




# Child Protection and Safeguarding Policy (Exams)

## 2025/26

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
 J Bates	
Date of next review	December 2026

## Key Staff involved in the policy

<b>Role</b>	<b>Name(s)</b>
<b>Head of centre</b>	J Bates
<b>Designated safeguarding lead</b>	A Smith
<b>Designated safeguarding lead (deputies)</b>	N Robertson D Gartland J Brook B Hughes
<b>Exams officer</b>	C Markham

## Purpose of the policy

This policy details how West Craven High ensures that the moral and statutory responsibility to safeguard and promote the welfare of children is met in relation to the management, administration and conducting of examinations and assessments.

The policy also details how staff are trained and supported to be alert to, and report, the signs of abuse and neglect and how they will follow centre procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff associated with the management, administration and conducting of examinations and assessments at West Craven High School.

West Craven High School ensures compliance with the statutory guidance for schools and colleges as set out in the Department for Education's [Keeping children safe in education 2025](#) publication.

## Policy aims

- To provide all exams-related staff at West Craven High School with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate the commitment with regard to safeguarding and child protection to pupils/students, parents/carers and other partners when taking examinations and assessments at West Craven High School
- To contribute to the wider centre Child Protection and Safeguarding Policy

## Introduction

All staff involved in the management, administration and conducting of examinations at West Craven High School are made aware of their safeguarding responsibilities. This includes raising awareness and understanding of the role played by these staff members in safeguarding and promoting the welfare of children whilst they are undertaking their examinations/assessments.

As part of the training given to staff involved in the management, administration and conducting of examinations/assessments, the following are highlighted as part of an induction/training programme:

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from examinations, particularly on repeat occasions and/or prolonged periods
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

## Section 1 – Roles and Responsibilities

### Designated safeguarding lead (DSL)

- Take lead responsibility for safeguarding and child protection, including online safety, creating and maintaining a safe environment for students to develop.
- Provide advice, support and expertise to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions, inter-agency meetings and Child Protection Conferences and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so
- Be available during school hours for staff to discuss any safeguarding concerns

- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
  - To CSC where abuse and neglect are suspected, and support staff who make referrals to CSC
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
  - And to any other appropriate identified agency or partner.
- Act as a point of contact with the multi-agency partners
- Ensure effective communication and information sharing (when appropriate) between Deputy DSL's/ Pastoral Team/ SLT/ Governors/ Principal.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with relevant staff, taking lead responsibility for promoting educational outcomes for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which students have or had a social worker
  - Understanding the academic progress and attainment of these students
  - Maintaining a culture of high aspirations for these students
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these students reach their potential
- Ensure that child protection files are kept updated and secure, monitoring the quality and accuracy of logs.
- Ensure that a student's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared to support a child's journey
- Ensure all stakeholders understand the Child Protection Policy, Keeping Children Safe in Education 2025 and internal procedures to report any concerns are transparent and understood by all. Ensure this information is given in induction and at regular intervals/ training
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, ensure that parents are aware of schools' responsibilities regarding safeguarding and child protection
- Undergo DSL training, and update this training at least every two years to remain compliant
- Ensure opportunities for further training and opportunities for upskilling are taken
- Encourage a culture of listening to children promoting the voice of the child
- Recognise the importance of information sharing, including within school, with other schools and with the safeguarding partners and other agencies by understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- Undertake Prevent awareness training
- Be provided with appropriate support and supervision in order to carry out the role safely and effectively
- Liaise with the Local Authority Personal Advisors for any Care Leavers

West Craven High School recognises that Deputy DSL's must be trained to the same standard as the DSL.

The designated teacher has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. This is Deputy Principal, Mrs A Smith.

## **Exams officer and other Exams Staff**

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the student with a child-centred approach
- Contribute to, and maintain a high safeguarding ethos within the setting, with safeguarding students at the forefront of practice always
- Ensure ALL children have opportunities to communicate and know that they are listened to
- Contribute to providing a curriculum which will equip children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- Establish effective, supportive, and positive relationships with parents, carers, students and other professionals
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Be proactive to provide a safe environment in which students can learn
- Be prepared to identify students or families who may benefit from early help
- Be aware of the school's individual procedures that support safeguarding, including all policies, internal reporting procedures, information and training provided
- Be aware of the role and identity of the DSL and deputy DSLs and seek them for advice if required
- Undertake safeguarding training, including online safety training, during induction and subsequently on a regular basis, including receiving bulletins, emails and briefings
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children's Social Care, understanding that anyone can make a referral
- Understand how to make a referral to CSC and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected, in a timely manner
- Maintain appropriate levels of confidentiality when dealing with individual cases
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Be aware of safeguarding issues that can put students at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that students may be at risk of harm be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Be fully aware of the importance of mental health in relation to safeguarding and that 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
- Be aware that a student may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Understand the process for reporting concerns over staff or adult conduct or behaviours.
- All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm both inside and outside of the school and home, and online. Staff will also be aware that students can be affected by seeing, hearing or experiencing the effects of abuse

## **Teaching staff**

As well as the responsibilities listed above, teaching staff, including the Principal, have a responsibility to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Report, by law, any disclosures of FGM to the police.

## **Section 2 – Staff**

### **Recruitment**

West Craven High School ensures that only 'suitably qualified and experienced adults' are employed in the management, administration and conducting of examinations and assessments. This is supported by the safer recruitment process which includes:

- completing an application form which includes their employment history and explains any gaps in that history
- providing two referees, including at least one who can comment on the applicant's suitability to work with children
- providing evidence of identity and qualifications
- verifying their mental and physical fitness to carry out their work responsibilities
- verifying their professional qualifications, as appropriate
- carrying out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- asking for written information about previous employment history and check that information is not contradictory or incomplete. We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include:
  - an enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in Regulated Activity
  - an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children
  - ensuring that this member of staff has a subscription to the DBS Update Service (where relevant)
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two school leaders/governors, if shortlisted

## **DBS check information**

All information on the checks carried out on those who are employed solely for the purpose of periodic exams-related activity, such as external invigilators/facilitators, will be recorded in the centre's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

## **Existing staff**

If there are concerns about an existing member of staff's suitability to work with children, all relevant checks will be carried out as if the individual was a new member of staff. This action will also be taken if an individual moves from a post that is not regulated activity to one that is.

Anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult will be referred to the DBS:

- Where the 'harm test' is satisfied in respect of the individual (i.e., that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

## **'Break in service'**

To comply with 'break in service' regulations, all external invigilators/facilitators will be requested to register with the DBS Update Service on an annual basis and provide consent for the designated senior member of staff in charge of safeguarding arrangements to carry out an online check to view the status of their existing enhanced DBS certificate. This will not apply to any invigilators who meet the 'frequency test' at West

Craven High School– e.g., working 3 or more times in a 30-day period, or attending the centre at least every 3 months for training, updates etc.

By registering with the Update Service, these staff will be permitted to attend on any day during an exam series (providing they can supply an updated Disclosure Certificate and ID) without the need for additional checks or any additional attendance at West Craven High School.

### Agency staff

Written notification will be obtained from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. A check will also be performed to confirm that the person presenting themselves for work is the same person on whom the checks have been made.

## Section 3 – Supporting staff

All exams staff at West Craven High School:

- are made aware of the good practice guidelines and staff code of conduct in relation to child protection and safeguarding.
- receive appropriate safeguarding and child protection training at induction/the centre’s annual exam update training session. This training is regularly updated to include the most up-to-date guidance from the relevant authorities
- receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with the relevant skills and knowledge to safeguard children effectively. This includes updates on the centre’s Child Protection and Safeguarding Policy by online and face to face training sessions.

### Training/information delivered

Date delivered	Details of training/information delivered	Audience (e.g. invigilators, access arrangements facilitators etc.)
Every September	Trust Safeguarding Update (delivered in conjunction with LCC)	All Trust Staff
Every September or on appointment	KCSiE 2025	Invigilators
Every September or on appointment	Annual Safeguarding Training (online)	Invigilators
Autumn Term (online) Spring Term (on site)	Annual exam office training	Invigilators AA Facilitators

All training logs for invigilator training are held by the Examinations Officer.

## Section 4 – Areas covered

All exams staff will be trained/updated on the following areas to ensure that they are complying with the centre policy on child protection and safeguarding:

- Read Keeping Children Safe in Education – Part 1
- Read the Academy Safeguarding & Child Protection Policy
- Be aware to report any concerns or disclosures to the DSL or a member of the Safeguarding Team
- Invigilation/facilitation and/or centre supervision with a candidate on a one-to-one basis

- Escorting a candidate to the toilet
- Dealing with a candidate who refuses to come out of the toilet
- Dealing with a candidate who has been taken out of the exam room due to illness
- Dealing with a candidate who has fallen asleep in the exam room

## Section 5 – Reporting

The process for staff to report issues/concerns relating to child protection and safeguarding is detailed in the image below:

Report to examinations officer (Catherine Markham) who will deal with this according to school policy. All invigilators have access to the DSL team list, including photographs, on their lanyards.

If a member of staff needs to make a complaint/report a colleague or other adult who works with children (whistleblowing), concerns should normally be raised initially with John Bates (Principal), the member of the senior leadership team with oversight of examination administration.

However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

## Section 6 - Protocols for one-to one support/supervision

Where staff are engaged in invigilation/facilitation and/or centre supervision on a one-to one basis with a candidate the following protocols should be followed.

### Summoning immediate assistance in case of any concern

All invigilators have the EO's mobile number in their invigilation pack. This is to be used in cases of concern.

### Leaving the examination room temporarily

Where a member of staff may accompany a candidate requiring a toilet break the member of staff is required to first check that the facilities are unoccupied. The majority of candidates use the disabled toilet near the year 11 refectory area. This means only one candidate at a time will be out of the examination room. The candidate is left unaccompanied at the entrance to the facility. If a candidate is using a toilet block they are left unaccompanied at the entry to the facility. All toilet breaks are recorded on a separate toilet log.

Where a member of staff may accompany a candidate who is feeling unwell they will escort them out of the exam room and contact the EO. All medical issues/student feeling unwell are logged on the exam incident log. The candidate will be supervised by the invigilator until the EO arrives to see the student. If students go back into the exam room, the time is recorded and offered back to the students at the end of the exam.

## References

Keeping children safe in education [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

Check someone's criminal record as an employer [www.gov.uk/dbs-check-applicant-criminal-record](http://www.gov.uk/dbs-check-applicant-criminal-record)

DBS Update Service [www.gov.uk/dbs-update-service](http://www.gov.uk/dbs-update-service)

DBS Checks for Schools [www.onlinedbschecks.co.uk/job-sectors/dbs-checks-for-schools/](http://www.onlinedbschecks.co.uk/job-sectors/dbs-checks-for-schools/)