



St Peter's Catholic High School & Sixth Form Centre

Policy Document – DBS Ex Offender Recruitment Policy

Policy Statement on the Recruitment of Ex-offenders

In accordance with the Disclosure and Barring Service Code of Practice, this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>.

- As an organisation which uses the Disclosure and Barring service, the Governing Body of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure based on conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020), which requires you to disclose convictions and cautions except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013 and 2020). Guidance on the filtering of 'protected' cautions and convictions which do not need to be disclosed by a job applicant can be found at [Ministry of Justice](#). A DBS check will therefore be carried out before appointment to any job at the School is confirmed. This will include details of convictions and cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the Ministry of Justice. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge.
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.
- We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the School. This will depend on the nature of the position and the circumstances and background of your offences.



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Child Protection Policy

St Peter's fully recognises its responsibilities for child protection.

The policy applies to all staff, governors and volunteers working in the school. The main elements are:

- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children in line with Government guidelines. At least one person on the interview panel shall be safer recruitment trained
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- To support pupils who have suffered abuse in accordance with their agreed child protection plan
- To establish a safe environment in which children can learn and develop

The school recognises that through their day-to-day contact with children, staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried, through assemblies, tutor group and PHSE programmes
- Include opportunities in the PSHE/Personal Development curriculum for children to develop the skills they need to recognise and stay safe from abuse (including online abuse, sexual harassment, teenage relationship abuse, serious violence, hate crimes, County Lines, upskirting and sexting)
- Ensure staff understand the expectations, roles and responsibilities placed on them around filtering and monitoring systems in place in school
- Ensure that staff are aware of the signs of abuse and neglect; for example, emotional, physical, sexual, neglect, honour-based violence, forced marriage, female genital mutilation (FGM) - see below - and are fully aware of the procedures for responding immediately to their concerns, through safeguarding training and safeguarding updates
- Ensure that staff are vigilant and report any concerns they may have about possible radicalisation, FGM, forced marriage & honour-based violence to the Designated Safeguarding Lead (DSL) or other child protection trained staff immediately
- Make referrals to outside agencies for support where necessary, e.g. TIC+, Families First Plus, Young Minds Matter, GMAPs (concerns about gangs and youth violence), Social Care and Police for any concerns about Child Sexual Exploitation/trafficking/FGM

We will follow the procedures set out by the Gloucestershire Safeguarding Children Partnership www.gloucestershire.gov.uk/gscp and take account of guidance issued by the DfE to:

- Ensure we have a Designated Safeguarding Lead for child protection who has received appropriate training and support for this role and is part of the Senior Leadership Team



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- The DSL (or other child protection trained staff) MUST be notified immediately that there is a concern, suspicion, or a disclosure of possible abuse
- The DSL (or other child protection trained staff) must accurately record concerns and contact the Children's Helpdesk (01452 426565). Concerns must be followed up by completing the online MARF (multi-agency referral form), through the liquid logic portal
- Ensure we have a Nominated Governor responsible for child protection (currently Shireen Bhaiyat)
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead responsible for child protection and their role and have received safeguarding induction within 7 days of employment
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead responsible for child protection or other child protection trained staff, who will refer to the Children's Helpdesk (01452 426565)
- Ensure that all staff and volunteers who regularly come into school have read the Guide to Safer Working Practice (also available on the GSCP website), Child Protection, Safeguarding and Allegations Management policies. The DSL will ensure that awareness is regularly raised through discussions at staff meetings, via email feeds and through INSET training
- Notify social care if there is an unexplained absence of a pupil who is known to have a Child Protection Plan
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at child protection conferences and core groups
- Keep written records of concerns about children on CPOMs, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer and ensure that there is a policy in place for reporting allegations or concerns about staff, governors & volunteers and that all staff are aware of these procedures (see Allegations Management Procedures)
- Ensure safer recruitment practices are always followed. See [Keeping Children Safe in Education 2024, part 3](#)
- Ensure that parents understand the responsibility placed on the school and staff for child protection as set out in the school prospectus
- Ensure that pupils are helped and supported to develop harmoniously their physical, moral and intellectual qualities, are given a positive and prudent education in matters relating to sex, sexuality and gender identity in accordance with the teachings of the church and the law of the land
- Ensure that pupils are not bullied, prejudiced against or discriminated against in any way due to possession of the protected characteristics as defined in the Equality Act 2010, namely age, disability, gender, gender identity, or sexual orientation



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We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. We recognise that children's experiences can impact their mental health, behaviour, attendance and progress at school. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. This includes members of the following groups: Gypsy, Roma and Traveller communities, asylum seekers, children with SEND needs, in addition to the LGBT+ community. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- An effective anti-bullying, anti-hate & behaviour policy
- Liaison with other agencies that support the pupil such as Social Care, Police, CAMHS (Children & Young People's Service), Education Performance and Inclusion Team, Educational Psychology Service and Families First Plus
- Ensuring that, where a pupil with a Child Protection Plan leaves St Peter's, their information is transferred to the new school and that the child's social worker is informed
- Ensuring that any pupil absent from education are monitored and supported so that they do not become a child with unexplainable and/or persistent absences
- Ensuring that any pupil accessing education in out of school settings is safe and that the setting has appropriate safeguarding procedures and policies in place

Please refer to the school's child protection/safeguarding policies for guidance on any safeguarding/child protection issues that this policy may highlight. The school's child protection/safeguarding policies can be found on the school's website. The Gloucestershire Safeguarding Children's Partnership policy can be found at www.gloucestershire.gov.uk/gscp



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Types of abuse and neglect

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. They may be abused by an adult or adults or another child or children.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or 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.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child on child abuse

Involves abuse of a pupil by another pupil. This can occur in school, outside the school premises and online. All child on child abuse is unacceptable and will be taken seriously. There is a 'zero tolerance' approach to all forms of child on child abuse which can include bullying, cyberbullying, physical abuse, abuse in intimate personal relationships, sexual violence and sexual harassment. Staff are aware that pupils with SEND may face additional barriers to reporting abuse such as an inability to communicate what is happening. All pupils know they can report abuse to any member of staff; their concerns will be treated seriously and in line with the school behaviour policy and the Child Protection policy. Pupils'



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concerns will be treated with respect and in confidence. Information and advice relating to sexual harassment in schools can be accessed in Keeping Children Safe in Education Part 5

Online Safety

Pupils are at risk from potentially harmful and inappropriate material online. Pupils are taught how to keep safe online via the curriculum. St Peter's has measures in place to protect pupils. The school network is linked to SWGfL which filters content pupils may try to access. IT Services monitor the use of the internet by pupils and alert the DSL to any concerning searches online. Staff have been trained on the expectations, role and responsibilities from them in relation to filtering and monitoring systems in school. Pupils aged 11-16 are not allowed to use their personal mobile devices during school hours.

Serious Violence

Staff are aware that the likelihood of being involved in serious violence increases with the following factors: being male, being frequently absent or permanently excluded from school, having experienced childhood mistreatment and having been involved in offending, for example, theft.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Staff are aware that children are at risk of being drawn into CSE and CCE. Both types of abuse occur when a child is coerced, manipulated or forced to take part in sexual or criminal activity. CSE and CCE can affect all children and can include children who have been moved (trafficked) for the purpose of exploitation. CCE may include children being forced to transport drugs or money, work in cannabis factories, or take part in shoplifting. Children who are involved in CSE or CCE are victims, even if they appear to have taken part consensually.

Neglect

The persistent failure to meet a child's basic physical and/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 abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Honour based Violence

A collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour based violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, honour-based violence may exist. All school staff should be aware that young people at risk are often strictly monitored by their parents. They may not be able to attend after-school activities or be allowed to talk to the opposite sex. They may be monitored by siblings while at school. They may not be allowed to consider going to university or getting a job after leaving school or college. Any signs of violence, control



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or suspicions of honour-based violence must be reported to the DSL or other child protection trained staff immediately. Procedures for reporting to social care will be followed.

Forced marriage

A marriage in which one or both spouses do not, or cannot (vulnerable adults) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. School staff should be aware that young people at risk are often strictly monitored by their parents. They may not be able to attend after-school activities or be allowed to talk to the opposite sex. They may be monitored by siblings while at school. They may not be allowed to consider going to university or getting a job after leaving school or college.

They may be about to travel on a planned “family holiday” or moving overseas which may be a cover story for a forced marriage. If these factors are present, the young person may be at risk of forced marriage. As of February 2023, it became a crime to carry out any conduct where the purpose is to cause a child under 18 to marry and staff are aware of this. If school staff have a concern, they should contact the DSL immediately, or other child protection trained staff. Procedures for reporting to social care will be followed.

Female Genital Mutilation

The partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

Suspensions or disclosures of any of the above abuse should be reported immediately to the Police and the DSL or other child protection trained staff (listed) immediately and in person. Child protection procedures to report concerns will be followed. Signs of FGM may include:

- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school or college
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear

Radicalisation

This refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to our fundamental values such as democracy and the rule of law. Children may be susceptible to extremist ideology and radicalisation. We have a duty to protect children from this risk and staff should contact the DSL or other child protection trained staff if they have a concern.