



ASSOCIATED
MERSEYSIDE
PARTNERSHIP
SCITT

LYDIATE
LEARNING TRUST

Safeguarding Policy

The Associated Merseyside Partnership SCITT (AMP SCITT) is committed to safeguarding and promoting the welfare of all children within the partnership and expects all staff and trainees to share this commitment.

Aims

We aim to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote the welfare of all children.
- All responsibilities and procedures are fully understood and that everyone can recognise signs and indications of abuse or neglect and respond to them appropriately.
- Our practice meets local and national guidance and all statutory requirements are in place.

The policy has three key areas:

- 1. Safer Recruitment**
- 2. Training**
- 3. Legislation and Guidance**

Safer Recruitment

As part of Safer Recruitment, AMP SCITT prioritises safeguarding at every stage of the programme.

Application forms

All applications will be checked by a SCITT Leader, through the lens of Safer Recruitment, for the following information:

- Declaration of criminal convictions.
- As per [Keeping Children Safe in Education \(2024\)](#), a member of the recruitment team completes an online check of all applicants shortlisted, prior to interview. We only search for information in the public domain.
- Gaps in career history – these will be discussed at interview and were required an additional work history form is to be completed.
- Time spent overseas – additional criminal checks will be requested. This is for periods of over 3 months in duration.
- Name changes - will be checked against all documentary evidence provided at interview.

Selection interviews

- At least two panel members will be present for the interview.
- At least one of the panel members is Safer Recruitment trained.
- A check of ID is carried out, whereby photographic ID is presented (passport or driving licence) and DOB checked, along with both sides of the document to ensure validity.
- Structured questions will be asked to include attitudes towards children, motivation for wanting to become a teacher and safeguarding.
- A check that the applicant has suitable referees for e.g., most recent/current employer, university tutor, headteacher of schools where the candidate has worked with children.
- Interviewees are asked to declare any criminal convictions, cautions or reprimands subject to filtering rules or if they have previously been subject to a disciplinary or misconduct procedure.

Successful candidates

- All successful candidates will receive a conditional offer of a place subject to an Enhanced DBS check of the Child Workforce and check of the Barred list, a check of the Prohibition list, two suitable references and a health and fitness to train to teach check.
- Other conditions for e.g., a Subject Knowledge Enhancement, GCSE equivalencies etc., will be recorded on Manage, the DfE portal.

References

- References are visible once a candidate accepts an offer.
- Once received, checks will be made. References should recommend the candidate as suitable to work with children.
- Any which do not provide all the information we need to confirm a candidate's suitability to work with children and/or do not fully meet our requirements will be asked to provide an additional reference. Referees need to be suitably qualified to comment on a candidate's suitability to train to teach.
- Please refer to the Department for Education guidance on suitable referees and expected content of a reference for applying to teacher training: <https://getintoteaching.education.gov.uk/how-to-apply-for-teacher-training/teacher-training-references>

Disclosure and Barring Service (DBS)

- All accepted applicants are required to undertake an Enhanced Disclosure and Barring Service (DBS) for the child workforce, including a check of the Barred list which includes a childcare disqualification check.
- AMP SCITT undertake a check of the Prohibition list.
- AMP SCITT will follow the DBS Code of Practice and NASBTT guidance in relation to enhanced DBS checks for applicants to our programme. We will also have due regard to Keeping Children Safe in Education.
- It is unlawful for AMP SCITT to recruit anyone who is barred from working with children.

Prior convictions or cautions

All applicants are asked to declare any safeguarding issues such as a criminal record or professional misconduct on their application and again at interview. In the event that:

- Relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process, and/or,
- Where there are any declarations on the application form and/or,
- A DBS Certificate is returned with details of cautions and convictions after acceptance, and/or
- The Online Check of the Public Domain returns a safeguarding concern and/or prior caution of conviction.
- The decision to proceed with an application will depend on the nature of conviction and or caution.
- The following will automatically render applicants unable to join our programme include (please note this is not exhaustive and any relevant behaviours are included as per the [Teacher misconduct: the prohibition of teachers'](#) guidance.

- Violent crimes such as murder, manslaughter, assault, common assault, actual and grievous bodily harm, sexual crimes, drug related crimes - these represent a potential risk to children.
- Financial crimes such as theft, false accounting, money laundering and also crimes relating to fraud and counterfeiting - these represent a potential failure to meet the Teacher Standards relating to honesty and integrity and the high standards of personal conduct expected of teachers.
- Where less serious convictions and cautions than these are identified, and where these occurred a long time ago and represent isolated instances, we will not necessarily judge that applicants should be automatically rejected.
- In these cases, the applicant will be invited to provide contextual details to the Head of SCITT who will then consult LLT Executive Team, keeping the name of the applicant confidential, to establish if they believe that the candidate is suitable to train to teach and is able to start the course, adhering to the [Teacher misconduct: the prohibition of teachers](#) guidance.
- Appropriate legal advice will be sought if necessary.
- The decision of the Board will be final. It will then be at the discretion of a school placement Headteacher if they then accept a candidate with a conviction to train in their school.

DBS information and placement schools

- It remains an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies such as ITT providers to share copies of DBS certificates, or any information contained in a trainee's disclosure, with third parties such as schools or colleges and it is not good practice for schools or colleges to request such information direct from trainees (NASBTT and UCET DBS Guidance 2019). The information contained within these documents represents personal data and may also include criminal data under data protection law.
- There is no requirement for schools to record DBS details for trainees not on salaried routes in their Single Central Record.
- Once trainees' enhanced DBS and barred list checks have been completed the Administrator will notify placement schools that their trainee(s) are cleared.
- We will recommend that trainees discuss any criminal convictions which appear on their DBS Certificate with the Headteacher of their placement school. This is because it will also appear if they apply for a teaching post in that school and having that discussion will be needed at that point in time.
- This will enable the trainee to deal with the process of self-disclosure more confidently and successfully.
Where a trainee is employed by the school, the school has the duty to confirm, in the Partnership Agreement, that the appropriate checks (as above) have been completed.

Training

Preparation for the programme

- Trainees will receive reading lists before commencing the programme which will include recommended reading about safeguarding.
- All trainees will receive a copy of Keeping Children Safe in Education and will need to confirm that they have read this.
- All trainees will be expected to complete Prevent training, which is checked at QA1.
- All trainees will receive copies of their placement school safeguarding policies which is checked during Quality Assurance visits.
- Initial training before the school placement begins will include sessions on safeguarding and professionalism.

During the programme

- Induction for placements will include safeguarding arrangements specific to placement schools – this is included in the induction checklist.
- Trainees must always know and follow the safeguarding policies and practices of their placement schools. They must know the DSL in their placement school.
- Trainee CPD sessions in placement schools will include safeguarding.
- At least two members of the SCITT Leadership Team undertakes Designated Safeguarding Lead training (Level 3) every two years.
- Safeguarding features in several of the themes and topics for Centre Based training.
- Termly safeguarding review including any DfE updates as part of the first training session of the term.
- Once on our programme all trainees are obliged to inform the Head of SCITT of any changes to their criminal record. This is included in our Code of Conduct and failure to do so will lead to withdrawal from the programme.
- If a safeguarding concern arises in school, the school will follow their own policy and inform the SCITT DSL.
- Any behaviour or actions deemed to be a safeguarding risk will lead to disciplinary and/or disengagement from the programme (see separate policy).
- This may also include notifying third parties such as DBS and the Local Authority Children's Social Care team.

Legislation and Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#).

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school.
- [The Children Act 1989 \(and 2004 amendment\)](#), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by Female Genital Mutilation
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory guidance on the [Prevent duty \(June 2015\)](#), which explains schools' duties under the **Counter Terrorism and Security Act 2015** with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights \(ECHR\)](#)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- The [Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

The Teachers' Standards (DFE 2013, updated 2021) requires all teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of school, including:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's profession position.
- Having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions
- Showing tolerance and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law. In addition, the Sexual Offenders Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that student is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18. This policy also complies with our funding agreement and articles of association.

The school and this policy also takes account of additional guidance including:

- [CSE Definition and guidance for practitioners DFE 2017](#)
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance DFE 2017](#)
- [Disqualification under the Childcare Act DFE 2006](#)
- [Information sharing: Advice for practitioners providing safeguarding services HMG 2018](#)
- [The Prevent Duty - Departmental advice for schools and childcare providers DFE 2015](#)
- [How social media is used to encourage travel to Syria and Iraq DFE 2015 \(Briefing note for schools\)](#)
- [The Ofsted School Inspection Handbook and Ofsted guidance: Inspecting safeguarding in early years, education and skills](#)
- [What to do if you are worried a child is being abused: Advice for practitioners DFE 2015](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people DDCMS / UKCIS 2020](#)
- [Serious Violence Duty: statutory guidance Home Office 2022](#)
- [Domestic Abuse: statutory guidance Home Office 2022](#)
- [Working together to improve school attendance DFE 2022](#)
- [Searching, screening and confiscation: advice for schools 2022 DFE 2022](#)

- Other DFE statutory guidance including: online safety and children who go missing from home or care is found here: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>