

CENTRE FOR TEACHER EDUCATION SAFEGUARDING POLICY

1. Introduction

Whilst schools and Further Education colleges have a statutory duty to safeguard and protect children in their care, Higher Education institutions are not specifically named in their duty to safeguard and protect. However, we have a common law duty to take such steps to ensure that reasonably foreseeable harm does not occur by way of omissions or careless acts by the University. This is contextualised by the Safeguarding Vulnerable Groups Act 2006 and the Protection of Freedoms Act 2012. In addition, the core business of CTE is to prepare trainees for a career working with children and young people in education, throughout which they will be subject to detailed statutory guidance. One of the underpinning principles of this is that safeguarding is everyone's responsibility.

All staff and trainees should follow a child-centred and coordinated approach to safeguarding that includes:

- i. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance "Working Together to Safeguard Children".
- ii. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- iii. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- iv. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - a. protecting children from maltreatment;
 - b. preventing impairment of children's mental and physical health or development;
 - c. ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - d. taking action to enable all children to have the best outcomes.
- v. "Children" includes everyone under the age of 18. (KCSiE 2020)

Therefore, the Centre for Teacher Education ('CTE') has a dual responsibility in relation to safeguarding. This duty relates to the trainees who are enrolled on the PGCE course, and the children and young people that they encounter as part of their regulated activity. Included in this duty is that CTE will educate all PGCE trainees on their safeguarding responsibilities whilst they are on school-based placements.

This document outlines the departmental policy in relation to staff and trainee recruitment, training, and support as well as the process to be followed in the event of a safeguarding concern or a disclosure made to a staff member or a trainee. The specific nature of individual cases will determine whether University or school policies will apply, with the best interests of the child always taking precedence. In cases of doubt, the matter should be referred to the Director of CTE for consideration

in the first instance, who may consult the University of Warwick safeguarding lead. The relevant University policies and processes include:

- Safeguarding Policy <http://www2.warwick.ac.uk/services/gov/university-policies/safeguarding/>
- Child Protection Policy <http://www2.warwick.ac.uk/services/gov/university-policies/safeguarding/child-protection/>
- Prevent at Warwick <https://warwick.ac.uk/services/wss/prevent/preventatwarwick/>
- Regulation 34 – Determination of Fitness to Practice <http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/fitnesstopractice>

Relevant legislation consulted includes:

- Keeping Children Safe in Education 2020
- Safeguarding Vulnerable Groups 2006
- Working Together to Safeguard Children 2018
- The Protection of Freedoms Act 2012
- The Prohibition of Teachers 2015
- Counter-Terrorism and Security Act 2015, in particular Section 26 that refers to the Duty to Prevent within education.

2) Supporting Trainees to safeguard children

CTE is committed to training and equipping trainee teachers to safeguard children in accordance with their legal duty to keep children and young people safe.

CTE is committed to recognising diversity and ensuring anti-discriminatory practices. Through the curriculum, we instil in our trainees the critical imperative to protect the welfare of children and young people. In supporting trainees to develop as professionals, we give special consideration to trainees who:

- Have special educational needs (SEN) or disabilities;
- Have caring responsibilities;
- Show signs of mental health problems, or have a diagnosed mental health condition;
- May experience discrimination due to their race, ethnicity, religion, gender identification, or sexuality;
- Have English as an additional language;
- Are known to be living in difficult situations e.g. where there are issues at home, such as: substance abuse/misuse or domestic violence or where a family member has mental health needs;
- Are at risk due to either their own or a family member's mental health needs.

In addition, trainees develop their understanding of children and young people in school settings who themselves experience these issues as well as those who are:

- young carers
- missing education;
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs;

- looked after by the Local Authority, otherwise living away from home or were previously looked after;
- in receipt of support and services from a social worker
- vulnerable to being bullied, or engaging in bullying behaviours
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE) and/or child criminal exploitation
- at risk from or are involved with serious violent crime
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

3) Key Contacts for Safeguarding and Child Protection

Designated Safeguarding Lead, Centre for Teacher Education: Rachel Cooper

- For any **concerns relating to trainee conduct** the CTE Designated Safeguarding Lead should be the first point of contact.
- If a trainee has a **concern regarding safeguarding policies and procedures within their school placement** their initial contact should be with the CTE DSL.
- If a trainee has a **concern regarding the conduct of staff**, or other trainees, within their placement school they should report these to the Headteacher within their school if they feel able to, or alternatively the CTE DSL.

Email	r.a.cooper@warwick.ac.uk
Telephone	024 7652 2325

Director, Centre for Teacher Education: Kate Ireland

- For concerns relating to **CTE staff conduct** the first point of contact should be with the Director, CTE.

Email	k.m.ireland@warwick.ac.uk
Telephone	024 7652 4421

Head of Operations, Centre for Teacher Education: Cara Pearson

- Compliance with safeguarding legislation regularly also involves the CTE Head of Operations

Email	c.pearson@warwick.ac.uk
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If trainees or partners have concerns that they would prefer to be addressed outside of the Centre for Teacher Education, they can contact the central Safeguarding team:

Central University Safeguarding Lead Contact: Alex Malin

Email	a.malin@warwick.ac.uk
Telephone	024 7657 4792

Central University Director of Operations and Community Wellbeing: Ben Pithouse

Email	b.pithouse@warwick.ac.uk
Telephone	07469 020716

Further advice and guidance and practical support may be sought from the central university safeguarding team or the Local Authority Designated Officer by the Director or the DSL within CTE.

Local Authority Designated Officer for Safeguarding

Email	lado@coventry.gov.uk lado@warwickshire.gov.uk ladoteam@birminghamchildrenstrust.co.uk Lado@leics.gov.uk Lado@sandwell.gov.uk LADOReferral@northamptonshire.gov.uk alison.beasley@oxfordshire.gov.uk (Oxfordshire) cypsafeguarding@derby.gov.uk safeguardingservice@enfield.gov.uk
Telephone	024 7697 5483 (Coventry) 01926 745376 (Warwickshire) 0121 675 1669 (Birmingham) 0121 788 4310 (Solihull) 0116 305 4141 (Leicestershire) 0121 569 4770 (Sandwell) 01865 815956 (Oxfordshire) 01905 846221 (Worcestershire) 0800 1313126 (Staffordshire) 01332 642376 (Derby) 0208 379 2850 (Enfield)

The CTE online safeguarding referral online form can be found here:

<https://warwick.ac.uk/fac/soc/cte/students-partners/staff/safeguardingform>

4) STAFF POLICY

A) Responsibilities

All staff working in the Centre for Teacher Education are required to:

Annually:

- Read and understand the University of Warwick Safeguarding Policy;
- Read and understand the CTE Safeguarding Policy;
- Complete Child Protection and Safeguarding Fundamentals training;

Every two years:

- Complete Prevent training;
- Complete the Safer Recruitment Training (if involved in trainee recruitment);

On an on-going basis:

- Observe and comply with expected levels of conduct;
- Know how to deal with a disclosure from a trainee, or a pupil whilst conducting school visits;
- Report instances of actual or suspected abuse to the cohort lead/DSL/Director as appropriate;
- Be alert to the signs of abuse and how these may manifest.
- Have an awareness of statutory safeguarding guidance for schools KCSiE, with particular reference to Part 1, Part 5 and Annex A

B) Vetting and induction

As teaching staff of the Centre for Teacher Education visit primary and secondary schools as part of their work for the University, an enhanced DBS check is required as part of the conditional job offer for their post. Any disclosures would be dealt with by the CTE Director and Recruiting Manager in conjunction with Human Resources, under the [University's Recruitment of Ex-Offenders Policy](#). Full Enhanced DBS are renewed for appointed staff on a three-yearly basis.

As part of staff induction, new teaching staff for QTS programmes are introduced to the Designated Safeguarding Lead for the Centre and made aware of the safeguarding procedures for staff and trainees. This includes **the University's Safeguarding policy** as well as the **CTE Safeguarding Policy and disclosures process**.

All staff will be required to sign to confirm that they have read, understood and will comply with these policies.

C) Ongoing training and development

CTE staff undertake annual safeguarding training which will address basic responsibilities, processes, the importance of safeguarding and updates in statutory guidance, in addition to receiving updates to process, policy and legislation via department communications and briefings throughout the year as necessary.

Staff of the Centre taking part in the recruitment of trainee primary and secondary teachers are Safer Recruitment trained every two years and receive update briefings and training as necessary.

D) Concerns about staff conduct or suitability

Any disclosures or concerns regarding CTE staff behaviour or suitability should be referred to the CTE Director and managed as set out in the safeguarding and disclosures process at Appendix A.

5) TRAINEE POLICY

A) Trainee responsibilities

All enrolled trainees are required to:

- Read and understand KCSiE part 1, part 5 and Annex A;
- Attend all safeguarding lectures;
- Complete the Safeguarding Certificate of Competence available on CTE's Moodle pages;
- Adhere to safeguarding and child protection protocols in operation in their placement settings;
- Observe and comply with the Trainee Code of Conduct.

B) Suitability and Safe Recruitment

CTE recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. As an Initial Teacher Education provider CTE recognises that they are gatekeepers to the teaching profession. Consequently, CTE will ensure that all staff and trainees are suitable to work with children and young people and do not pose any threat to those they encounter. To this end all teaching staff and trainees must complete an enhanced DBS check and barred list check. In addition, all staff who interview PGCE applicants will have completed Safer Recruitment Training biannually as a minimum.

Applicants are vetted prior to interview by the recruiting teaching staff through consideration of their personal statement and references.

At interview, applicants have their identity verified relative to photo ID and are briefed about the DBS process. Trainees' suitability to teach is initially vetted as part of the application and interview process, including exploration of applicants' attitudes to and motivation for working with children, and their attitudes and commitment to safeguarding children and promoting their welfare.

Upon receiving a conditional offer, offer holders must achieve the following (in relation to suitability for training to teach) prior to gaining unconditional enrolment on the course:

- Enhanced Disclosure and Barring Service (DBS) with barred list check
- Suitability Declaration
- 'Health and Physical Capacity to Teach' declaration stating that they understand the requirements of being a teacher and the activities that a teacher must be able to perform, as set out in the Education Health Standards 2003, and that they deem themselves fit to teach.
- Occupational Health survey (and subsequent medical assessment where relevant) to be declared 'fit' to train to teach
- Teachers Services Restriction List (sometimes called a Prohibition Order Check)
- Identification check (and confirmation of right to study in the UK where relevant)
- Certificate of Good Conduct and references from the relevant countries (if lived abroad in last 5 years for a period of 6 months or more)

A confirmation of a complete suitability vetting process 'vetting check form' per trainee is issued by the University of Warwick to the Lead School (School Direct trainees) or placement provider (University-led trainees) via secure transfer link.

C) Safeguarding education and training for trainees

Trainees receive a safeguarding lecture during their induction period and prior to the commencement of their school-based placements. This initial session focuses on KCSiE and the duty of all adults working within education, in addition to signposting departmental reporting protocol and advising how and where to seek support.

The PGCE curriculum includes safeguarding lectures and workshops termly as a minimum. The foci of lectures and workshops are aligned with the key areas identified within KCSiE, developing knowledge, understanding and best practice guidance to ensure that trainees are prepared to appropriately safeguard children and young people within their placement schools.

Placement schools ensure that all trainees are provided with a copy of their safeguarding policy, staff behaviour policy and pupil behaviour policy, and that they know who the Designated Safeguarding Lead is and how to report any concerns or disclosures. All placement schools will provide safeguarding training for all trainees on placement.

D) Concerns regarding applicant or trainee conduct or suitability

Should a disclosure, issue or concern arise as part of any element of offer holder vetting or whilst an enrolled trainee is on course, the individual and the matter will be referred to the CTE Designated Safeguarding Lead. If the concern relates to conduct with a child, the school investigation and subsequent LADO and/or police action will take precedent. After investigation by the CTE DSL, the matter is referred to the Suitability Panel who consider the case under **the Suitability Panel Terms of Reference**. Where the Suitability Panel decides that the threshold for suitability may have been reached, the case is referred to the University's Fitness to Practice Committee.

Whilst there is any concern regarding an applicant's suitability, full enrolment on the course, a full vetting check and participation in school placement will be withheld until the Suitability Panel or University Fitness to Practice Committee deems the applicant suitable to train to teach.

Whilst there is any concern or investigation regarding an enrolled trainee's suitability, they will be removed from (at least) the school-based placement of their course and any assessment towards the recommendation for QTS will be withheld. Depending on the nature of the concerns or allegations, trainees may also be suspended from the University's taught sessions until matters have been resolved.

CTE trainees, staff and partner schools have the DSL contact details and have access to the disclosure form via the partners' intranet here: <https://warwick.ac.uk/fac/soc/cte/students-partners/staff/safeguardingform>

Policy review schedule:

Policy to be reviewed annually ahead of the new academic year (and in year as required)

Policy last reviewed : May 2021 (CTE Director, CTE Designated Safeguarding Lead, CTE Head of Operations, University of Warwick Designated Safeguarding Lead)

Appendix A

CENTRE FOR TEACHER EDUCATION SAFEGUARDING AND DISCLOSURES PROCESS

Disclosures

What constitutes a disclosure? A disclosure refers to the divulging of information that has the potential to impact on the level of risk to children or adults at risk. A disclosure could occur in a number of forms, e.g. via email or verbally, and could come from a trainee, a pupil or a staff member. In cases of doubt about whether you are dealing with a disclosure, it is generally good practice to be *more* cautious rather than less, and you should seek advice from the CTE Designated Safeguarding Lead.

If a disclosure is made to a member of CTE staff, the following considerations will apply:

- How does the disclosure impact on the assessment of the risk level to children/adult(s)?
- What are the support needs of the individual(s) making the disclosure?
- What are the support needs of the individual(s) receiving the disclosure?

Whilst disclosed information will be treated sensitively and securely, it is important to note that confidentiality cannot be guaranteed, particularly if there is risk to the person making the disclosure or to others. This should be made clear at the point of disclosure or as soon as is practicable.

The considerations above should be discussed with one of the following members of the CTE Senior Leadership Team as appropriate:

- Head of Primary Teacher Education
- Head of Secondary Teacher Education
- Director of CTE

If CTE deems a trainee's conduct to potentially be detrimental to a child or young person, and present a potential risk, the departmental protocol should be adhered to.

Responding to a Disclosure

If a member of staff receives a disclosure from a trainee, or a child when on a school visit, the following best practice guidance should be followed:

- Actively listen, without interruption, giving the discloser/victim/survivor time to share their experience
- Show that you believe what the discloser/victim/survivor is saying to you
- Affirm that they have done the right thing in disclosing their experience
- When responding to disclosures from children and young people, use a child-centred and strength-based approach when responding. Let them know how courageous they have been in coming forward, and highlight their strengths.
- Take their fears or concerns seriously
- Emphasise that they are not to blame for their experience
- Be clear about the limits (if any) to confidentiality, and when responding to disclosures from children or young people be clear about your legal responsibilities, including the possibility that you might have to share some of this information with other people if you believe that there is an immediate risk of harm
- Provide information about what you will do in response to the disclosure and that you will continue to support them in your role
- Provide information about referral pathways within the school/service or external services

CTE Trainee Safeguarding Protocol:

The Designated Safeguarding Lead for CTE should be notified and a record of actions to date should be recorded through completion of the [CTE Safeguarding Report Form](#). The information on this form is shared with the central University safeguarding contact and escalated for central action or support where necessary.

In some instances, for example when the concern relates to professional conduct, it may be more appropriate for the University's safeguarding contacts to lead on follow-up actions. This might include a referral to the CTE Suitability Panel, which consists of internal staff members and external professional representatives, and is chaired by the CTE DSL; or the central University Fitness to Practice Committee, which consists of external professional members and is chaired by a Pro-Vice-Chancellor. In some cases, in line with safeguarding legislation, there may be the need to refer cases to the Disclosure and Barring Service for further consideration.

In the event of any disclosure for which it is deemed that no further action is required, a formal record will still need to be kept by CTE. In practice, this is achieved through completing the [CTE Safeguarding Online Report Form](#) and sending it to the Director of CTE (cc. to central University Safeguarding contacts).

A range of support options are available to staff and trainees from CTE, from the partnership and from the Wellbeing Support Services (WSS) team. In the event of a referral to WSS, it may be appropriate to share the completed Safeguarding Report Form. In such cases, this should be done with the consent of the trainee or member of staff concerned.

Safeguarding

All concerns should be formally recorded using the [CTE Safeguarding Online Report Form](#). This information will be available to the CTE Director, Head of Operations and Designated Safeguarding Lead as a minimum and dealt with sensitively as the situation requires.

Concerns relating to trainees, no matter how minor, must be reported to the CTE Designated Safeguarding Lead, R.Cooper

Concerns relating to CTE staff, no matter how minor, should be reported to, and managed by the CTE Director.

The Head of Operations, Designated Safeguarding Lead and the Director will be aware of all concerns. It is the responsibility of the Director of CTE to escalate safeguarding concerns, if necessary, with the University Designated Safeguarding Lead, Alex Malin via safeguarding@warwick.ac.uk

Receiving a disclosure from a child or young person

Any trainee, or CTE staff member, who receives a disclosure from a child or young person within a school should record the incident on **the Disclosure Reporting Form**, which will be referred to the Designated Safeguarding Lead and/or Director of CTE. This information will be used to follow up appropriately, track disclosures received, and to offer support to those individuals who have received a disclosure.

Allegations or concerns about Trainees

In the event of an allegation by a pupil (or a witness or disclosee) against a trainee, the safeguarding policies of the school will usually take precedent in the first instance. CTE will act immediately on any reported concerns or allegations and support the school, and other agencies, in their investigations, as appropriate.

Any allegations which are proven will be placed on the trainee's file and referred to the University's Fitness to Practice Committee, and the Disclosure and Barring Service as appropriate.

Allegations which are proven to be false, malicious, unsubstantiated or unfounded will not be recorded on the trainee's file by CTE.

Information for School Direct Salaried trainees

All of the above policy also applies to salaried trainees, but in addition as an employee of the school/setting you must follow the school/setting's safeguarding policy and ensure that the school's DSL, or the Headteacher if the allegation is against a member of staff, is informed immediately.

Allegations or concerns about Staff

Any disclosures or concerns raised or received regarding CTE staff behaviour or suitability should immediately be referred to the CTE Director and managed alongside the relevant University staff conduct policies (referenced below)

Should any safeguarding disclosure relate to a CTE staff member's potential suitability to work with or have contact with children, the Director may (in consultation with an HR representative and with authorisation from the Provost or Vice Chancellor) suspend the staff member from some activities (e.g. school visits) or all duties whilst the matter is being dealt with according to University policy and until such a time as the Director confirms that any proceedings have been completed and the staff member is confirmed as suitable to be in contact with children and/or to teach trainee teachers.

The details of the concern and the staff member implicated will be known to at least the CTE Director, Head of Operations and HR Advisor for practical and procedural reasons as well as the Designated Safeguarding Lead where a school or children have been involved in the disclosure.

Note: This should be read in conjunction with the [University complaints and feedback resolution framework](#) as well as [staff grievance policy and procedure](#) and [staff disciplinary policy and procedure](#).

Process last reviewed : May 2021 (CTE Director, CTE Designated Safeguarding Lead, CTE Head of Operations, University of Warwick Designated Safeguarding Lead)

