2025/26 Child Protection and Safeguarding Policy for SOFEA

Consistent with Keeping Children Safe in Education 2025

Published December 2025 to be reviewed by September 2026

Date agreed and ratified by Trustees: December 2025

The policy must be reviewed and updated at least annually and/or following any updates to national and local guidance and procedures.

*For the purpose of this policy children may at times be referred to as learners.

Contents:

Section	Content	Page
1	Introduction	5
2	Legal Framework	5
3	Roles and Responsibilities	6
4	Supporting Children	6, 7
5	Procedures for dealing with a concern and record keeping	7, 8, 9
6	Concerns and Allegations about staff	9
7	Information Sharing	9
8	Multi Agency Working	9, 10
9	Safer Recruitment	10
10	Training	10
11	Whistleblowing in a Safeguarding Context	11, 12
12	Site Security	12
13	Quality Assurance	12
14	Policy Review	12

APPENDIX A: The role of the Designated Safeguarding Lead	**Page**
Managing Referrals	13
Record Keeping	13, 14
Multi Agency Working and Information Sharing	14
Raising Awareness	14
Training Knowledge and skills	14
Quality Assurance	14
Support for Staff	14
APPENDIX B: Safeguarding Definitions	
Safeguarding Definitions	15, 16
Categories of Abuse	17, 18
APPENDIX C: Further Information	
Child abduction and community safety incidents	19
Child sexual exploitation and child criminal exploitation	19, 20
County Lines	20
Children and the court system	20
Children who are absent form education	20, 21
Children with family members in prison	21
Online Safety, Remote Learning, Cybercrime and Filtering & Monitoring	21, 22
Cybercrime	22
Filtering and monitoring	22, 23
Domestic abuse	23, 24
Operation Encompass	24
Homelessness	24
Mental Health	24, 25
Modern slavery and the National Referral Mechanism	25
Preventing radicalisation	25, 26
Channel	26, 27
Sexual Harassment, Violence, Harmful Sexual Behaviours	27, 28
So- called 'honour' – based abuse (including female genital mutilation and forced marriage)	28
APPENDIX D: Further Information	
Concerns and Allegations about Staff including Supply staff, Volunteers and Contractors	29, 30

Pre-Appointment Checks and Safer Recruitment	30, 31, 32

Key Personnel	Name (s)	Contact details
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Deputy DSL(s)	Nichola Smith Donna Patel Soraia Edwards	07376 867494 07949 076451 07508 495991
SOFEA's named 'Prevent' lead	Ruth Kennell	As above
Nominated Safeguarding Trustee	Beckie Shuttleworth	07956 347117
Chair of Trustees	Joanna Dyson OBE	07720 805265
Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs)	Jo Lloyd Sandra Barratt Amie Pilcher Becky Langstone Sophie Kendall	01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk ESAT.safeguardingchildren@oxfordshire.gov.uk
Locality Community Support Service (LCSS) worker	LCSS South	0345 2412608
Multi Agency Safeguarding Hub (MASH) MASH Milton Keynes MK Together		0345 050 7666 01908 253169 / 253170
Out of hours Emergency Duty Team (EDT) Milton Keynes		08450 507666 01908 265545

Police		101 or in emergencies 999

SOFEA recognises its responsibility for safeguarding and child protection.

1. INTRODUCTION

1.1. It is essential that everybody working in SOFEA understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in ensuring children and young people are safe from abuse, neglect, exploitation, and harm. SOFEA is committed to safeguarding children and aims to create a culture of vigilance. All staff should ensure that any decisions made are in the best interests of the child.

1.2. Our learners welfare is our paramount concern. The Trustees will ensure that SOFEA will safeguard and promote the welfare of learners and work together with agencies to ensure that SOFEA has adequate arrangements to identify, assess and support those children who are likely to suffer or are suffering abuse, harm or neglect. https://www.oscp.org.uk/concerned-about-a-child/

1.3. This policy provides the basis for good practice within SOFEA for Safeguarding work. It should be read in conjunction with the Oxfordshire Safeguarding Children's Safeguarding procedures, plus the safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

1.4. This policy applies to all members of staff at SOFEA, including all permanent, temporary and support staff, trustees, volunteers, contractors and external service or activity providers.

2. THE LEGAL FRAMEWORK

2.1. This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children 2023: A guide to multi-agency working to help, protect and promote the welfare of children, December 2023: Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025
www.gov.uk/government/publications/keeping-children-safe-in-education--2

3. ROLES AND RESPONSIBILITIES

3.1. SOFEA's Designated Safeguarding Lead (DSL) has overall designated responsibility for safeguarding and ensures there is always appropriate cover for this role. The responsibilities of all Designated Safeguarding Leads are described in detail in Appendix A.

3.2. The **trustees** are collectively responsible for ensuring that safeguarding arrangements are fully embedded within SOFEA's ethos and reflected in the day-to-day practice.

3.3. **All staff members, trustees, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

3.4. SOFEA acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children/learners are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

3.5. SOFEA takes all reasonable action to limit children's exposure to the risks from the IT system and ensures SOFEA has appropriate filters and monitoring systems in place and regularly review their effectiveness.

4. SUPPORTING CHILDREN

4.1. SOFEA will support all learners by:

- ensuring the content of the curriculum includes social and emotional aspects of learning and that learners are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.

- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.

- encouraging learners to talk about feelings and ensuring they are listened to by a range of appropriate adults.

- supporting learners to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness and responding to concerns of aggression or bullying.

- liaising and working together with other support services and those agencies involved in safeguarding children, including Early Help and preventative services as required in Working Together to Safeguarding Children 2023
- considering intra familial harms and any necessary support for siblings.

- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment (which could take place on or off-line).

- acknowledging the importance of 'contextual safeguarding', https://contextualsafeguarding.org.uk/ which considers wider environmental factors in a learners life that may be a threat to their safety and/or welfare.

- alerting the local authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to SOFEA, and at other times, SOFEA will be vigilant in identifying any private fostering arrangement.

- acknowledging that a child that is looked after (CWCF), in kinship care or has been previously looked after by the Local Authority potentially remains vulnerable and ensuring that all staff have the skills, knowledge and understanding to support these children.

- taking positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting learners with certain protected characteristics in order to meet their specific need. For example, taking positive action to support girls if there was evidence that they were being subjected to sexual violence or sexual harassment. This includes making reasonable adjustments for disabled children and young people and those identified as having special educational needs.

- acknowledging that a child or young person being lesbian, gay or bisexual can sometimes be targeted by other children.

- offering support to learners that are gender questioning with consideration to their individual needs, in partnership with their parents and any clinical advice

- Being aware that where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The school will follow DfE guidance on Alternative Educational Provision: https://www.gov.uk/government/publications/alternative-provision

5. PROCEDURES FOR DEALING WITH A CONCERN AND RECORD KEEPING

5.1. If a member of staff has a concern about a learner or if a learner tells them they are being, or at risk of being, abused, exploited or neglected, staff will appropriately respond by listening and offering reassurance. Staff should:

1. Make an accurate factual record as soon as possible including details of:

    - Dates and times of their observations/incident
    - Dates and times of any discussions in which they were involved
    - Any injuries
    - Explanations given by the learner/adult
    - What action was taken
    - Any actual words or phrases used by the learner

The records must be signed and dated by the author (or equivalent on electronic based records).

SOFEA uses CPOMS to manage all incidents/disclosures. Not all staff have access to CPOMS. If staff do not have access please either report directly to a DSL or provide the information above for a DSL to upload to CPOMS.

2. Listen to the wishes and feelings of the learner, do not to make any promises but keep the learner informed (age appropriate) of the action that will be taken.

3. Report it to the DSL/DDSL

4. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

5. In the absence of the DSL or DDSL, staff will refer directly to MASH or the child's social worker (if applicable) and the police (if appropriate) if there is a significant concern.

5.2. The DSL will ensure any decisions and justifications for those decisions will be recorded in writing with clear outcomes documented following any action taken.

5.3. SOFEA will discuss any concerns we have with the learners parents. There may be occasions when this is not appropriate, and if so, SOFEA staff would consult with other agencies prior to involving parents. We will record any decision not to discuss with parents and why.

5.4. Safeguarding records are kept for individual learners and are maintained separately from all other records relating to the learner in SOFEA. Safeguarding records are kept in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), which place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information and providing access to official information.

5.5. All safeguarding records will be transferred in accordance with GDPR/KCSiE to the child's receiving school/setting within 5 working days.

5.6. The Chief Executive will be kept informed of any significant concerns by the DSL and all other staff are informed on a need-to-know basis.

6. CONCERNS AND ALLEGATIONS ABOUT STAFF – For further details please refer to Appendix D

6.1. All staff understand the processes and procedures to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers and contractors).

6.2. If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers and contractors), then this should be reported to the Chief Executive.

6.3. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared with the DSL.

7. INFORMATION SHARING

7.1. We recognise that all matters relating to safeguarding are confidential.

7.2. All staff members have a professional responsibility to share information with other agencies to safeguard children.

7.3. All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.

7.4. We will ensure that staff members are confident about what they can and should do according to the law, including how to obtain consent to share information and when information can be shared without consent.

7.5. Staff should not assume a colleague or another professional will act to share information that might be critical in keeping children safe.

8. MULTI AGENCY WORKING

8.1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.

8.2. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

8.3. We will participate in Child Safeguarding Practice Reviews (CSPRs), other reviews and file audits as and when required to do so by the Oxfordshire Safeguarding Children's Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and complete required actions within agreed timescales.

9. SAFER RECRUITMENT – Please read in conjunction with the Safer recruitment policy

9.1. SOFEA is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

9.2. The Trustees and Leadership Team are responsible for ensuring that SOFEA follows safer recruitment processes outlined within guidance.

9.3. SOFEA maintains an accurate Single Central Record (SCR) in line with statutory guidance. This will be monitored and reviewed to ensure compliance by the Trustees and SOFEA's Leadership Team.

9.4. Trustees will ensure that at least one person on every recruitment panel has completed safer recruitment training.

9.5. SOFEA will ensure that contractors and providers are aware of the SOFEA's safeguarding policy and procedures and that this will be referred to and followed if an allegation is made regarding a member of their agency. SOFEA will require that employees and volunteers provided by these organisations use SOFEA's procedures to report concerns.

9.6. We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2025*. If assurance is not obtained, permission to work with our learners or use our premises may be refused.

9.7. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

9.8. We advise all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.

10. TRAINING

10.1. All staff at SOFEA receive appropriate safeguarding training at induction, which is updated at least annually, and all staff are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

10.2. Our DSL undergoes training to provide them with the knowledge and skills required to carry out their role. Our DSL and any members of our DSL team refresh their DSL training every 2 years.

10.3. Safeguarding training is provided to all new staff on appointment as part of their induction process including online safety which, amongst other things, includes an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring. This information will be regularly updated.

10.4. **Governing bodies** and **proprietors** will ensure that 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 are effective and support the delivery of a robust whole SOFEA approach to safeguarding. The training should be regularly updated.

10.5. We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work.

10.6. The Designated Safeguarding Lead will update SOFEA staff and volunteers on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPRs) in line with Working Together 2023. These updates will occur annually or more frequently when necessary and will include safeguarding and child protection updates such as online safety (for example, via emails, e-bulletins and staff meetings), to provide them with the skills and knowledge to continue to safeguard children effectively.

10.7. SOFEA will maintain accurate and up to date records of staff induction and training.

11. WHISTLEBLOWING IN A SAFEGUARDING CONTEXT

11.1. While SOFEA has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern about poor or unsafe practice and potential failures in SOFEA's safeguarding provision. This does not replace the whistleblowing policy and should be read in conjunction with SOFEA's policy.
https://www.sofea.uk.com/our-policies/

Whistleblowing is a term that is used where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed. All staff and volunteers should feel able to raise concerns and know they will be taken seriously by the Senior Leadership Team.

If the concern is about the Chief Executive, they should be raised with the Chair of Trustees.

If you would prefer to raise your concerns outside of SOFEA, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk

12. SITE SECURITY

12.1. All staff members have a responsibility to ensure our buildings and grounds are safe; this includes ensuring the safety of any visitors to SOFEA.

12.2. SOFEA will not accept the behaviour of any individual, parent or anyone else, that threatens SOFEA security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the SOFEA site.

13. QUALITY ASSURANCE

13.1. We will ensure that systems are in place to monitor the implementation of, and compliance with, this policy and accompanying procedures.

13.2. SOFEA's senior leadership and trustees will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

14. POLICY REVIEW

14.1. This policy will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

14.2. The Designated Safeguarding Lead will ensure that staff members, including volunteers are made aware of any amendments to policies and procedures.

14.3. Additional updates to the safeguarding policy and appendix will take place when needed.

APPENDIX A:

The role of the Designated Safeguarding Lead

Managing referrals:

- Refer cases to MASH and the Police, where appropriate, in a timely manner avoiding any delay that could place the child at increased risk
- Refer to the Oxfordshire Threshold of needs to assist with decision making - https://www.oscp.org.uk/wp-content/uploads/2024/04/Threshold-of-needs.pdf
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding, including contextual safeguarding.
- Have responsibility to ensure there is at least one key adult for 'Operation Encompass'. Guiding principles of the scheme are here: Home: Operation Encompass. An annual information letter must be sent to parents.
- To ensure that the Local Authority are notified if children are persistently absent or missing education. Children missing education - GOV.UK

Record keeping:

- Keep detailed, accurate, secure records of all safeguarding and welfare concerns, discussions and decisions made, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as children's social care or the Prevent program etc.
- Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- SOFEA should have at least two emergency contacts for every child.
- When a child leaves SOFEA, we will contact the Designated Safeguarding Lead at the new school or college and will ensure that the safeguarding file is forwarded to the receiving setting within 5 workin days and retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving setting and/or evidence of recorded delivery.

Multi-agency working and information sharing:

- The DSL recognises and is committed to their responsibility to work with other professionals and agencies in line with statutory guidance.
- SOFEA is not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. We recognise the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other Early Help multi-agency meetings.

Raising awareness:

The designated safeguarding lead should:

- Ensure each member of staff has access to, and understands, SOFEA's child protection policy and procedures, and that training is regularly updated and at least annually.
- Ensure SOFEA's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with trustees regarding this.
- Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of SOFEA in this.
- Link with the safeguarding partnership arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with relevant SOFEA staff.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action SOFEA takes to protect them.

Training Knowledge and skills:

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. All other staff and volunteers complete OSCP Generalist training every 3 years.

Quality assurance:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding files (at a minimum once a year).
- Provide regular reports to the trustees detailing changes and reviews to policy, training undertaken by staff members and relevant data about vulnerable children.

Support for staff:

- SOFEA will have a framework for providing an opportunity for staff who are working directly with vulnerable children to talk through and reflect on their involvement with the child's case.

APPENDIX B:

Safeguarding Definitions

- **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**.**

- **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSiE applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.

- **Early Help** is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children rather than reacting later. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

- **Safeguarding and promoting the welfare of children** is defined as:
    - Providing help and support to meet the needs of children as soon as problems emerge.
    - Protecting children from maltreatment, whether that is within or outside the home, including online.
    - 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.
    - Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child.
    - Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

- **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development; his health or development shall be compared with that which could reasonably be expected of a similar child.'

- **Vulnerable children:** Any child may benefit from Early Help, but all SOFEA staff should be particularly alert to the potential need for early help for a child who:
    - is disabled or has certain health conditions and has specific additional needs
    - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
    - has a mental health need
    - is a young carer
    - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
    - is frequently absent from education, missing/goes missing from home, or care,
    - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
    - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
    - is at risk of being radicalised or exploited
    - has a parent or carer in custody or is affected by parental offending
    - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
    - is misusing alcohol and other drugs themselves
    - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
    - is a privately fostered child.

https://www.oscp.org.uk/practitioners/locality-and-community-support-service-early-help/

CATEGORIES OF ABUSE:

- **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying 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
  - interactions that are beyond a child's developmental capability
  - overprotection and limitation of exploration and learning
  - preventing the child from participating in normal social interaction
  - seeing or hearing the ill-treatment of another
  - 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.

- **Neglect** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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 care givers
  - ensure access to appropriate medical care or treatment

  It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Educational neglect is also considered: https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSiE 2025).

APPENDIX C:

Appendix C contains important additional information about specific forms of abuse and safeguarding issues for our staff awareness and is in line with Keeping Children Safe in Education.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers.

Child Sexual Exploitation & Child Criminal Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be treated as exploitation. As well as being physical, it can be facilitated and/or take place online.

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can children who have older boyfriends or girlfriends and children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners
A full list of indicators can be found here: Child Sexual Exploitation - Oxfordshire Safeguarding Children Partnership

County Lines

Is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines.' They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 - year olds.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online Child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children Who Are Absent from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are absent for prolonged periods or missing from education in their area.

Children who have unexplainable and/or persistent absences from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. SOFEA staff should follow the SOFEA's procedures for dealing with children who are persistently absent and children missing education to identify such abuse as early as possible and, in the case of absent pupils, this helps prevent the risk of them becoming a child absent from education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and have a social worker (such as a child who is a child in need, who has a child protection plan or is a child we care for), where being absent from education may increase known safeguarding risks within the

family or in the community. See 'working together to improve school attendance' for further statutory guidance: Working together to improve school attendance - GOV.UK

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Online Safety, Remote Learning, Cybercrime and Filtering & Monitoring
It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users, for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm, for example: making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If you feel pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

SOFEA is currently developing its Keeping Young People Safe in IT policy. The policy will cover the use of digital technology (mobile phones, cameras and other recording devices e.g. iPads) by learners through their engagement with SOFEA. For online safety, within the policy there will be support for learners about accessing the internet whilst they're at SOFEA either using data on their phones or through Wi-Fi. This policy takes into consideration that many learners have unlimited and unrestricted access to the internet through mobile data networks. This access means some learners, whilst at SOFEA, sexually harass, bully and control others through their use of digital technology, share indecent images consensually and non-consensually and view and share pornography and other harmful content. This will be carefully considered within SOFEA's policy, including the management of devices, filtering

and monitoring and access to digital technology. The policy also reinforces the importance of online safety, including making parents aware of what SOFEA asks learners to do online (e.g. sites they need to visit or who they'll be interacting with online).

The policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. Guidance to support schools and colleges understand how to help keep pupils, students and staff safe whilst learning remotely can be found at https://www.gov.uk/guidance/safeguarding-and-remote-education and https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools

Cybercrime
SOFEA are aware that children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.

Additional advice can be found at: Cyber Choices, When to call the Police and National Cyber Security Centre - NCSC.GOV.UK

Filtering and monitoring
Trustees and SLT are doing all that they reasonably can to limit children's exposure to the above risks from the SOFEA's IT system. As part of this process, SLT ensure SOFEA has appropriate filters and monitoring systems in place and that there is regular review of their effectiveness.
Whilst considering their responsibility to safeguard and promote the welfare of learners and provide them with a safe environment in which to learn, governing bodies and proprietors also consider the age range of their pupils, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education's Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning

- have effective monitoring strategies in place that meet their safeguarding needs
- schools can use the department's Plan technology for your school - GOV.UK to self - assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard. Additional guidance on "appropriate" filtering and monitoring can be found at:

- UK Safer Internet Centre: https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring. The UK Safer Internet Centre produced a series of webinars for teachers on behalf of the Department. These webinars were designed to inform and support schools with their filtering and monitoring responsibilities and can be assessed at https://saferinternet.org.uk/blog/filtering-and-monitoring-webinars-available.

- Southwest Grid for Learning (https://swgfl.org.uk/) has created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

- Support for schools when considering what to buy and how to buy it is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.

- The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Domestic abuse

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The

government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting, emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

Mental Health:

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, it can have a lasting impact throughout childhood,

adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

The department has published advice and guidance Preventing bullying - GOV.UK (www.gov.uk) and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience amongst young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Every Mind Matters for links to all materials and lesson plans.

Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements consider the policies and procedures of Local Safeguarding Children Board (LSCBs).

Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales.

The **Prevent** guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance are available on the OSCP website: Radicalisation - Oxfordshire Safeguarding Children Partnership

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support. https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Channel

SOFEA staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages and an individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.
Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office

Sexual Harassment, Violence, Harmful Sexual Behaviours

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence is rape, assault by penetration, sexual assault, causing someone to engage in sexual activity without consent (when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003).

Sexual Harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of SOFEA. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Harmful Sexual Behaviours exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Schools and colleges should be aware of the importance of

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising

them.

SOFEA will follow Part 5 of Keeping Children Safe in Education 2025 when responding to all signs, reports and concerns of child-on-child sexual violence and sexual harassment.

So-called 'honour'– based abuse (including female genital mutilation and forced marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the 162 motivation) and should be handled and escalated as such. Professionals in all agencies and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA

Female Genital Mutilation
Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Female genital mutilation: resource pack - GOV.UK (www.gov.uk)

Mandatory Reporting Duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) placed a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. All staff and volunteers at SOFEA will discuss any FGM related concerns with SOFEA's designated safeguarding lead and involve the Integrated Front Door as appropriate.

Forced Marriages
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to

coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

APPENDIX D:

Concerns and Allegations about Staff including Supply staff, Volunteers and Contractors

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within one working day. This includes allegations relating to individuals or organisations using SOFEA's premises for the purpose of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, SOFEA will follow our safeguarding policies and procedures, including informing the LADO.

This includes all cases that meet the harm threshold where a person is alleged to have:

- behaved in a way that has harmed, 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This includes behaviour that may have happened outside SOFEA, that might make an individual unsuitable to work with children and is known as transferable risk.

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see definition above)
- allegation/concerns that do not meet the harm threshold – referred to as 'low level concerns'

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion, complaint or disclosure made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks undertaken. 1. Disciplinary Policy 2024.pdf

It is important that SOFEA has appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

Low Level Concerns - Creating a culture in which all concerns about adults, including allegations that do not meet the harm threshold, are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of SOFEA may have acted in a way that is inconsistent with the staff SOFEA commitment, including inappropriate conduct outside of work and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

Such concerns should always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified

Pre-Appointment Checks and Safer Recruitment

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, SOFEA must:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website
- obtain (via the applicant) an enhanced DBS certificate (including barred list information for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website
- if the person has lived or worked outside the UK, make any further checks SOFEA consider appropriate and verify professional qualifications, as appropriate
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.

In addition:

- ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012

Single Central Record

SOFEA keeps a single central record. The single central record must cover the following people:

- all staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day

- for colleges, details of staff, including agency and supply staff providing education to children under the age of 18, and

The minimum information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is set out below. For agency and third-party supply staff, schools and colleges must include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.

The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

• an identity check, (identification checking guidelines can be found on the GOV.UK website)

• an enhanced DBS check (with children's barred list check) requested/certificate provided

• a prohibition from teaching check

• further checks on people who have lived or worked outside the UK

• a check of professional qualifications, where required,

• a check to establish the person's right to work in the United Kingdom.

The details of an individual should be removed from the single central record once they no longer work at the school or college.