become unsuitable are detected at the earliest stage and prevented from continuing to work with children and vulnerable adults.
- Those who intend to do harm are prevented at every possible stage from entering the workforce.
- Effective management is provided for all staff through support and training.
- All necessary checks are made on all staff.
- The Staff Room stays up to date with developments on safeguarding best practice, reporting and auditing our safeguarding activities annually and reviewing and updating our policies and practices every 12 months
- The Staff Room will report any concerns regarding any individual, or any potential safeguarding situation that it becomes aware of as soon as practicable, to the appropriate authority.
- At an individual and collective level, all staff are involved in ensuring safeguarding is embedded across our services to ensure a whole organisation approach so that individuals are adequately covered by this policy.
- Protect children, young people and vulnerable adults who receive the services of The Staff Room.
- Provide all staff (internal and temporary) with the overarching principles that guide our approach to child protection and the safeguarding of children, young people and vulnerable adults.
- Raise all staff awareness of the need to safeguard children, young people and vulnerable adults, and their responsibilities in identifying concerns and reporting them as a matter of priority.
- Provide a framework to support all staff in identifying concerns that a child, young person or vulnerable adult may be suffering harm or abuse, thereby enabling them to report those concerns without delay.
- Help temporary staff to contribute to an environment where children, young people and vulnerable adults feel secure and are listened to and contribute to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values.
- Identify and protect the most vulnerable, identify individual needs where possible and develop plans to meet those needs.

6.0 THE CATEGORIES OF ABUSE AND SIGNS AND INDICATORS

All temporary staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Abuse is a form of maltreatment of a child, young

person or vulnerable adult. Someone may abuse or neglect a child, young person or vulnerable adult by inflicting harm or by failing to act to prevent harm. Children, young people and vulnerable adults may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, by others not known to them (eg via the internet). They may be abused by an adult, adults or another child, young person or vulnerable adult. Temporary staff must be aware of wider safeguarding issues and that behaviours linked to drug taking, alcohol abuse, truanting and sexting, put children, young people and vulnerable adults in danger. There are four categories of abuse. The definition of each category is set out below, with a non-exhaustive list of possible signs and symptoms.

6.1 Physical

6.1.1 Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child, young person or vulnerable adult. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child, young person or vulnerable adult.

Recognising physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Improbable explanations for injuries or parent(s)/carer(s) undisturbed by accident/injury.
- Untreated injuries or lingering illness not attended to.
- Admission of punishment which appears excessive.
- Shrinking from physical contact.
- Fear of returning home or of parent(s)/carer(s) being contacted.
- Fear of undressing.
- Fear of medical help.
- Aggression/bullying.
- Over compliant behaviour or a 'watchful attitude'.
- Running away.
- Significant changes in behaviour without explanation.
- Deterioration in work.
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries. Children, young people and vulnerable adults can have accidental bruising. The following must be considered as indicators of harm, unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed:
 - Any bruising to a pre-crawling or pre-walking baby.
 - Bruising in or around the mouth, particularly in small babies, which may indicate force feeding.
 - Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, although a single bruised eye can be accidental or abusive).
 - Repeated or multiple bruising on the head or on parts unlikely to be injured accidentally.
 - Variation in colour, possibly indicating injuries caused at different times.
 - The outline of an object used (e.g. belt marks, handprints or a hairbrush).

- Bruising or tears around, or behind, the earlobe(s) indicating injury by pulling or twisting.
- Bruising around the face.

6.1.2 Grasp marks on small children.

Bite marks; Human bite marks are oval or crescent shaped. If they are over 3cm in diameter, they are more likely to be made by an adult or older child.

6.1.3 Burns and Scalds.

It can be difficult to distinguish between accidental and non-accidental burns and scalds - experienced medical opinion is required. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns along the protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of their own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds, which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into hot liquid or bath.

6.1.4 Fractures.

Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint. Non-mobile children, young people or vulnerable adults rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay, when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

6.1.5 Scars.

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

6.2 Emotional.

6.2.1 Emotional abuse is the persistent emotional maltreatment of a child, young person or vulnerable adult, such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to them that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving them 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, young people or vulnerable adults. These may include interactions that are beyond their developmental capability, as well as overprotection and limitation of exploration and learning, or preventing them participating

in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing them frequently to feel frightened or in danger, or the exploitation or corruption of children, young people or vulnerable adults. Some level of emotional abuse is involved in all types of maltreatment of a child, young person or vulnerable adult, though it may occur alone.

6.2.2 Recognising emotional abuse; Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse. The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent (eg anxious, indiscriminate or no attachment).
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Appeasing behaviour towards others.
- Scapegoated within the family.
- Frozen watchfulness - particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a loner – difficulty relating to others.
- Continual self-deprecation.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- Neurotic behaviour – obsessive rocking, thumb sucking and so on.
- Air of detachment – don't care attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems including overeating and lack of appetite.
- Depression and withdrawal.

6.3 Sexual

6.3.1 Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are 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, young people or vulnerable adults in looking at, or in the production of, sexual images, watching sexual activities, encouraging children, young people or vulnerable adults to behave in sexually inappropriate ways, or grooming a child, young person or vulnerable adult 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.

6.3.2 Recognising sexual abuse; Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child, young person or vulnerable adult. Therefore, both identification and disclosure rates are deceptively low. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. According to a recent Office for National Statistics (ONS) study, three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience(s) by early adulthood. If a child, young person or vulnerable adult makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child, young person or vulnerable adult tests the professional's response. There may be no physical signs and indications are likely to be emotional/behavioural.

Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation inappropriate to the person's age.
- Contact or non-contact sexually harmful behaviour.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including an eating disorder), self-mutilation and suicide attempts.
- Involvement in sexual exploitation or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes eg sports events (but this may be related to cultural norms or physical difficulties).

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area. Scratches, abrasions or persistent infections in the anal or genital regions.
- Bruises, scratches, burns or bite marks on the body.
- Blood on underclothes.
- Pregnancy in a child, young person or vulnerable adult.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease or presence of semen on vagina, anus, external genitalia or clothing.

Other signs of sexual abuse:

- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the person's age, for example in drawings, vocabulary, games and so on.
- Frequent public masturbation.
- Attempts to teach other children, young people and vulnerable adults about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger anxiety and tearfulness.
- Withdrawal from friends.
- Frequent vaginal infections, discharge or odours.
- Sexually transmitted diseases.

Possible signs of sexual abuse in older children, young people or vulnerable adults:

- Promiscuity, prostitution and provocative sexual behaviour.

- Self-injury, self-destructive behaviour and suicide attempts.
- Eating disorders.
- Tiredness, lethargy and listlessness.
- Over-compliant behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.
- Non-attendance at school.
- Talking about a new 'special' friend. Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', Ministry of Justice, Home Office and the Office for National Statistics' research indicates that as much as 80 percent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

6.4 Neglect

6.4.1 Neglect is the persistent failure to meet basic physical and/or psychological needs of a child, young person or vulnerable adult, likely to result in the serious impairment of their 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, young person or vulnerable adult from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers), and/or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, the basic emotional needs of a child, young person or vulnerable adult.

Recognising neglect; It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting. When working in areas where poverty and deprivation are commonplace, professionals may become desensitised to some of the indicators of neglect. These include:

- Failure by parents or carers to meet essential physical needs (eg adequate or appropriate food, clothes, warmth, hygiene and medical or dental care).
- Failure by parents or carers to meet essential emotional needs (eg to feel loved and valued, and to live in a safe, predictable home environment).
- A child, young person or vulnerable adult who is seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- A child, young person or vulnerable adult thriving away from their home environment.

- A child or young person frequently absent from school.
- A child, young person or vulnerable adult left with inappropriate carers (eg too young or complete strangers).
- A child, young person or vulnerable adult left with adults who are intoxicated or violent.
- A child, young person or vulnerable adult abandoned or left alone for excessive periods.

Disabled children, young people and vulnerable adults can be particularly vulnerable to neglect due to the increased level of care they may require. Although neglect can be perpetrated consciously as an abusive act by a parent or carer, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the parent or carer, often due to one or more unmet needs of their own. These could include domestic abuse, mental health issues, learning disabilities, substance misuse, or social isolation/exclusion, however, this list is not exhaustive. While offering support and services to these parents or carers, it is crucial that professionals maintain a clear focus on the needs of the child, young person or vulnerable adult. Possible signs of neglect:

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.

Signs to watch out for:

- Signs of low self-esteem.
- Repeated talk of failure.
- Deliberately seeking failure.
- Denial or destruction of anything good.
- Rejection of praise.
- Pleasure in criticism.
- Clowning, acting big and telling tall stories.

Verbal signs of distress:

- Self-denigration.
- Worthlessness.
- Pessimism.
- Hopelessness.
- Morbid thinking.
- Suicidal thoughts.
- Pathological thinking.
- Self-blame.

Non-verbal signs of distress:

- Loss of interest and withdrawal.
- Irritability and tearfulness.
- Tiredness and change in weight.
- Poor concentration and deterioration of work.
- Destructive behaviour
- Morbid artwork and writing
- Lack of self-care (deliberate)
- Deliberate failure
- Self-harming
- Suicide attempts
- Arson

7.0 REFERRALS

7.1 All temporary staff must report and record any worries and concerns that they have to the school/setting Designated Safeguarding Lead (DSL) and not see these as insignificant. A report is justified by a single incident such as an injury related to a safeguarding concern or a disclosure of abuse. It is crucial that temporary staff record and pass on worries and concerns in accordance with this policy to allow the relevant authorities to build up a picture and intervene with support at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

7.2 It is not the responsibility of temporary staff to investigate concerns or determine the truth of any disclosure or allegation. All temporary staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

7.3 If you have a concern that a child, young person or vulnerable adult is being abused or is at risk of being abused, it will be taken seriously. It is vitally important that you share the information with the school/setting's DSL immediately.

7.4 Information regarding the specific school/setting's DSL should be issued to temporary staff by the school/setting at the start of the booking. If not – please ask for this information. Temporary staff should record the information and include the date you received information or had concerns, the nature of the concern including any physical marks seen or anything that the child, young person, vulnerable adult or someone else has told you.

7.5 You can use the school/provision's concern tracking sheet or equivalent document. Once again please request this from the school/setting's DSL.

7.6 Any member of temporary staff who does not feel that concerns about a child or vulnerable adult have been responded to appropriately should raise their concerns with the school/settings DSL for Safeguarding. If any member of temporary staff does not feel the situation has been addressed appropriately at this point, they should contact the relevant local safeguarding authority directly with their concerns. It is also important to contact Claire Peirce, DSL at The Staff Room.

7.7 At The Staff Room we recognise that our temporary staff may be placed to identify concerns to prevent individuals from becoming victims of so-called 'honour-based' violence

(HBV). If temporary staff have a concern regarding an adult or child that might be at risk of HBV they should inform the school/setting DSL who will liaise with Police and the relevant local safeguarding authority.

7.8 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other form of vulnerability in today's society. At The Staff Room, we will ensure that: All temporary staff have received relevant training and will act as the point of contact for any concerns relating to radicalisation and extremism. If Temporary staff have a concern regarding an adult or child that might be at risk of radicalisation and extremism they should inform the school/setting DSL who will liaise with Police and the relevant local safeguarding authority.

7.9 In all cases, the reporting of concerns in the contexts listed above should go directly to the school/setting DSL. You may also want to inform Claire Peirce at The Staff Room, so the agency has an overview of any issues raised.

7.10 The school/setting DSL will decide whether to make a referral to the Police or relevant local safeguarding authority.

7.11 If a referral to the relevant local safeguarding authority has not met the threshold for support or statutory intervention, the school/setting DSL will make a full written record of the decision and outcome.

7.12 Any child, young person or vulnerable adult in any family or any school could become a victim of abuse. Temporary staff should always maintain an attitude of 'it could happen here'. Anyone can make a referral if they think a child, young person or vulnerable adult is in immediate danger.

Circumstances where any member of temporary staff can make a referral to the local authority's safeguarding team are as below:

- The situation is an emergency and the school/provision's DSL, their deputy DSL, the Headteacher and the Chair of Governors are all unavailable.
- They are convinced that a direct report is the only way to ensure a child, young person or vulnerable adult's safety.
- If, for any other reason, they make a judgement that a direct referral is in the best interests of the child, young person or vulnerable adult.

Appendix 1 of this policy lists the relevant Local Safeguarding Authority by geographical area.

7.13 Please note that due to the nature of our supply business, temporary staff are placed in numerous settings in different geographical areas. Due to this, there are several local authorities that we provide supply staff to. With this in mind, for an emergency referral, supply staff will need to seek out the relevant contact details for the local safeguarding authority pertaining to their placement.

- In an emergency, take the action necessary to help the child, young person or vulnerable adult (for example call 999).
- Report your concern to the school/setting DSL immediately.
- Do not start your own investigation.
- Share information on a need to know basis only – do not discuss with colleagues, friends or family.

- Seek support for yourself if you are distressed, finding it difficult to cope or would like to talk through any issues.

7.14 Dealing with disclosures received:

7.14.1 Listen:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

7.14.2 Reassure:

- Reassure the child, young person or vulnerable adult, but only so far as is honest and reliable. For example, don't make promises you may not be able to keep, such as 'I'll stay with you' or 'everything will be alright now'.
- Do reassure and alleviate guilt if the child, young person or vulnerable adult refers to it. For example:
 - I believe you.
 - I am glad you came to me.
 - I am sorry this has happened.
 - You're not to blame. You are not alone. You are not the only one this sort of thing has happened to.
 - We are going to do something together to get help.
- Do not promise to keep it a secret as your professional responsibilities will require you to report the matter. If you make this promise to a child, young person or vulnerable adult and then break it, you confirm to them yet again that adults are not to be trusted.

7.14.3 React:

- React to the child, young person or vulnerable adult only as far as is necessary for you to establish whether you need to refer this matter, but do not interrogate for full details.
- Do not ask leading questions, for example 'what did they do next?'. Such questions may invalidate your evidence (and theirs) in any later prosecution in court.
- Do not criticise the alleged perpetrator as the child, young person or vulnerable adult may care about him/ her and reconciliation may be possible.
- Do not ask the child, young person or vulnerable adult to repeat what they have disclosed to another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the child, young person or vulnerable adult that it will be a senior member of staff - the DSL.
- At the point of disclosure, try to see the matter through yourself and keep in contact with the child, young person or vulnerable adult. During day-to-day or short-term placements, ensure you reassure the child, young person or vulnerable adult that the DSL will keep in contact with them as it would not be possible for you to do so.
- Make some very brief notes at the time of disclosure and write them up as soon as possible.
- Do not destroy your original notes in case they are required at a later date.
- Record the date, time, place, persons present, any noticeable non-verbal behaviour and the words used by the child, young person or vulnerable adult. If they use pet

words, abbreviations or colloquialisms, record the actual words used rather than translating them into proper words. Use the school/setting's concern tracking sheet.

- Draw a diagram or complete the school/setting's 'Safeguarding Body Map' document to indicate the position of any injuries.
- Record statements and observable things rather than your interpretations or assumptions.

7.14.4 Remember:

- Follow the school/setting's Child Protection Policy and Procedures and share your concerns with their DSL.
- Refer to the local safeguarding authority and/or the police if relevant.
- Support the child, young person or vulnerable adult - listen, comfort and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.
- To try to get some support for yourself if you need it.

8.0 RECORDING AND SHARING INFORMATION

8.1 Staff recognise the importance of sharing information with other agencies. Further information on sharing information can be found in the government's 'Working Together to Safeguard Children 2023' and 'Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers' documents. Staff also recognise that the Data Protection Act 2018 and General Data Protection Regulation (GDPR) do not prevent the sharing of information for the purposes of keeping children, young people and vulnerable adults safe. This includes allowing practitioners to share information without consent.

8.2 Recording is a tool of professional accountability and is central to safeguarding and protecting children, young people and vulnerable adults. The Staff Room will keep a central record of safeguarding and child protection training.

8.3 It is vital that concerns are recorded comprehensively and accurately, so that they can be monitored and emerging patterns noticed. All verbal conversations must be promptly recorded in writing. Reporting concerns about children, young people or vulnerable adults should be recorded on the school/setting's concern tracking sheet.

8.4 Copies of the school/setting's concern tracking sheet or the 'Record of Concern Form' should be shared immediately with the DSL or deputy DSL of the client school/setting.

8.5 Internal sharing of information will be limited to sharing information with staff where it will evidently benefit a child, young person or vulnerable adult and will generally be on a need to know basis. Information sharing and contact (or attempted contact) with other agencies should be logged. It is expected that all staff are aware of the importance of sharing information and working with other professionals to get a full picture of need, so that the right help can be given to a child, young person or vulnerable adult. It is also expected that

everyone who works with children, young people and vulnerable adults has a role to play in identifying concerns, sharing information and taking prompt action

9.0 ROLES AND RESPONSIBILITIES

School/Setting Designated Safeguarding Lead (DSL) contact – to be provided to the temporary worker by the school/setting on arrival.

Safeguarding Contact at The Staff Room: Claire Peirce on 01604 386833

9.1 It is the responsibility of every member of staff to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all children and vulnerable adults.

9.2 Chris Wood & Claire Peirce at The Staff Room are accountable for ensuring the effectiveness of this policy and our compliance with it.

9.3 Chris Wood & Claire Peirce at The Staff Room will ensure that: The safeguarding policy is in place and is reviewed annually, is available to those involved in implementing it and has been written in line with statutory guidance. Claire Peirce at The Staff Room is designated to take the lead responsibility for safeguarding issues (including providing advice in relation to the management of allegations procedures that relate to a temporary staff member); All staff receive an induction and are provided with a copy of this policy; All staff undertake appropriate safeguarding training for their role; Safer recruitment practices are followed to prevent temporary staff who may pose a risk to children or vulnerable adults; Any weakness with regard to safeguarding arrangements that are brought to their attention will be remedied without delay; Staff feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures; Liaison will take place with the Designated Officer for the relevant local safeguarding authority in the event of an allegation of abuse being made against a temporary member of staff where their role involves working with children.

9.4 Claire Peirce at The Staff Room, will take the lead for safeguarding issues at The Staff Room. She will carry out their role in accordance with any responsibilities outlined in Working Together to Safeguard Children 2023.

9.5 Claire Peirce at The Staff Room will always be available for staff to discuss any safeguarding concerns.

9.6 Claire Peirce at The Staff Room will liaise with the school/setting DSL and other services / agencies where necessary.

9.7 Claire Peirce at The Staff Room will maintain the necessary written records ensuring that they are kept confidential and stored securely.

9.8 Chris Wood & Claire Peirce at The Staff Room are responsible for ensuring that all staff members (and volunteers) are aware of this policy.

9.9 Claire Peirce at The Staff Room will provide advice and guidance to staff on issues relating to allegations made about a temporary staff member working with children or vulnerable adults.

10.0 RECORDS AND INFORMATION SHARING

10.1 Any information recorded will be kept in a secure cabinet or electronically. These files will be the responsibility of Claire Peirce at The Staff Room. This information will only be shared on the basis of 'need to know in the adult's or child's interests' and on the understanding that it remains strictly confidential.

10.2 Consent will always be sought when sharing personal information with other agencies unless to do so is deemed to increase the risk to that individual.

11. SAFER RECRUITMENT

11.1 Recruiting and selecting the right staff is of paramount importance for the safety of children and vulnerable adults. Our key aims are to have total commitment to safeguarding and promoting the welfare of children in schools and to ensure that all our staff share this commitment.

11.2 All our Teachers, Classroom Support, SEN and Nursery staff undergo a stringent vetting process to ensure they are suitable for placement. Checks are completed prior to the first placement of a candidate and are repeated during service as and when required. The following checks apply to all education sector personnel before they are placed into a booking:

- Identity, change of name and National Insurance number
- Permission to work in the UK
- Minimum of 2 proof of address documents
- Full application form to include Health and Disability declaration
- Fully Enhanced DBS (to include Children's Barred List) either applied for via The Staff Room or a DBS checked via the update service. We check against the update service every 6 months, or renew if not registered with the update service
- Childcare Disqualification Declaration
- Self-Disclosure Form
- Qualifications
- TRA (Teaching Regulation Agency) check, now known as 'Check a Teacher Record' check repeated every 6 months
- Previous employment history from date of leaving school, with all gaps in employment history explored
- Minimum of 2 satisfactory written references. One must be from the candidate's current/last employer and, where possible, cover a period of the last 5 years work history
- Since 17 October 2022, online checks (Keeping Children Safe in Education (KCSIE) paragraph 225 "in addition, as part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates"
- A police clearance check (or equivalent) if a candidate has lived/worked overseas for more than 6 months within the last 5 years

- For a candidate requiring a teaching role that has lived or worked overseas for 6 months or more within the last 5 years, a Letter of Professional Standing issued by the professional regulatory authority where the candidate worked
- All overseas trained teachers (OTT's) require QTS status as confirmed by the TRA
- All candidates are required to successfully complete our online Safeguarding for Teachers & Staff training before they are cleared to work. The training is renewed every year
- All candidates are provided with the latest version of "Keeping Children Safe in Education" part 1. The latest version is also emailed to candidates at the beginning of each new academic year
- All candidates are provided with The Staff Room Agency Limited 'Code of Conduct'
- All candidates are provided with a photographic ID badge which they are required to wear in schools at all times
- The following statement is included on all candidate documents and advertising
'The Staff Room is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment'

11.3 It is The Staff Room's policy to ensure that all relevant pre-registration checks are carried out by internal staff who are trained in our procedures and who understand their responsibilities. All internal Staff Room employees have completed the NSPCC's Safer Recruitment in Education training. All original documents are photocopied and signed by staff as "originals seen".

11.4 At The Staff Room we will use the recruitment and selection process to deter and reject unsuitable applicants. We will meet every applicant in person. They will undergo a lengthy and rigorous registration and vetting process. We will only accept original documents. We will question any discrepancies; we will undertake Disclosure and Barring Service checks for all applicants and use any other means of ensuring we are recruiting and selecting the most suitable applicants to work with vulnerable adults or children.

11.5 We will maintain a record of all safer recruitment checks of our applicants carried out in line with statutory requirements.

11.6 For those applicants who have new or historical entries on a received DBS that may raise concerns of a safeguarding nature but not exclude them from being able to undertake their role. This information will be shared with anyone looking to take up the services offered by that applicant, provided consent is obtained.

12. MANAGING ALLEGATIONS AGAINST STAFF

12.1 Our aim is to provide temporary staff who will promote the wellbeing of children or vulnerable adults in receipt of any service provided by them. We do, however, recognise that sometimes allegations of abuse are made.

12.2 We recognise that allegations, when they occur, are distressing and difficult for all concerned. We also recognise that some allegations are genuine and that there are individuals who deliberately seek to harm or abuse children or vulnerable adults.

12.3 We will take all possible steps to safeguard vulnerable adults or children and to ensure that temporary staff provided by our organisation are safe to work with children and vulnerable adults. We will ensure that the procedures outlined by Working Together to Safeguard Children 2023 are adhered to and will seek appropriate advice from the relevant safeguarding authority where appropriate.

12.4 If an allegation is made or information is received about any temporary staff who works directly with children that has: Behaved in a way that has harmed a child, or may have harmed a child; Possibly committed a criminal offence against or related to a child; Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, the member of staff receiving the information, should inform Claire Peirce at The Staff Room immediately.

12.5 Claire Peirce at The Staff Room will seek advice from the relevant local safeguarding authority where appropriate within one working day. No member of internal staff will undertake further investigations before receiving advice from the relevant local safeguarding authority.

12.6 Claire Peirce at The Staff Room will assist the relevant local safeguarding authority with their enquiries in line with statutory guidance and local procedures (where relevant) which may include the sharing of information in order to safeguard children and vulnerable adults.

12.7 When an allegation relates to a temporary staff member, The Staff Room will provide representation at meetings convened and chaired by the relevant local safeguarding authority where a temporary staff member is subject to an investigation considered to fall under the relevant local authority's complex (organised or multiple) abuse procedures.

12.8 The Staff Room will, with advice from the relevant local safeguarding authority, decide whether an assessment of risk requires any interim measures to be put in place with regards to the supply of the temporary staff member's services from The Staff Room.

12.9 The Staff Room will provide support to temporary staff members who are subject to investigations as a result of an allegation made against them.

12.10 When requested by a relevant local safeguarding authority under a Local Safeguarding Children's Board 'management of allegations' procedure, The Staff Room will assist with the completion of the 'internal investigation' cited under that procedure (usually designated to the 'employer' of the member of staff subject to the allegation).

12.11 The Staff Room will refer to the Disclosure and Barring Service (DBS) any temporary staff member who has harmed, or poses a risk of harm, to a child. This referral will be made as soon as possible after the cessation of the temporary staff member's involvement with our organisation.

Appendix 1

Relevant Local Safeguarding Authority means:

Northamptonshire:	MASH (Multi Agency Safeguarding Hub) Designated Officer (formerly known as LADO)
Bedfordshire:	Integrated Front Door (Previously MASH) Local Authority Designated Officer (LADO)
Milton Keynes:	MASH (Multi Agency Safeguarding Hub) Local Authority Designated Officer (LADO)