

Keeping Children Safe in Education

Implementation Guidance

Supporting safer recruitment, safeguarding assurance
and governance arrangements



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Version	Date	Detail	Author
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1. Foreword

This guidance has been developed to support schools with the practical implementation of Keeping Children Safe in Education and related safeguarding requirements. It is intended to bring together key information that schools may need to consider when evidencing compliance with safer recruitment, safeguarding induction, Single Central Record and pre-employment checking requirements.

Schools should use this guidance alongside the current version of Keeping Children Safe in Education, their Child Protection and Safeguarding Policy, Recruitment and Selection Policy, Code of Conduct, Managing Allegations Procedure and any other relevant local safeguarding procedures. The guidance does not replace statutory guidance or school-level policies, but is intended to support consistent, effective and well documented practice.

Safeguarding is not achieved through administrative checks alone. The Single Central Record and the checks recorded within it are important safeguards, but they do not replace the need for schools to maintain a culture of vigilance, professional curiosity and appropriate challenge. Schools should ensure that all adults working with, or coming into contact with, children are subject to appropriate checks, supervision and risk assessment arrangements.

Governing boards and proprietors retain strategic responsibility for their school's safeguarding arrangements. They should assure themselves that safeguarding systems are effective, that staff understand their responsibilities, and that the school can evidence compliance with statutory requirements.

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2. Purpose

The purpose of this guidance is to support schools in implementing safeguarding requirements arising from Keeping Children Safe in Education (KCSiE) and related safeguarding legislation and guidance. KCSiE sets out the legal duties that schools and colleges must follow to safeguard and promote the welfare of children.

This guidance provides practical advice and clarification on a range of safeguarding implementation matters, including:

- staff safeguarding induction and training;
- staff confirmation of reading and understanding safeguarding information;
- Single Central Record requirements;

- Disclosure and Barring Service (DBS) and other pre-employment checks;
- arrangements for agency workers, contractors and third parties;
- safeguarding considerations relating to alternative provision and external placements; and
- governance oversight and safeguarding assurance arrangements.

The guidance is intended to assist schools in maintaining effective safeguarding arrangements, evidencing compliance with statutory requirements and promoting consistent safeguarding practice across the organisation.

This guidance should be read alongside the school's Child Protection and Safeguarding Policy, Recruitment and Selection Policy, Staff Code of Conduct, Managing Allegations Procedure and any other relevant safeguarding policies and procedures.

3. Context

Schools have a statutory duty to safeguard and promote the welfare of children. Safeguarding responsibilities extend beyond child protection procedures and include recruitment, vetting, induction, training, oversight and assurance arrangements for adults working with, or on behalf of, the school.

This guidance supports schools in translating KCSiE and related safeguarding requirements into practical, proportionate and well-documented arrangements. It is intended to assist schools in maintaining accurate safeguarding records, undertaking appropriate checks, supporting staff awareness, obtaining third-party assurances and evidencing compliance through governance and assurance activity.

4. Aims

The aims of this guidance are to:

- support schools in implementing safeguarding requirements arising from Keeping Children Safe in Education and related statutory guidance;
- promote a consistent and proportionate approach to safeguarding compliance across the school;
- assist schools in maintaining accurate and effective safeguarding records, including the Single Central Record;
- provide practical guidance on safeguarding induction, training and staff awareness requirements;

- support schools in obtaining and recording appropriate safeguarding assurances relating to agency staff, contractors, alternative providers and third-party organisations;
 - assist governing boards and school leaders in fulfilling their strategic safeguarding responsibilities; and
 - help schools evidence compliance with statutory safeguarding requirements during inspections, audits, reviews and other assurance activities.
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5. Principles

The implementation of safeguarding arrangements should be underpinned by the following principles:

- safeguarding is everyone's responsibility;
 - safeguarding arrangements should be proportionate, risk-based and well documented;
 - checks and records support, but do not replace, professional curiosity and vigilance;
 - schools remain responsible for obtaining appropriate assurances where services are delivered by others;
 - governing boards, proprietors and school leaders should maintain effective oversight; and
 - arrangements should be reviewed regularly in light of statutory guidance, local procedures and safeguarding learning.
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6. Staff Safeguarding Induction

Schools should ensure that all staff receive an appropriate safeguarding induction when they commence employment and that safeguarding knowledge is maintained through regular training, updates and ongoing professional development.

Safeguarding induction should be proportionate to the role being undertaken but should ensure that all staff understand their safeguarding responsibilities, know how to identify and respond to safeguarding concerns and are familiar with the school's safeguarding arrangements.

6.1 Safeguarding Information for Staff

As part of the induction process, schools should ensure that staff are provided with access to safeguarding information and guidance relevant to their role.

This should include, as a minimum:

- the Child Protection and Safeguarding Policy;
- the Staff Code of Conduct, including Digital Technology Use;
- the Managing Allegations Procedure;
- the identity and role of the Designated Safeguarding Lead (DSL) and any deputies;
- procedures for reporting safeguarding concerns; and
- Keeping Children Safe in Education (KCSiE) Part One.

6.2 Reading and Understanding KCSiE

Schools should ensure that all staff, including those who do not work directly with children, read, or are supported to understand, Part One of Keeping Children Safe in Education and any additional sections determined by the Headteacher or Governing Board as relevant to their role. KCSiE 2026 confirms that all staff should read Part One and the previous Annex A summary version has been removed.

Schools may also wish to provide staff with access to the DfE's Part One: Overview for All Staff document as a supplementary reference tool. This document does not replace Part One and should not be used as an alternative to reading the statutory guidance.

6.3 Staff Declarations

Schools are advised to maintain records confirming that safeguarding information has been provided and understood.

As a minimum, schools should consider obtaining confirmation from staff that they have:

- received access to KCSiE Part One;
- read and understood the guidance, or have received appropriate support to do so;
- received access to the school's safeguarding policies and procedures; and
- understand their safeguarding responsibilities and reporting obligations.

Schools may choose to obtain confirmations electronically or in writing. A suggested Staff Safeguarding Declaration form is provided at Appendix A. Schools may choose to use this form or an alternative mechanism for recording staff confirmations. This may include electronic systems such as Microsoft Forms, learning management systems, or other locally determined arrangements.

Schools are advised to obtain safeguarding declarations on appointment and, as a matter of good practice, to renew these annually, particularly following publication

of updated safeguarding guidance or significant changes to safeguarding policies and procedures.

Regardless of the method used, schools should ensure that appropriate records are maintained to demonstrate that safeguarding information has been shared with staff and that they have acknowledged their responsibilities for assurance and audit purposes.

6.4 Ongoing Safeguarding Updates

Safeguarding induction should not be viewed as a one-off event. Schools should ensure that safeguarding remains a standing element of staff training and communication arrangements. This may include:

- annual safeguarding updates;
- briefing staff on changes to statutory guidance;
- safeguarding updates at staff meetings;
- updates from the DSL;
- lessons learned from safeguarding reviews, inspections or audits;
- changes to local safeguarding arrangements; and
- annual staff safeguarding declaration and confirmation process.

6.5 Volunteers, Agency Workers and Contractors

Schools should ensure that individuals who are not directly employed by the school, but who regularly work on site or have contact with children, receive safeguarding information appropriate to their role and understand how to report safeguarding concerns.

The extent of induction required should reflect the nature, frequency and level of contact the individual has with children and the school environment.

6.6 Governance Oversight

Governing boards and proprietors should assure themselves that appropriate safeguarding induction arrangements are in place and that the school can evidence staff awareness of safeguarding policies, procedures and statutory guidance. Safeguarding training and induction records should be maintained and made available for review where required.

7. Single Central Record

Schools are required to maintain a Single Central Record (SCR) of safeguarding and safer recruitment checks carried out on individuals working in the school. The SCR forms an important part of a school's safeguarding arrangements and provides a

consolidated record of the checks undertaken to establish an individual's suitability to work with children.

The SCR should be maintained in accordance with current statutory guidance and should accurately reflect the checks undertaken by the school.

7.1 Responsibility for the Single Central Record

The Governing Board and Headteacher retain overall responsibility for ensuring that the school maintains an accurate and compliant SCR as part of its safeguarding arrangements.

Responsibility for the day-to-day administration and maintenance of the SCR may be delegated to an appropriate member of staff. Schools should ensure that responsibility for maintaining the SCR is clearly defined and that suitable arrangements are in place to provide cover during periods of absence.

7.2 Individuals included on the SCR

The SCR should include those individuals required by current statutory guidance, including employees, agency workers, volunteers, governors, contractors and others where required by current statutory guidance. Schools should ensure that the scope of their SCR reflects current statutory requirements and that appropriate records are maintained for all relevant individuals.

7.3 Information Recorded

The SCR should record the safeguarding and suitability checks required for the individual and the date on which those checks were completed or verified, as applicable.

Depending on the role being undertaken, this may include:

- identity checks;
- enhanced DBS checks;
- children's barred list checks;
- prohibition from teaching checks;
- Section 128 checks;
- qualifications and professional status checks;
- right to work checks;
- overseas checks; and
- childcare disqualification checks.

Schools should ensure that information recorded on the SCR is consistent with supporting documentation and reflects the checks actually undertaken.

7.4 Accuracy, Review and Monitoring

The SCR should be maintained as a live document and updated promptly whenever a new individual is appointed, additional checks are completed, records require amendment, or an individual's status changes in a way that affects safeguarding requirements.

As a matter of good practice, schools are advised to undertake a formal review of the SCR at least termly. This should confirm that required individuals are included, relevant checks have been completed and recorded, information is consistent with supporting documentation, and any gaps or discrepancies have been addressed.

Schools may wish to retain a brief record of SCR reviews, including the date, reviewer and any actions identified. A suggested SCR Review Record Template is provided at Appendix C.

7.5 Format and Record Keeping

There is no prescribed format for a school's SCR. Schools may maintain the record electronically, provided that it remains secure, accessible to authorised staff and capable of demonstrating compliance with statutory requirements.

A suggested SCR template is provided at Appendix B. Schools may use this template or an alternative format that meets the requirements of current statutory guidance.

8. DBS and Other Pre-employment Checks

Schools should ensure that appropriate pre-employment and safeguarding checks are completed before an individual commences work, or as otherwise permitted by current statutory guidance. Safer recruitment checks form an important part of a school's safeguarding arrangements and help establish whether an individual is suitable to work with children.

The checks required will vary depending on the role being undertaken, the nature of the individual's contact with children and any specific legal or regulatory requirements attached to the post.

Relationship with the Recruitment and Selection Policy

This section provides a summary of safeguarding and suitability checks that schools may be required to undertake as part of safer recruitment and safeguarding arrangements. Detailed procedural guidance relating to recruitment checks, including DBS checks, children's barred list checks, prohibition checks, Section 128 checks, overseas checks, online searches, recruitment risk assessments and commencement of employment prior to receipt of all checks, should be read

alongside the school's Recruitment and Selection Policy and accompanying recruitment toolkit.

Schools should ensure that recruitment processes remain aligned with current statutory guidance and local procedures.

8.1 Verification of Identity

Schools should satisfy themselves that individuals are who they claim to be before employment commences. Identity should be verified using appropriate documentation and in accordance with current recruitment and safeguarding guidance. Where there are name discrepancies or changes, schools should ensure these are appropriately explored and evidenced.

8.2 Regulated Activity

What is regulated activity?

Regulated activity is work that a person who is barred from working with children must not undertake. It is a criminal offence for a barred person to engage in regulated activity, or for an organisation to allow a barred person to engage in regulated activity. GOV.UK confirms that regulated activity is “work that a barred person must not do” and that it is against the law for a barred person to engage in regulated activity or for someone to allow a barred person to do regulated activity.

The definition of regulated activity is important because it affects the type of safeguarding check that may be required, including whether an enhanced DBS check with children's barred list information is needed.

From 1 September 2026, the supervision exemption for regulated activity with children has been removed. This means that some individuals who were not previously regarded as being in regulated activity because they were supervised may now fall within the definition of regulated activity if they teach, train, instruct, care for or supervise children frequently enough, or overnight. GOV.UK states that the supervision exemption is removed from 1 September 2026 and that activity carried out frequently or overnight may now be regulated activity even where the person is supervised.

Who is it applicable to?

Schools should consider whether a role involves regulated activity when determining the appropriate level of DBS and barred list check required.

Roles that are likely to involve regulated activity may include, depending on the nature and frequency of the work:

- teachers;
- teaching assistants;
- learning support assistants;
- staff who regularly supervise children;
- sports coaches or instructors working regularly with pupils;
- peripatetic teachers or tutors working regularly with pupils;
- volunteers who regularly teach, train, instruct, care for or supervise children;
- volunteers supporting overnight visits; and
- other adults whose role meets the regulated activity criteria.

From 1 September 2026, the main group affected by the removal of the supervision exemption is volunteers. GOV.UK states that paid staff who have contact with children are already in regulated activity and that the main group affected by the change is volunteers who may previously not have been in regulated activity because they were supervised by a member of staff. Schools should ensure that volunteer arrangements are reviewed in light of current statutory guidance and that appropriate DBS **and barred list checks** are undertaken where required.

Examples may include:

Example role or activity	Likely position
Teacher	Likely regulated activity
Teaching assistant or learning support assistant	Likely regulated activity
Midday supervisor regularly supervising children	Likely regulated activity
Sports coach working regularly with pupils	Likely regulated activity
Peripatetic music teacher working regularly with pupils	Likely regulated activity
Volunteer reading helper attending regularly	Likely regulated activity from 1 September 2026 where the frequency threshold is met
Volunteer supporting an overnight school trip	Likely regulated activity
Parent or carer helping occasionally at a one-off daytime event	Usually not regulated activity, where the frequency or overnight threshold is not met
Contractor working outside school hours with no opportunity for contact with children	Usually not regulated activity

Contractor working on site during the school day with opportunity for contact with children	Will depend on the nature, frequency and circumstances of the activity
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GOV.UK gives examples including a weekly school reading volunteer, a music club volunteer working twice a week and an outdoor activity instructor working four days a week, all of whom may fall within regulated activity from 1 September 2026 because the relevant activity is carried out often enough. GOV.UK also gives an example of a monthly school art volunteer who is not in regulated activity because the role is not carried out often enough.

How should schools approach this?

Schools should consider regulated activity as part of their wider safeguarding and safer recruitment arrangements. In particular, schools should:

- identify roles where individuals teach, train, instruct, care for or supervise children;
- consider whether the activity is carried out frequently enough or overnight;
- consider whether the individual is a paid member of staff, volunteer, contractor or other adult working with children;
- determine whether an enhanced DBS check with children's barred list information is required;
- review volunteer arrangements in light of the 1 September 2026 changes;
- ensure appropriate records are maintained on the Single Central Record where required; and
- seek advice where there is uncertainty.

GOV.UK advises organisations to prepare for the 1 September 2026 change by identifying roles where people teach, train, instruct, care for or supervise children, checking whether the activity is carried out often enough or overnight, checking whether the current DBS certificate included children's barred list information and deciding whether a new enhanced DBS check with children's barred list information is needed.

Where a role involves regulated activity, schools should ensure that the individual is not barred from working with children before permitting them to undertake that activity. This will normally be achieved through an enhanced DBS check with children's barred list information, or, where permitted by current guidance, a standalone children's barred list check. GOV.UK states that schools and colleges should check that a person is not barred from working with children by carrying out an enhanced DBS check with children's barred list information, and that schools and colleges are also able to obtain a standalone children's barred list check through the

Department for Education's Check a Teacher's Record service in specified circumstances.

8.3 Disclosure and Barring Service (DBS) Checks

Schools should ensure that the appropriate level of DBS check is obtained where required. This may include:

- an enhanced DBS check;
- an enhanced DBS check with children's barred list information; or
- other arrangements permitted by current legislation and statutory guidance.

The level of check required will depend upon the duties being undertaken and whether the role constitutes regulated activity with children. Schools should ensure that any decisions relating to DBS eligibility are made in accordance with current guidance.

8.4 Children's Barred List Checks

Where a role involves regulated activity with children, schools should ensure that the individual is not barred from working with children. This will normally require an enhanced DBS check with children's barred list information, or, where permitted by current guidance, a standalone children's barred list check.

Where permitted by current guidance, a separate barred list check may be undertaken prior to receipt of a DBS certificate to support commencement of employment.

8.5 Prohibition from Teaching Checks

Schools should undertake prohibition from teaching checks where required by statutory guidance. These checks help ensure that individuals who are prohibited from undertaking teaching work are not appointed to relevant roles. Schools may also determine that such checks are appropriate in other circumstances where permitted by current guidance.

8.6 Section 128 Checks

What is a Section 128 Check?

A Section 128 direction prohibits or restricts an individual from taking part in the management of certain educational establishments.

Schools should undertake Section 128 checks where required by current statutory guidance and should ensure that relevant checks are completed before appointment and recorded appropriately on the Single Central Record where applicable.

Who is it applicable to?

Section 128 checks are normally required for individuals undertaking management responsibilities within relevant educational establishments.

The table below provides a summary of common school-based roles.

Role	Section 128 Check Normally Required?
Maintained School Governor	Yes
Academy Trustee / member involved in governance	Yes
Headteacher /Principal	Yes
Deputy / Assistant Headteacher	Usually Yes
Other senior leadership roles with management responsibilities	Usually Yes
Classroom teacher, teaching assistant, administrative support or midday supervisor	Usually No

Schools should consider the duties of the role and whether the individual participates in the management of the school or educational establishment. Where there is uncertainty, schools should refer to current statutory guidance and seek appropriate advice.

How do you undertake a Section 128 Check?

Schools can undertake Section 128 checks through the Department for Education's Check a Teacher's Record service.

Schools should:

- determine whether the role requires a Section 128 check;
- complete the check prior to appointment where required;
- retain evidence that the check has been undertaken;
- record completion of the check on the Single Central Record where applicable; and
- ensure that any concerns identified are considered before the individual commences the role.

Practical Considerations

Section 128 checks are often misunderstood and are distinct from:

- DBS checks;
- children's barred list checks; and
- prohibition from teaching checks.

An individual may be suitable to undertake teaching work but still be restricted from participating in the management of certain educational establishments. Schools should therefore ensure that all required checks are completed and considered separately.

8.7 Qualifications and Professional Status

Where specific qualifications, registrations or professional status are required for a role, schools should verify that these requirements have been met prior to appointment. Evidence should be retained in accordance with the school's recruitment and record management arrangements.

8.8 Right to Work Checks

Schools must ensure that all individuals employed by the school are legally entitled to work in the United Kingdom. Right to work checks should be undertaken in accordance with current Home Office requirements and before employment commences.

8.9 Overseas Checks

Where an individual has lived or worked outside the United Kingdom, schools should consider what additional checks may be appropriate to ensure that sufficient assurance is obtained regarding the individual's suitability to work with children.

This may include obtaining certificates of good conduct, criminal record information, professional standing information or other relevant evidence, where available. The nature of the checks undertaken should be proportionate to the circumstances of the appointment and reflect current statutory guidance.

8.10 Childcare Disqualification Checks

Where relevant, schools should undertake checks relating to the Childcare Act 2006 disqualification requirements and ensure that any declarations or confirmations required are completed and appropriately recorded.

8.11 Online Searches

Schools should undertake online searches of shortlisted candidates prior to interview, in accordance with current statutory guidance and the school's Recruitment and Selection Policy. The purpose of such searches is to identify information that may be relevant to an individual's suitability to work with children. Any information identified should be considered fairly, proportionately and in line with the school's recruitment processes.

8.12 Existing Staff

Where safeguarding concerns arise regarding an existing member of staff, or where an individual moves into a role that requires additional safeguarding checks, schools

should consider whether further checks are required and take appropriate action in accordance with statutory guidance and local procedures.

8.13 Risk Assessment and Professional Judgement

Schools should recognise that safeguarding checks form only one part of the safer recruitment process. Information obtained through safeguarding checks should be considered alongside references, employment history, interview outcomes and any other relevant information available to the school.

Where unusual circumstances arise, schools should ensure that decisions are supported by an appropriate risk assessment, professional judgement and, where necessary, specialist advice.

9. Agency, Contractors and Third Parties

Schools regularly engage individuals and organisations who are not directly employed by the school, including agency workers, contractors, external providers, visiting professionals and organisations using school premises.

Whilst safeguarding checks may be undertaken by another organisation, schools remain responsible for ensuring appropriate safeguarding arrangements are in place and that suitable assurances have been obtained where required.

9.1 Agency and Supply Staff

Where individuals are supplied through an employment agency or other third-party provider, schools should obtain written confirmation that all required pre-employment and safeguarding checks have been completed before the individual commences work.

As a minimum, schools should obtain assurance that:

- the appropriate identity checks have been undertaken;
- any required DBS and barred list checks have been completed;
- any required prohibition checks have been completed;
- any other safeguarding checks required by statutory guidance have been undertaken; and
- the individual has been assessed as suitable for the role being undertaken.

Schools should verify the identity of agency workers when they arrive on site and should retain appropriate evidence of any safeguarding assurances received from the provider.

9.2 Contractors

Schools should consider the nature of the work being undertaken by contractors and the extent to which they may have access to children.

Where safeguarding checks are required, schools should obtain appropriate assurance from the contractor or employing organisation that the relevant checks have been completed. Schools should also consider whether additional control measures are required, including:

- supervision arrangements;
- escorted access;
- restrictions on access to particular areas of the site; and
- local safeguarding briefings.

Contractors who are not subject to safeguarding checks should not be permitted unsupervised access to children.

9.3 Visiting Professionals, External Providers and Premises Use

Where individuals or organisations deliver services, activities or support on behalf of the school, or use school premises, schools should obtain proportionate safeguarding assurances before the activity commences. This may include confirmation of:

- identity;
- staff suitability and vetting checks;
- safeguarding and child protection arrangements;
- staff training and safeguarding awareness;
- reporting arrangements;
- procedures for reporting safeguarding concerns;
- supervision arrangements;
- insurance arrangements; and
- any relevant risk assessments.

Where another organisation has completed safeguarding and pre-employment checks, schools should retain appropriate written assurance. Schools do not need to repeat these checks where appropriate assurance has been obtained from the employing organisation.

Where services are provided directly by Derbyshire County Council (DCC), a centrally issued assurance letter is available via the S4S website confirming that the relevant safeguarding and pre-employment checks have been completed by DCC. Schools should retain a copy of this assurance with their safeguarding records and/or Single Central Record (SCR), as appropriate.

The level of assurance required should reflect the nature of the activity, the level of contact with children and whether the activity is delivered under the school's direction or by an external organisation.

9.4 Visitors

Schools should have appropriate arrangements in place for the management of visitors, including procedures for signing in, identification, safeguarding information and supervision where required.

The level of supervision required should be proportionate to the purpose of the visit, the areas being accessed and the opportunity for contact with children. Schools should exercise professional judgement when determining appropriate visitor arrangements.

9.5 Record Keeping

Schools should retain appropriate records of safeguarding assurances received from agencies, contractors and third parties.

Records may include written confirmations, contractual provisions, safeguarding declarations, service level agreements, correspondence and other documentation that demonstrates the school has taken reasonable steps to satisfy itself that appropriate safeguarding arrangements are in place.

9.6 Professional Judgement

Schools should recognise that obtaining written assurances is only one aspect of safeguarding oversight. School leaders should consider the nature of the activity, the level of contact with children and any identified risks when determining what additional safeguards may be necessary.

Where concerns arise, or where safeguarding arrangements appear insufficient, schools should take appropriate action before permitting individuals or organisations to undertake work on behalf of the school.

10. Alternative Provision and External Placements

Where pupils access education, training, work experience or other activities outside of the school's direct control, schools remain responsible for considering the safeguarding implications of those arrangements and taking reasonable steps to assure themselves that appropriate safeguarding measures are in place.

Safeguarding considerations should form part of the planning, commissioning, monitoring and review of any external provision or placement.

10.1 Alternative Provision and External Educational Provision

Where a school places a pupil in alternative provision or commissions external educational provision, the school remains responsible for considering the safeguarding and welfare implications of that arrangement. Before provision commences, schools should obtain proportionate safeguarding assurances, including confirmation of safeguarding arrangements, staff suitability checks, procedures for managing concerns, attendance and welfare communication arrangements, and any other matters relevant to the pupil's safety and wellbeing.

10.2 Work Experience and Homestay Arrangements

Where schools arrange work experience, host family or homestay arrangements, they should consider the safeguarding risks associated with the activity and take proportionate steps to manage those risks. Particular consideration should be given to supervision arrangements, pupil vulnerability, overnight stays, travel, location and the level of contact with adults outside the school's direct oversight.

10.3 Risk Assessment, Monitoring and Oversight

Schools should ensure that safeguarding risks associated with alternative provision and external placements are appropriately assessed and managed.

Risk assessments should be proportionate to the nature of the activity and may take account of:

- the age and vulnerability of the pupil;
- the type of provision being accessed;
- staffing and supervision arrangements;
- safeguarding assurances received;
- location and travel arrangements; and
- any individual risks known to the school.

Schools should maintain appropriate oversight of alternative provision and external placements to satisfy themselves that safeguarding arrangements remain effective.

This may include:

- regular communication with providers;
- review of safeguarding assurances;
- monitoring attendance and welfare;
- obtaining feedback from pupils, parents and staff; and
- periodic review of placement suitability.

10.4 Record Keeping

Schools should retain appropriate records relating to safeguarding assurances, risk assessments, approvals, reviews and any other safeguarding information relevant to alternative provision or external placements.

Records should be sufficiently detailed to demonstrate that safeguarding considerations have been given due regard and that appropriate oversight arrangements have been maintained.

11. Governance and Oversight

Effective safeguarding arrangements require appropriate leadership, governance and oversight. Whilst responsibility for day-to-day safeguarding activities may be delegated, overall accountability for safeguarding arrangements remains with the Governing Board, Proprietor and School Leadership Team. KCSiE places responsibilities on governing bodies and proprietors to ensure that safeguarding policies, procedures and practices are effective and support a whole-school approach to safeguarding.

11.1 Governing Board Responsibilities

The Governing Board should satisfy itself that:

- appropriate safeguarding policies and procedures are in place and regularly reviewed;
- safer recruitment and safeguarding checks are undertaken in accordance with statutory guidance;
- arrangements exist for maintaining and monitoring the Single Central Record;
- safeguarding training and induction arrangements are effective;
- safeguarding concerns are managed appropriately; and
- the school is able to demonstrate compliance with statutory safeguarding requirements.

Governors should provide appropriate challenge and support to school leaders whilst recognising that operational safeguarding responsibilities remain with the Headteacher and designated safeguarding staff.

11.2 Leadership Responsibilities

The Headteacher and senior leaders should ensure that safeguarding arrangements are implemented effectively and consistently across the school.

This includes ensuring that:

- safeguarding responsibilities are clearly allocated;
- appropriate safeguarding checks are undertaken and recorded;
- staff receive safeguarding induction, training and updates;
- safeguarding records are maintained appropriately;
- identified safeguarding risks are addressed; and
- safeguarding practices are reviewed and improved where required.

11.3 Safeguarding Assurance Activities

Schools are advised to undertake periodic safeguarding assurance activities to determine whether safeguarding arrangements remain effective and compliant.

Such activities may include:

- reviews of the Single Central Record;
- safeguarding audits and self-evaluation;
- governor safeguarding visits;
- policy and procedure reviews;
- staff safeguarding surveys or declarations;
- review of safeguarding training records; and
- audits of safeguarding assurance arrangements relating to third parties and external providers.

Where areas for improvement are identified, schools should ensure that appropriate action is taken and recorded.

A suggested Annual Safeguarding Assurance Checklist is provided at Appendix D.

11.4 Monitoring and Continuous Improvement

Safeguarding should be regarded as an ongoing process rather than a one-off compliance exercise. Schools should regularly review their safeguarding arrangements in light of:

- changes to legislation or statutory guidance;
- safeguarding incidents or concerns;
- internal audits or external reviews;
- inspection findings;
- lessons learned from safeguarding practice; and
- changes to local safeguarding arrangements.

Schools are encouraged to adopt a culture of continuous improvement, ensuring that safeguarding practices remain effective, proportionate and responsive to emerging risks.

11.5 Record Keeping

Schools should retain appropriate records of safeguarding assurance activities undertaken. This may include audit reports, governor monitoring records, review actions, safeguarding declarations and other documentation demonstrating governance oversight.

Maintaining clear records of safeguarding monitoring activity may assist schools in evidencing compliance and demonstrating an effective safeguarding culture during inspections, audits and safeguarding reviews.

12. Sources of Further Information

Schools should ensure that they refer to the most current versions of statutory guidance, legislation and professional advice when developing and implementing safeguarding arrangements. This guidance is intended to support implementation and should not be relied upon as a substitute for statutory guidance or legal requirements.

The following sources of information may be particularly helpful:

12.1 Statutory Guidance

- **Keeping Children Safe in Education (KCSiE)**
Statutory guidance for schools and colleges on safeguarding children and safer recruitment. This should be regarded as the primary source of safeguarding guidance for education settings.
- **Working Together to Safeguard Children**
Statutory guidance on inter-agency working to safeguard and promote the welfare of children.

12.2 Safer Recruitment and Vetting

- **Disclosure and Barring Service (DBS)**
Guidance relating to criminal records checks, barring decisions and safeguarding suitability checks.
- **Check a Teacher's Record Service**
Guidance relating to teacher status, prohibition checks and other relevant safeguarding checks.

- **Right to Work Guidance**
Home Office guidance relating to employment eligibility and right to work checks.
- **Criminal Records Checks for Overseas Applicants**
Guidance relating to overseas criminal record information and certificates of good conduct.

12.3 Local Policies and Procedures

Schools should also refer to their own local safeguarding documentation, including:

- Child Protection and Safeguarding Policy;
- Recruitment and Selection Policy;
- Recruitment and Selection Toolkit;
- Staff Code of Conduct;
- Managing Allegations Procedure;
- Online Safety and Acceptable Use Policies;
- whistleblowing arrangements; and
- any locally agreed safeguarding procedures or protocols.

12.4 Local Advice and Support

Schools are encouraged to seek advice where uncertainties arise regarding safeguarding requirements, safer recruitment matters or the interpretation of statutory guidance.

Sources of support may include:

- the Designated Safeguarding Lead (DSL);
- the Local Authority Designated Officer (LADO);
- safeguarding partners;
- the school's HR provider;
- local authority safeguarding teams; and
- relevant regulatory or professional bodies, as appropriate.

12.5 Review of Guidance

Schools should ensure that safeguarding arrangements are reviewed whenever significant changes are made to legislation, statutory guidance or local safeguarding procedures. Particular attention should be given to annual updates issued through Keeping Children Safe in Education.

Appendix A

Staff Safeguarding Declaration Form

School:	
Academic year:	
Employee/worker name:	
Role:	
Date completed:	

Purpose of this declaration

This declaration is intended to help the school evidence that staff have received, read and understood key safeguarding information relevant to their role.

Schools may use this form on appointment and, as a matter of good practice, as part of an annual safeguarding confirmation process.

Safeguarding documents and information

I confirm that I have been provided with access to, and have read or been supported to understand, the following documents and information:

Document / information	Confirmation - Initials
Keeping Children Safe in Education, Part One	
The school's Child Protection and Safeguarding Policy	
The school's Staff Code of Conduct, including Digital Technology Use	
The school's Managing Allegations Procedure	
Procedures for reporting safeguarding concerns about children	
Procedures for reporting concerns about adults working with children	
The identity and role of the Designated Safeguarding Lead and deputy/deputies	
Any additional safeguarding information, training or guidance relevant to my role	

Staff confirmation

Please initial each statement to confirm your understanding:

Statement	Confirmation - Initials
I understand that safeguarding and promoting the welfare of children is everyone's responsibility.	
I understand my responsibility to be alert to safeguarding concerns and to report concerns in accordance with the school's procedures.	
I know who the Designated Safeguarding Lead and deputy/deputies are and how to contact them.	
I understand what action I should take if I have a concern about a child.	
I understand what action I should take if I have a concern about the conduct of an adult working with children.	
I understand that I must comply with the school's Staff Code of Conduct and safeguarding expectations.	

I understand that I must inform the Headteacher or appropriate senior leader if there is any change in my circumstances that may be relevant to my suitability to work with children.	
I understand that if I am unsure about any safeguarding matter, I should seek advice from the Designated Safeguarding Lead, Headteacher or appropriate senior leader.	

Additional confirmation, where applicable

Please complete this section if relevant to your role or circumstances:

Statement	Confirmation – Initials / N/A
I have received safeguarding induction appropriate to my role.	
I have received information about online safety expectations relevant to my role.	
I have received information about safer working practice and appropriate professional boundaries.	
I have received information about whistleblowing arrangements.	
I have received information about the school's approach to low-level concerns.	
I have received any additional safeguarding training required for my role.	

Comments or support required

Please use this section to record any questions, clarification or additional support required in relation to the safeguarding information provided.

Comments:
Additional support required: ☐ No ☐ Yes, details below:

Declaration

I confirm that I have completed this declaration accurately and understand my safeguarding responsibilities.

Signed:	
Name:	
Date:	
Received/recorded by:	
Date:	

Appendix B

Example Single Central Record Template

This template is provided as an example only. There is no prescribed format for a school's Single Central Record (SCR), provided that the school is able to demonstrate that required safeguarding and safer recruitment checks have been undertaken and recorded in accordance with current statutory guidance.

Schools are recommended to maintain the SCR using Microsoft Excel or another secure electronic system that allows information to be recorded clearly, reviewed regularly and made available for inspection, audit or safeguarding assurance purposes. Schools are advised to undertake appropriate back-up arrangements to minimise the risk of accidental loss of SCR data.

Schools purchasing the Schools HR Advisory Service can access an example Microsoft Excel SCR template through the service resources. Schools may choose to use this template or adapt their own format, provided that the SCR remains accurate, up to date, securely maintained and capable of evidencing the checks and confirmations required.

Suggested Excel Tabs

Where Microsoft Excel is used, schools may find it helpful to create separate tabs for different categories of individuals or safeguarding assurance records. For example:

- Employees
- Supply and Agency Staff
- Volunteers
- Governors / Trustees
- Contractors and Third Parties
- Alternative Provision / External Placement Assurances
- SCR Review Record

Schools may adapt this structure locally to reflect their own arrangements.

Suggested SCR Columns

Schools may wish to include the following columns within their SCR template:

- Full name
- Previous names / known as names, where relevant
- Role / post

- Category, for example employee, agency worker, volunteer, contractor, governor or other
- Start date
- Identity check completed
- Enhanced DBS certificate
- Children’s barred list check
- Prohibition from teaching check
- Section 128 check
- Right to work check
- Qualifications / professional status check
- Overseas checks, where applicable
- Childcare disqualification check, where applicable
- Agency / third-party written confirmation received, where applicable
- Date all required checks completed or verified
- Person completing / verifying checks
- Notes / comments

Schools should record whether each check has been completed and the date on which it was completed or verified. Where a check is not applicable, this should be recorded clearly as N/A rather than left blank.

Use of Notes / Comments

The notes/comments column should be used only for brief, factual information where necessary. Examples may include:

- “N/A – not undertaking regulated activity”
- “Agency confirmation received”
- “Risk assessment completed”
- “Awaiting updated confirmation”
- “Overseas check considered and recorded separately”
- “Confidential information held separately”

Schools should avoid recording unnecessary sensitive information on the SCR. Where confidential safeguarding or suitability information is held, this should be retained securely in accordance with the school’s record keeping and data protection arrangements.

Security, Access and Data Protection

The SCR contains personal information and may include sensitive information relating to safeguarding, suitability and pre-employment checks. Schools should ensure that the SCR is stored securely and managed in accordance with UK GDPR, the Data Protection Act 2018 and the school’s own data protection and information security arrangements.

Where Microsoft Excel is used, the SCR should be:

- **password protected;**
- stored in a secure restricted-access location;
- accessible only to those who require access as part of their role;
- protected from unauthorised viewing, editing, copying or sharing;
- subject to appropriate version control arrangements; and
- capable of being accessed by an appropriate deputy or nominated senior member of staff during periods of absence.

Access should be limited to authorised individuals, such as the Headteacher, School Business Manager, Designated Safeguarding Lead, staff responsible for maintaining the SCR and those with an appropriate governance or audit role.

Use of Alternative Systems

Schools may use an alternative secure electronic system instead of Microsoft Excel, provided that the system enables the school to demonstrate:

- who is included on the SCR;
- which checks were required;
- when checks were completed or verified;
- where third-party assurances have been received;
- where a check is not applicable;
- who maintains and reviews the record; and
- that access is appropriately restricted and managed.

Regardless of the system used, schools should ensure that the SCR remains accurate, secure, accessible to authorised staff and capable of evidencing compliance with current statutory guidance.

Appendix C

SCR Review Record Template

This template is provided as an example only. Schools may use this template, adapt it locally, or record SCR reviews through another secure process.

Schools are advised to undertake a formal review of the Single Central Record (SCR) at least termly as a matter of good practice. This supports the school in keeping the SCR accurate, up to date and capable of evidencing compliance with current statutory guidance.

SCR Review Record

School:	
Academic year:	
Date of review:	
Reviewer:	
Reviewer role:	
Period covered by review:	

Scope of Review

Areas reviewed:

Area	Confirmation – Initials / N/A
Employees	
Supply and agency staff	
Volunteers	
Governors / trustees	
Contractors and third parties	
Alternative provision / external placement assurances	
SCR review actions from previous review	
Other: [Insert details]	

Review Checks

The reviewer should consider whether:

- all individuals who should appear on the SCR are included;
- required safeguarding checks have been completed and recorded;
- dates of checks are recorded clearly;
- any checks marked as N/A appear appropriate;

- agency, contractor or third-party written confirmations have been obtained where required;
- any gaps, anomalies or discrepancies have been identified;
- previous review actions have been completed;
- the SCR is stored securely and access remains appropriately restricted; and
- the SCR remains accurate, up to date and capable of evidencing compliance.

Summary of Findings:

Actions Identified

Action required	Person responsible	Target date	Date completed

Reviewer Declaration

I confirm that I have reviewed the Single Central Record and, to the best of my knowledge, the record is accurate, up to date and reflects the safeguarding checks and confirmations required for individuals currently recorded on it.

Any gaps, anomalies or actions identified have been recorded above and will be addressed through the school's safeguarding assurance arrangements.

Signed:	
Name:	
Role:	
Date:	

This additional declaration may be completed where the school chooses to include another senior leader, DSL or governor oversight as part of its SCR assurance arrangements.

Signed:	
Name:	
Role:	
Date:	
Comments (optional):	

Appendix D

Annual Safeguarding Assurance Checklist

This checklist is provided as a self-assessment tool to support schools in reviewing key safeguarding arrangements. It may be completed by the Headteacher, Designated Safeguarding Lead (DSL), School Business Manager, Safeguarding Governor or another appropriate individual.

The checklist is not intended to replace statutory guidance, audits or external reviews. It is designed to support ongoing safeguarding assurance and identify any actions required.

School:	
Academic year:	
Date completed:	
Completed by:	
Role:	

Staff Awareness and Training

	Yes	No	N/A
All staff have received safeguarding induction appropriate to their role.			
All staff have been provided with access to KCSiE Part One.			
Staff have confirmed that they have read, or been supported to understand, KCSiE Part One.			
Staff have received safeguarding updates during the year.			
The school maintains records of safeguarding training and updates.			
Annual staff safeguarding declarations have been completed.			

Policies and Procedures

	Yes	No	N/A
The Child Protection and Safeguarding Policy has been reviewed within the last 12 months.			
The Staff Code of Conduct has been reviewed within the last 12 months.			
The Managing Allegations Procedure is available and up to date.			
Safeguarding procedures are accessible to staff.			
Staff know how to report concerns about children and adults working with children.			

Single Central Record

	Yes	No	N/A
The school maintains a current Single Central Record (SCR).			
The SCR accurately records required safeguarding checks.			
A formal SCR review has been completed within the last term.			
Any actions arising from SCR reviews have been addressed.			
The SCR is securely stored and access is appropriately restricted.			

Pre-employment and Safeguarding Checks

	Yes	No	N/A
Appropriate DBS and safeguarding checks are completed before appointment.			
Online searches are undertaken for shortlisted candidates where required.			
Overseas checks are considered where applicable.			
Right to work checks are completed where required.			
Qualification and professional status checks are completed where required.			

Agency Staff, Contractors and Third Parties

	Yes	No	N/A
Appropriate written safeguarding assurances are obtained from agencies and third parties.			
Agency staff identities are verified upon arrival.			
Contractors are appropriately supervised where required.			
Safeguarding arrangements relating to external providers have been reviewed.			

Alternative Provision and External Placements

	Yes	No	N/A
Safeguarding assurances have been obtained from alternative providers, where applicable.			
Appropriate risk assessments are in place where required.			
Arrangements for monitoring and communication are effective.			
Relevant safeguarding records are retained.			

Governance and Oversight

	Yes	No	N/A
Governors receive safeguarding information appropriate to their role.			

Safeguarding is reported to governors on a regular basis.			
Safeguarding policies and procedures are subject to regular review.			
Safeguarding assurance activities are undertaken and recorded.			
Actions arising from safeguarding reviews are monitored to completion.			

Actions Identified

Action Required	Person Responsible	Target Date	Date Completed

Overall Assurance Statement

Based on this review:

	Confirmation – Initials / N/A
No significant safeguarding assurance concerns identified.	
Minor actions identified and recorded above.	
Significant issues identified requiring further action.	
Any additional comments:	

Signed:	
Name:	
Role:	
Date:	