****

**Self-evaluation safeguarding toolkit for schools**

Academic year 2021- 2022

This self-evaluation toolkit contains a range of checklists to support school safeguarding self-evaluation.

**The intention is not for a school to complete all sections at once,** but to use each section over time to support schools in their monitoring of a range of safeguarding aspects e.g. first aid and medicines. The information presented comes from KCSIE 2021, The Ofsted Safeguarding document, related safeguarding documents and feedback to schools from a range of agencies over time.

**This checklist should be read alongside:**

* The LDBS briefing of KCSiE 2021
* ‘Keeping Children Safe in Education September 2021’.
* Working Together to Safeguard Children
* What to do if you are worried a child is being abused – advice for practitioners
* Ofsted ‘Inspecting safeguarding in early years, education and skills’ settings August 2021, especially for signs of successful safeguarding <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>.

Additional suggested reading:

* Guidance for Safer Working Practice for Adults who work with children and Young People in Education (May 2019 and addendum April 2020)
* Teaching Online Safety in schools (DfE 2019)
* Review of sexual abuse in schools an d colleges 2021 (Ofsted) <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>
* Sharing nudes and semi-nudes December 2020 <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

**CONTENTS**

|  |  |
| --- | --- |
| * A brief overview of **key** safeguarding aspects
 | 3-5 |
| **SEPARATE CHECKLISTS FOR SAFEGUARDING ASPECTS**  |  |
| * General Child Protection and Safeguarding checklist
 | 6-11 |
| * Statutory Policies/document and procedures
 | 12 |
| * Supporting policies/documents/procedures (non-statutory)
 | 13 |
| * Child Protection policy checklist
 | 14-17 |
| * SCR checklist to support schools
 | 18 |
| * Safer recruitment
 | 19 |
| * Record keeping
 | 20 |
| * Looked after children
 | 21 |
| * Pupils
 | 21 |
| * Behaviour
 | 22 |
| * Appropriate physical contact with pupils
* Attendance
 | 23 |
| * The Curriculum, including online safety
 | 24 |
| * EYFS
 | 25 |
| * Governors
 | 26-28 |
| * Safety and the promotion of safeguarding on the school site
 | 29 |
| * First aid and medicines
 | 30 |
| * Suggestions for lettings/use of school premises by external organisations working with children
* Schools with attached rental accommodation with access to the school site
 | 31 |
| Appendices |
| **A** | Risk assessment example for volunteers | 32-33 |
| **B** | Checklist to support monitoring of SCR | 34 |
| **C** | Induction checklist elements | 34 |
| **D** | Example of a referral overview for the HT report/safeguarding report to the GB (support Ofsted also) | 35 |
| **E** | Guidance for Safer Working Practices and staff code of conduct information | 35 |
| **F** | Chronology example for CP/CIN  | 36 |
| **G** | Termly/annual s/g checklist/ report format for SG governor | 37 |

**BRIEF SAFEGUARDING CHECKLIST NEW Please read**

**This can be used as an initial monitoring tool.** The remaining pages are in-depth and, as noted on page 1, are not for a school to complete all sections at once, but to use each section over time to support in the monitoring of a range of safeguarding aspects e.g. first aid and medicines.

**OVERARCHING STATUTORY REQUIREMENTS**

**LEADERS, including GOVERNORS ensure that:**

* The school has appointed a member of the senior leadership team as the DSL, and another senior staff member/members to deputise for them in their absence
* There is sufficient capacity, additional to the DSL, for the school to carry out its safeguarding functions effectively, in line with KCSiE, school policy and the changing context of safeguarding
* There are arrangements in place to ensure staff are able to consult with the DSL or DDSL
* The DSL and DDSLs regularly raise awareness of the importance of safeguarding practice and procedures with staff- how do they do this?
* Staff and DSLs training meets statutory requirements
* Ensure all staff undergo s/g and CP training (including online safety) at induction and that this is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.
* Provide to all staff on induction, the relevant safeguarding school policies and procedures and Part 1
* The DSL is trained in Prevent (as a minimum) and all staff are aware of how to identify children at risk of being drawn into terrorism, challenge extremist ideas and know where and how to refer children and young people for further help
* At least one member of staff on every appointment is trained in safer recruitment
* There are procedures in place to manage concerns/allegations against staff and volunteers that might indicate they would pose a risk of harm to children
* They understand the local protocol (the 3 safeguarding partners- (police, local authority and commissioning group) and reflect this in their policies
* The school’s response to Covid 19 was robust with regards to safeguarding, particularly with regards to the monitoring of the visibility and welfare of vulnerable pupils

**CHILD PROTECTION AND VULNERABLE PUPILS**

* Robust systems are in place for recording discussions, decisions and actions in respect to safeguarding concerns. These are understood and used by all staff.
	+ Actions are timely and tenacious.
	+ The timeline of events and recording of these is very clear with no gaps.
	+ Staff refer concerns to the DSL as evidenced in the list of referrals (see Ofsted section below)
* Staff know how to respond to a disclosure from a pupil
* Staff are alert to, and are confident in, addressing incidents of abuse such as bullying, physical abuse, peer on peer, sexual violence and harassment
* Following the case of Child Q,
	+ there are sufficient DSLs who know their responsibilities in protecting pupils in the event of external agencies visiting them in school
	+ DSL’s and all staff know that pupils/students must never be unaccompanied without an appropriate member of staff
	+ there is a a culture of healthy challenge between agencies
	+ there is a recognition **by all staff** that the experience of Black children in London can be very different to that of their white peers and staff are empowered by school leaders to call out racism and continue to strive for anti-racist practices across all the agencies responsible for children’s safety, education, and care.

**SAFER RECRUITMENT**

* There is a single central record in place
* There is at least one person trained in safer recruitment on each interview panel

**POLICIES** (see policy section also for details)

* The school has a Child Protection and Safeguarding policy which is reviewed **annually** and updated in response to key changes, e.g. KCSiE, pandemic.
	+ The policy is shared with, and is available to, all members of the school community.
	+ Updates are shared with all staff, including agency staff, in a timely manner
* All staff are given, and must read and understand, Part 1 of KCSiE 2021. Staff are given opportunities to raise queries on this.
* Governors have read KCSiE and preferably Part 2 (The management of safeguarding) to support them in understanding their role and responsibilities in relation to safeguarding.
* There are clear procedures to ensure that volunteers and visitors understand the school’s safeguarding procedures, know the names of the DSLs and know what to do if they have a concern about a child’s safety and welfare.
* There is a staff code of conduct which outlines the school’s expectations in relation to the behaviour of all staff, including online behaviour.
* Staff understand the school’s whistleblowing procedures/policy and have access to the NSPCC hotline number.
* The school’s behaviour policy is closely linked to the school’s safeguarding practice. The policy provides clear guidance on bullying and its many forms and how the school responds to this. Either within the policy, or in a separate document, the school has a statement on the *use of reasonable force* to intervene with or restrain pupils, as part of the school’s behaviour management approach. Practice matches the information laid out in the policy. Appropriate staff are trained in physical restraint.
* There is a clear online safety policy, which can be part of the CP and s/g policy or separate, which supports the safeguarding on pupils from potentially harmful online behaviour and materials and covers online bullying, online grooming for radicalisation and exploitation and sharing nudes and semi-nudes
	+ There are clear links to the computing curriculum and online safety.
	+ All teaching and support staff working with pupils in class have been trained in online safety (not just at induction but regularly so as to keep apprised of online developments)
* There are well known, clear procedures in place for dealing with safeguarding allegations regarding staff (including the Headteacher), governors, agency staff and volunteers.
* The school ensures visitors are aware of their obligations regarding safeguarding responsibilities and behaviour
* The school ensures that arrangements are in place for dealing with incidents where children go missing from education

**OFSTED**

The school has the following in place so as to share the information with an inspection team at 8am on Day 1 of an inspection. These should be in place in any event.

* The single central record (paper or electronic)
* Records and analysis of bullying, discriminatory behaviour including racist, sexist, disability and homophobic/*biphobic/transphobic* bullying, use of derogatory language and racist incidents- school leaders can demonstrate impact of actions as a result of their monitoring of behaviour
* **R*ecords and analysis of sexual harassment or sexual violence-*** *leaders can demonstrate impact as for above*
* A list of referrals made to the designated safeguarding lead and those that were referred to the local authority with details of the resolution (this can be termly, annually).
* A list of all pupils who have open cases with children’s services/social care and for whom there is a multi-agency plan

Please also refer to paragraph 15 of the Ofsted safeguarding document <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills> for signs of successful safeguarding.

**A culture of safeguarding**

**Pupils**

Pupils report that they feel safe in school

Pupils report that they are listened to in school

Pupils know what bullying is, what to do if they see it or experience it

Pupils report that they know how to stay safe online

Pupils with medical needs feel safe and are well supported by trained staff (this will depend on the level of need but a good ratio of first aiders including paediatric, diabetic training, epilepsy training, anaphylaxis training is in place)

Pupils report that school leaders provide other ways for them to express their concerns other than verbally to school staff e.g. worry boxes, self-referral to counsellor within school

Pupils report that adults act consistently, fairly and swiftly where behaviour is poor

**Staff**

Staff report that they believe pupils are safe in school

They can explain their recent training

They know how to report concerns

They report that when they raise concerns/referrals their concerns are acted on and appropriate feedback is given so that they know they have been listened to.

Staff know not to promise confidentiality in the event of a disclosure.

 **CHILD PROTECTION AND SAFEGUARDING - general overview checklist** (most aspects are also repeated elsewhere in the document)

**‘There is a whole-institution approach to safeguarding. This means ensuring that safeguarding and child protection are at the forefront of, and underpin all relevant aspects of, process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of children and learners at their core’** Ofsted safeguarding guidance 2021 para 15

|  |  |  |
| --- | --- | --- |
|  | **Y/N** | **Evidence/comments** |
| The school makes its commitment to and expectations regarding safeguarding children and promoting the welfare of its pupils clear to children, parents, staff, volunteers and governors. How? |  |  |
| Since the last inspection have there been any safeguarding incidents or allegations that have been resolved or which are ongoing? If so:* Has the school evidence to show it has responded in a timely and appropriate way to concerns/allegations?
* Can the school demonstrate that it has worked effectively in partnership with external agencies regarding these concerns?
 |  |  |
| There is a named* Designated Safeguarding Lead (**must** be on the school’s leadership team) who champions safeguarding throughout the school
* Deputy DSL (can be more than 1)
* Safeguarding governor (can be more than one with clear roles)
 |  |  |
| The job descriptions of the DSL/ Dep DSL explicitly include & set out the duties of the role |  |  |
| The DSL and Dep DSL are given the appropriate resources (time, funding, training and support) to carry out the duties of that role, including the time to attend strategy meetings, case conferences and core group meetings |  |  |
| The Headteacher ensures policies and procedures adopted by the GB are fully implemented and followed by staff.  |  |  |
| **Reporting concerns:*** All staff/pupils/parents/volunteers/governors feel safe to raise concerns about unsafe or poor safeguarding practice and are clear about the school procedures for what to do if they have concerns over the welfare of a child or member of staff and know the signs of abuse i.e. there is a clear reporting system / procedure if a member of staff, parent or other person has concerns about the safety of children or staff. This includes the reporting of supply staff.
* Staff understand that they cannot promise confidentiality and will always act in the interest of the child
* Staff understand that in exceptional circumstances they can speak directly to Children’s social care. They understand the difference between a 'concern' and 'immediate danger or at risk of harm’ and know how to respond accordingly
* When making a referral to Children’s Social Care the DSL will consider what is known about the child’s wider context (i.e. [contextual safeguarding](https://safeguarding.network/contextual-safeguarding/)).
 |  |  |
| There is a protocol for ensuring all **volunteers** will be supervised in school if they don’t have an enhanced DBS.  |  |  |
| **Information sharing** There is clarity about the school’s policy and the law relating to the sharing of information- confidentiality, breach of position of trust (e.g. need-to-know basis)All staff must be aware that new information sharing needs to be necessary, proportionate, relevant, and, adequate. It needs to be accurate, timely and secure. How are staff made aware of this? |  |  |
| There clear systems and procedures for identifying and monitoring pupils who may be at risk |  |  |
| The school has appropriate safeguarding arrangements in place to respond effectively where a child has gone missing, especially where this happens repeatedly. All staff should understand the importance of, and know the procedures for this.  |  |  |
| There are systems in place for the **child’s voice** to be heard and considered when determining action. These systems must allow children the ability to express their views and give feedback.  |  |  |
| Pupils are informed, supported and protected about the action the adult is taking to share their concerns |  |  |
| **Links with other agencies**: * The DSL knows and understands the new multi-agency ‘safeguarding partner’\* arrangements in addition to working with other agencies to support pupils’ well-being and safety. This is shared with staff.
* The DSL liaises with the senior mental health lead / local team where s/g concerns are linked to mental wellbeing.
* The school supports inter-agency working to safeguard children by regular attendance at Child Protection conferences and reviews and, if appropriate, by attending other professional meetings
* The DSL considers information sharing in advance of transferring the CP file to another school, college.
 |  |  |
| **Allegations** * All staff and carers have a copy of, and understand the written procedures for managing allegations of harm to a child or learner.
* All allegations must be referred to the LADO promptly, including the case where supply teachers’ behaviour is a cause for concern, even when the school does not employ the teacher, or where a teacher’s behaviour outside school may put pupils in danger.
* A record of any referral is retained and there is evidence of prompt actions noted against agreed actions
* Leaders are clear about allegations that may meet the threshold (Part 4 KCSiE) and those allegations/concerns that do not meet the threshold i.e. low-level concerns. NB ‘low level’ does not mean insignificant and includes any concern where a sense of feeling uncomfortable is expressed see paragraph 410
 |  |  |
| A member of the Governing Body, (usually the Chair), is nominated to liaise with the Local Authority on certain CP issues e.g. allegation of abuse against the Head.  |  |  |
| All staff have a copy of, and understand the written procedures for, managing allegations of harm to a child |  |  |
| **Peer-on-peer abuse:** consideration is given to what support might be needed for the perpetrators as well as the victims. |  |  |
| **Staff*** **All staff, including supply staff and volunteers, have been issued with and read the Part 1 summary of *Keeping Children Safe in Education 2021* and have had the opportunity to discuss changes and renewed focus aspects.**
* Staff *‘know how to make a complaint and to manage whistleblowing or other concerns about the practice of adults in respect of safety and protection of children and learners’*
* All staff have access to and know about the NSPCC whistleblowing hotline
* Staff understand the many aspects of safeguarding i.e. Early Help, forms of Peer-on-peer abuse, additional vulnerabilities of SEND pupils, FGM, radicalisation, local context and new/clarified aspects in KCSIE 2021 (CCE/CSE/SV)
 |  |  |
| **Technology (see curriculum section)*** Leaders oversee the safe use of **technology** when children and learners are in their care and act immediately if they are concerned about bullying or children’s well-being.
* Staff understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe.
 |  |  |
| **Training (CP and safeguarding, safer recruitment and first aid)** (Is evidence is to hand?) **‘all training is integrated, aligned and considered part of the whole school approach to safeguarding, staff training and curriculum planning.’** KCSiE* The DSL and Dep DSL attend appropriatesafeguarding training every two years and have updated annual training.
* All staff receive regular updated training. In addition, they receive safeguarding and CP updates, at least annually, on a range of aspects, to provide them with the relevant skills and knowledge to carry out their safeguarding responsibilities.
* There are systems in place to ensure that absent staff receive any missed training
* Staff contribute to and shape safeguarding procedures and the CP policy
* Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.
* Staff
* have read **part 5** alongside the sexual violence and sexual harassment advice. NB Ofsted inspectors will check that staff have an appropriate knowledge of Part 5.
* are clear about indicators and signs of peer on peer abuse and how to report it and how to respond to reports
* are clear about recording behaviours linked to sexual harassment and/or violence
* are aware that pupils might not tell staff about their abuse. It may be that staff overhear a conversation or the child’s behaviour changes etc. They should act on this even if a child has not made a disclosure.
* understand that victims should always be taken seriously following the report of a concern
* understand that CSE is a form of child abuse, that children can be exploited and that the experience of CSE with girls can be very different to boys
* know the new definition, are aware of the impact and know the different forms of DA
* review their understanding of contextual s/g- exploitation in situations outside their family
* are (regularly) trained in online safety and have the knowledge to understand and teach the aspects of online safety
* have a strong awareness of the potential for multiple issues overlapping, be vigilant and report this e.g. CSE, CE, mental health
* understand that mental health concerns about a pupil may also be a safeguarding concern and to approach the DSL
* and leaders understand that even if there are no reported peer on peer abuse cases, they must not take the view that it does not happen in their school
* are clear about the content of the low-level concern statement/policy (para 415) in terms of their own conduct
 |  |  |
|  |
| The school can provide **evidence** for all safeguarding and CP training (Good practice to have a central training log with dates, names and course title.)  |  |  |
| At least one staff member or governor is trained in safer recruitment (see Safer rec section) |  |  |
| There are sufficient staff trained in first aid for staff, pupils and EYFS children- see first aid paragraph  |  |  |
| **Staff Induction and communication**: teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as art of their professional duties (T Standards 2021)All staff should be aware of school safeguarding systems and these should be explained to them as part of their induction (and regularly reviewed) Policies and communication **should** include: (see paras 13-17 page 8/9 KCSiE) * The school’s safeguarding and CP Policy
* The school behaviour policy (including measures to prevent bullying (inc cyberbullying, prejudice-based and discriminatory bullying)
* Staff Behaviour Code/Policy –including acceptable use of technology, staff pupil relationships, communications and use of social media
* Part 1 of KCSiE 2021 (or Annex A for those agreed by the GB)
* The identity and role of the DSL and any Deputy DSLs
* The school response to children who go missing from education
* Appropriate training, including online safety, both at induction and in regular updates and at least annually (updates) to provide them with the skills and knowledge to effectively safeguard children
* The local early help process and the role of staff in this - para 19 KCSiE
* How to make a referral to the DSL if they have any concerns about a pupil’s welfare and/or safety
* An awareness of the referral process (CIN and CP) and the role they may be expected to play in this
* What to do if a child discloses that they are being abused and the requirement to maintain an appropriate level of confidentiality. They should know to never promise a child that they will not tell anyone.
* Understanding that they should reassure victims that they are being taken seriously and that they will be supported and kept safe. They should never give a victim the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment not should the victim feel ashamed for making the report. (para 18 KCSiE)
* An understanding of the indicators of abuse and neglect and specific safeguarding issues such as CCE and CSE (para 20)
* Other pertinent policies and documents e.g. school visits, medicines, Safer Working Practice. Evidence for induction elements **Remember – culture not checklists**

*How quickly does induction take place/ before staff start? How do leaders know that this induction has been effective? i.e. staff fully understand policies and procedures rather than simply reading them*  |  |  |
| The **staff handbook or equivalent** contains safeguarding and CP expectations and procedures as listed in induction above and also whistleblowing, online safety and other relevant information e.g. the duty to disclose disqualification information, fire drills, first aid and allegations including the low level concern policy in terms of their own conduct  |  |  |
| **Disqualification under the 2006 Childcare Act** School leaders have made it clear torelevant staff that theymust self-declare if they are disqualified to work with young children. Evidence of the self-declarations (can be verbal) are recorded. They do not have to be on the SCR but this may be the best place to record this information.  |  |  |
| **All staff should be aware of indicators of abuse and neglect** |  |  |
| **Staff should be aware of the range of safeguarding issues which can put children at risk of harm e.g.****CCE -** Child criminal exploitation see paras 33-35 KCSiE**CSE -** Child sexual exploitation is a form of sexual abuse (see paras 36-40)**Peer-on-peer abuse –** they should be aware that children can abuse other children both in school and outside school and online. Non-consensual sharing of nudes and semi-nudes. They need to recognise the indicators and signs of all the above and respond to reports. (paras 46-50) **Behaviours linked to alcohol or drug misuse**, deliberately missing education, (age appropriate) |  |  |
| **FGM:** para 40 KCSiE* The DSL and all staff know they have a professional and legal duty to notify police when they discover FGM has been carried out on a girl under the age of 18.
* The DSL and staff training cover the possible signs that a child has been subject to or at risk of FGM
 |  |  |
| **Extremism and radicalisation*** The DSL, DDSL and staff have attended Prevent/extremism training (the number will depend on school contexts)
* The school gives due regard to the need to prevent people from being drawn into terrorism
* Staff have a clear understanding of what to look for and the school’s reporting procedures
 |  |  |
| **Mental health (**para 41-45 KCSiE)* All staff should be aware that, in some cases, mental health problems can be an indicator that a child has suffered or is suffering abuse, neglect or exploitation
* If staff have a mental health concern which is also a safeguarding concern, they should follow the CP policy and speak immediately to the DSL or DDSL
 |  |  |
| **Serious violence**- para 51-52all staff should know the indicators which may signal that pupils are at risk from, or are involved in serious violent crime. This includes sexual violence and harassment between pupils, both in and outside school.  |  |  |
| **Upskirting-** staff need to know what this is, that it is a criminal offence, understand its impact and know how to report it |  |  |
| **The DSL and all staff understand, can identify and know the procedures related to:*** the additional vulnerabilities of SEND pupils relating to safeguarding and how barriers can be overcome?
* how to identify pupils who would benefit from Early Help?
* Procedures for reporting and types of peer-on-peer abuse? Honour-based violence?
* Child Sexual Exploitation? Serious violence? Sexual violence and harassment?
 |  |  |
| **Parents:** * Are made aware of CP concerns and seek their consent unless doing so would increase the risk of actual harm to a child
* The school makes it clear to parents that it has a legal duty to refer any CP concerns to the relevant agencies. (Not statutory but effective in clarifying roles and responsibilities before any event occurs).
 |  |  |
| **Home-schooling*** leaders work with other key professionals to meet with parents wherever possible before a final decision has been made to ensure that they have considered what in the best interests of each child (esp. if pupil has SEND)
 |  |  |

 \*Safeguarding Partners are: Social Care, Health and Police

**STATUTORY POLICIES /DOCUMENTS/PROCEDURES Policies to be regularly reviewed (evidence needed) and evaluated for impact.**

 **‘Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting’** Ofsted 2021 para 15

|  |  |  |
| --- | --- | --- |
|  | Y/N | Review date/comment |
| **Child Protection**- See the separate CP Policy checklist in this document pages 15-18 |  |  |
| **Behaviour** - needs to be on website -see behaviour section for more information |  |  |
| **Staff behaviour policy (or code of conduct)** - should include the acceptable use of technologies, staff/pupil relationships and communications including the use of social media (see para 57) and online behaviour of staffSchools may also wish to refer to and/or adopt the updated ‘Guidance for Safer Working Practice for Adults who work with children and Young People in Education’ to support this- see appendix E below  |  |  |
| **The school response to pupils who go missing from education - including holding more than one emergency contact for each pupil** (also refer to DfE children missing education document) |  |  |
| **Central record of recruitment and vetting check (SCR) (see separate section)** |  |  |
| **Complaints procedure statement/policy -**needs to be on website  |  |  |
| **Health and safety- pupils, staff and visitors**  |  |  |
| **Premises management documents-** e.g. asbestos, fire safety and statutory testing |  |  |
| **Risk assessments** ‘Leaders and staff make clear risk assessments and respond consistently to protect children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development’. Ofsted 19* must be carried out for ALL volunteers to decide whether a DBS is needed and must be recorded
* need to be in place for: the school site, visits, safer working practices e.g. working alone (music tuition), curriculum, working with aggressive or violent parents (if required) and for external curriculum providers working in school
 |  |  |
| **Relationships and sex policy-** * Does your RSE curriculum include sexual harassment and violence including online (at an appropriate age level)
* Does it provide time for discussion?
* Are staff trained in this?
* It is recognised that this may not be fully in place due to the pandemic
* Does it make links to the CP/SG policy and include the possibility of disclosure and how to respond to this
 |  |  |
| **Special educational needs information report** needs to be on website- links to CP/safeguarding policy & vulnerability of SEND pupils? |  |  |
| **Statement of procedures for dealing with allegations of abuse against members of staff** * The LADO must be contacted if a concern meets the threshold
* It is understood that the LADO can also be contacted for advice on low-level concerns
* ALL concerns, including low-level concerns, are recorded and monitored for patterns (statutory)
* All staff and carers to have a copy of, and understand, the written procedures for managing allegations
* Staff know who to approach if they have an allegation against the headteacher
 |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| **Preventing radicalisation** -not statutory to have a distinct policy but should be clear in the CP/safeguarding policy and should include **Prevent training information, and school procedures, including links to external agencies.**  |  |
| **Visitors to school policy and procedures:** (see para 22 Ofsted 19)visitors to the school are suitable, checked and monitored e.g. external speakers at school assemblies |  |
| **Safer recruitment** (can be incorporated within the CP and safeguarding policy-see SCR/ safer recruitment section) but there should be written procedures in place for staff and governors on recruitment expectations which meet legal requirements |  |
| **Attendance-** **Children missing from school**- **must also be included in** **induction** see CP and policy sections |  |
| **Non-collection of pupils** – are clear and procedures in place and are they consistently applied? |  |
| **EYFS** – schools are not required to have a separate policy to cover EYFS requirements but should ensure that specific EYFS safeguarding requirements are in place. These can be noted in the whole school CP and safeguarding policy (see below) |  |
| **Online safety-** ensure there is a clear policy on the use of mobile technology in schoolensure that the schools’ approach to online safety is reflected in the child protection policy Review your policy and practice to include information in the DfE document ‘Teaching Online Safety in school’ 2019 |  |
| **Guidance for staff on safer working practice**- can be part of your staff statutory code of conduct e.g. working alone with pupils, staff providing intimate or personal care to pupils -may have implications for supervision. Consider updating this to include working remotely and online teaching approaches. See Appendix E and p12 above  |  |
| **Use of physical intervention -**focus on the school’s approach to minimising the use of reasonable force- e.g. the use of individual plans to minimise intervention and the schools’ cautionary approach to its use |  |
| **Providing first aid and administration of medicines** (if not elsewhere) |  |
| **Drug and substance misuse** (if not elsewhere) |  |
| **Issues which may be specific to a local area or population** (gangs, FGM)- likely to be in CP/sg policy |  |
| **Use of images of children** (if not elsewhere) |  |
| **School security and school site safety-** opening gate times, non-collection of pupils |  |
| **Staff handbook –** ensure CP and safeguarding have a high profile with key information |  |
| **Safeguarding guidance for volunteers, supply teachers and visitors-** DSL, how to report, confidentiality etc |  |
| **Safeguarding induction checklist –** refer to CP section to ensure all elements are included in your induction of staff |  |
| **Supporting pupils with medical conditions** -this can include Intimate Care procedures- include notification of parents |  |
| **Whistleblowing:**  Although there is no statutory requirement for schools to have a whistleblowing policy, there is “an expectation that ‘Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college’s senior leadership team’. Staff understand the whistleblowing policy and know how to manage concerns about the practice of adults in respect of the safety and protection of children and learners– NB ensure staff know about the NSPCC Whistleblowing hotline |  |

**SUPPORTING POLICIES/DOCUMENTS/PROCEDURES, for consideration to support safeguarding (non-statutory** |

**CHILD PROTECTION POLICY (**by law schools MUST have a Child Protection policy but most schools now generally call it a ‘Safeguarding and CP policy’ to incorporate the wider aspects of safeguarding noted in KCSiE.) **KCSiE 2021 para 85 provides information on what an effective CP policy should include. This checklist incorporates this information, alongside other aspects which may be useful for you to include.** Your policy should take account of its local context and reflect how the school responds to this. **Model policies should be adapted to reflect the school’s own context, needs and procedures.** Yellow highlights and red font are new or reinforced this year.

|  |  |
| --- | --- |
| The policy is reviewed annually & is in line with government guidance and refers to locally agreed multi-agency safeguarding arrangements put in place by the 3 Safeguarding Partners (police, social care & health) best practice is to put the dates on the front  |  |
| The policy refers to KCSIE 2021 and reflects the Ofsted EIF and safeguarding guidance – all references to previous KSCIE documents have been removed. If it reflects other legislation, ensure this is up to date  |  |
| the definition of safeguarding, if included in the policy, should reflect the updated version (preventing impairment of children’s mental and physical health and development) |  |
| It contains clear aims, and states a commitment to safeguarding and a culture of vigilance. Key names and contact details (DSL, Deputy DSL(s) Safeguarding Governor, Chair of Governors, LA, NSPCC hotline (note updated link 2019), Social Care, Police link, Prevent link) |  |
| Clearly outlines the **role and responsibilities of the DSL** Including undertaking availability when the setting is in operation), responsibilities with regard to the child protection file, steps taken to refer beyond the schoolYou may wish to add the role of the ‘virtual HT’- from June 2021 the virtual HT has responsibility to promote the education of children with a social worker- what does this look like in your school? |  |
| Clearly outlines the **roles and responsibilities of the Governing Body/** **proprietors /management committees** including ensuring pupils are taught about safeguarding, including online safety |  |
| Outlines **staff role and responsibilities** (p5 KCSiE 2019)* Staff know how to identify and report and record possible or actual instances of abuse-**the policy should outline these steps clearly, including how to deliver concerns**
* Staff understand that they should act upon their concerns immediately (p11 para36 KCSiE 2019)
* Staff understand that they cannot promise confidentiality and will always act in the interest of the child
 |  |
| **Allegations-** distinguishes between the steps that should be taken in the case of an allegation against staff members, and those that should be taken if the allegation is about the Headteacher* NB changes last year – if a staff member’s conduct outside school where they behaved/behave in a way which indicates they may not be suitable to work with children
 |  |
| **Low-level concerns about staff behaviour:*** set out the procedure for responding to reports of low-level concerns
* staff should approach the HT, or if the concern is about the HT, the Chair of the GB. Also **ensure this is in the staff code of conduct statement/policy**
 |  |
| The policy is available publicly either through the school website or by other means (not statutory to have on website but v helpful) |  |
| It includes an explanation of who the safeguarding partners are and the referral procedures to social care- ensure mental health support is added here too |  |
| There are clear links to other relevant policies for further information e.g. online safety, behaviour, RSE  |  |
| The policy refers to the following aspects (in no particular order): |  |
| The definitions, signs and symptoms of the different types of abuse  |  |
| The signs and symptoms of Child sexual (CSE) and criminal exploitation (CCE) (refer to Child sexual exploitation; Definition and a guide for Practitioners DfE 2017) and KCSiE page 125 for CCE |  |
| Local safeguarding risks (contextual), including CSE and CCE (above) and the potential risk of county lines? Have particular groups/pupils been identified as being particularly vulnerable to risk of child exploitation? What action is being taken to keep these pupils safe? Is there a clear description of county lines? |  |
| **Peer-on-peer abuse**: It includes a statement which makes it clear that the school has a ‘zero-tolerance’ approach to abuse and will never be passed off as “banter”, “just having a laugh” or “part of growing up” and is referenced in **the school’s behaviour policy**. It includes: * procedures to minimise the risk of peer on peer abuse;
* how allegations of peer on peer abuse will be recorded, investigated and dealt  with;
* clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
* recognition that even if there are no reported cases of peer on peer abuse the abuse may still be taking place but is not being reported.
* recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
* recognises the different forms peer on peer abuse can take, such as:
	+ sexual violence and sexual harassment. (see **Part 5** KCSiE)
	+ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
	+ ‘sharing nudes and semi-nudes’ (was sexting): the policy should include the school or college’s approach to it. Refer to screening and confiscation advice and responding to sexting incidents for schools (refer to the guidance sharing nudes and semi-nudes UKCIS 2020 p29 in the policy
	+ initiation/hazing type violence and rituals.
* the school’s procedures for searching and confiscating devices (see sharing nudes and semi-nudes UKCIS 2020 p29)
 |  |
| **Domestic Abuse (DA Act 2021):** definition and types of DA- (National DA 24h helpline number 08082000 247)  |  |
| **Upskirting-** staff need to know both what this is and to understand its impact (on pupils and staff.) They need to know it is now a criminal offence. If you are a ‘no-phone’ school you still need to ensure that staff know how to respond to disclosures about this. |  |
| **Serious violence-** all staff should be aware of the indicators which may signal that pupils are at risk from, or are involved with serious violent crime.NB it is important to remember that grooming processes are similar for all forms of child exploitation: criminal, **county lines,** sexual and radicalisation.  |  |
| **Mental health** and possible links to safeguarding and child protection |  |
| **The Prevent agenda –** note grooming processes aboveMakes specific reference to the school’s awareness of its duty to prevent people being drawn into terrorism and to cooperate with Channel panels- to assess local risk, identify at-risk pupils/students and keep them safe on line – (could also include info for staff how referrals are made to Prevent team, CP assessment team and the voluntary Channel programme)* it details the school’s own approach to protecting pupils from the risks of radicalisation?
* it shows how the school considers local risks and shapes the curriculum to support pupils in learning about the risks of radicalisation e.g. through online safety?
* it notes staff training – including online safety training? (see induction and CP)
* it explains referral approaches used by the school, which are in line with local guidance
 |  |
| **Honour-based abuse (no longer ‘violence’)** the policy clarifies that this includes FGM, forced marriage, breast ironing  |  |
| **FGM** – signs, symptoms of, and notes that all staff should raise any FGM concerns with the DSL (or DDSL) and should understand their mandatory duty to report FGM disclosures |  |
| **SEND** The policy reflects an understanding of the additional barriers that exist when recognising the abuse of pupils with SEND and how the school overcomes these barriers and supports pupils in keeping safe. Schools should consider extra pastoral support for SEND pupils – *what has your school got in place and does your policy state this?*The policy should note an understanding and acknowledgement that these pupils: * are more prone to peer group isolation or bullying than other children
* are disproportionately impacted by behaviours such as bullying, without showing outward signs of this
* have communication barriers and how the school supports them in overcoming these barriers

It should also stress that there will be NO assumption by school staff that any changes in pupils’ behaviour will relate only to their special needs and disability and will be explored to ensure that they are not facing additional safeguarding challenges.  |  |
| **Early Help** – includes an explanation of Early Help and what this means in your school - DSL will generally take the lead on this but **all** staff should know the procedures  |  |
| **Pupils Missing Education** - procedures to respond to children missing school (poor attendance and regularly missing) and that where reasonably possible the school will have at least two emergency contacts for pupils *The setting has clear policies and procedures for pupils who go missing from education, particularly those who go missing on repeat occasions’ (Ofsted)* |  |
| **Looked after,** **and previously looked after children** – notes the vulnerabilities of these pupils  |  |
| **The Curriculum** **Outlines how the curriculum supports pupils in learning to keep safe and adopt safe practices** as part of a broad and balanced curriculum, e.g. online safety, PHSE and SRE**Online safety** – the school’s approach to online safety should be reflected within this one and the main online safety policy referred to.Review policy and practice for teaching online safety in school in line with the DfE ‘Teaching online safety in schools’ document 2019 including use of technology beyond school  |  |
| It includes **staff/pupil relationships and communications** including use of social media and the use of reasonable force.  |  |
| **EYFS**: It includes explicit reference to safeguarding aspects in the EYFS (if not where is this information?) e.g. * The use of mobile phones and cameras in the EYFS setting (staff, pupils and parents) \*
* Guidelines (as noted in Statutory framework for EYFS) in the event of children going missing in the care of the provider.
* How staff promote young children’s understanding of how to keep themselves safe from relevant risks and how this is monitored across the curriculum
 |  |
| **Training and induction** – how this is provided to staff, including DSLs, and what steps are taken to bring policy and procedures to the attention of temporary staff and volunteers. Make sure you include all induction aspects and Part 5 – this can be on a separate induction checklist but safeguarding induction **must** be in place.  |  |
| **School ethos-** Outlines how the school provides opportunities for staff and pupils to talk freely about concerns, in the belief that they will be listened to and appropriate action taken i.e. Whistleblowing policy, trusted adults, worry boxes |  |
| **Whistleblowing** – reference to the policy where staff have concerns about the way s/g is carried out in the school  |  |
| **Data Protection** it may be helpful to include that the Data Protection Act 2018 does not prevent the sharing of information for the purposes of keeping children safe. |  |
| Explains how the policy is reviewed, monitored and evaluated- include staff voice in review |  |
| **Safer recruitment** Outlines the school’s approach to information i.e. risk assessments for volunteers (if not elsewhere) |  |

**SCR CHECKLIST TO SUPPORT SCHOOLS** NB the SCR can be in either paper or electronic form but must be kept securely(see appendix C)

There is no set format required but certain elements, **noted in bold must, as a minimum,** be on the SCR. (Please refer to part 3 KCSiE 21)

See APPENDIX FOR A SIMPLER CHECKLIST

**MATs**: there is no requirement for individual schools to have separate SCRs but ‘the information should be recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to those entitled to inspect that information, including by inspectors. P67 para 257

|  |  |
| --- | --- |
| Schools **MUST** maintain a single central record of pre-appointment checks, commonly known as the single central register, SCR. It must show that: |  |
| **Identity checks have been carried out,** and the date? only use photo ID and ensure you see evidence of addressSchools may *wish* to record the name/initials of the person carrying out each check, but it is not statutory |  |
| **All relevant staff have an Enhanced DBS Check** – **date check completed and certificate seen** Please refer to p57 paras 218-230 for an explanation of the types of DBS checks. NB the DBS certificate **must be SEEN** by the relevant school staff so that any further checks can be carried out if necessary (now sent to staff –you need to ensure that they bring it in to school) In the event of a DBS Certificate having a positive disclosure, has a Risk Assessment been carried out? is RA evidence kept in the individual staff file? |  |
| All relevant staff, (including teachers, support, admin and premises staff, supply staff, volunteers (where checks have been carried out on them), coaches and contractors & others who work regularly at the school have been checked against: * **the DBS Children’s Barred List –** if a DBS certificate has not been processed before a staff member starts in school, the school should ensure that the individual is supervised and that a separate barred list check and other checks have been completed. **Date check completed**
* **the DfE’s Prohibitions Order List** NB the Prohibition check now needs to be undertaken for everyone in ‘teaching work’, not just those with QTS
* **A Section 128 direction check** (Academies only and for Governors of maintained schools)
 |  |
| **The SCR records professional qualifications** have certificates been seen? **Where QTS is a requirement for the job has the school evidenced QTS?-**  |  |
| **All governors have been DBS checked.** (without Barred List unless in regulated activity.)  |  |
| **All governors have been checked against S128** -they cannot be a governor of a maintained school if they are on the list.  |  |
| **The SCR records evidence of ‘right to work’ in the UK checks?**  |  |
| **Overseas record checks have been carried out on people who have lived or worked outside the UK** see para 262-267 |  |
| **For supply staff**, (if appropriate to the SCR e.g. salaried or long term), **schools should obtain written confirmation from the agency that it has carried out the appropriate certificates,** the date the confirmation was received and whether a DBS check has been provided  |  |
| Schools can also include linked non-statutory information on the SCR which they deem relevant e.g. * procedures to ensure that individuals are not disqualified under the Childcare Disqualification Regulations.
 |  |
| If staff use the DBS update service * there are procedures in place to show that permission has been obtained for the school to access the certificate
* the school matches the identity of the individual and check that the original certificate is appropriate for the role (e.g. enhanced /barred list)
 |  |

Schools do not have to keep copies of DBS certificates for SCR purposes. If a school *chooses* to retain a copy of the DBS certificate, it should not be kept for more than 6 months.

**\*Advice:** do not leave gaps in the SCR- write *N/A* or appropriate comment e.g. *pending* and always show **when** checks are carried out and **when** evidence of the check (DBS) is seen.

 Please refer to information on the Teacher Training and Regulation Agency at <https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>

 **SAFER RECRUITMENT**

|  |  |  |
| --- | --- | --- |
|  | Y N | Evidence/comments/action |
| **There a Single Central Record (SCR) of recruitment in place (see SCR section)** |  |  |
| The school recruits all staff, including any temporary staff or volunteers, in line with agreed and accepted Safer Recruitment Best Practice, including DBS checks and Barred List checks at the appropriate level. |  |  |
| The school undertakes risk assessments and uses professional judgement when deciding whether or not to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. Details are recorded. |  |  |
| **There are procedures in place to make a referral to the DBS and/or the Teaching Regulation Agency if a person has been dismissed or removed due to safeguarding concerns or would have been if they had not resigned.** P79 para 329-334 |  |  |
| The school has sufficient senior staff trained in Safer Recruitment and appointment panels include at least one person trained in safer recruitment.  |  |  |
| Job advertisements and application packs state clearly that the appointment will be subject to a satisfactory enhanced DBS check |  |  |
| All job descriptions & personal specifications state the safeguarding responsibilities of the role |  |  |
| Written references for each candidate are taken up and viewed by the Chair of the panel prior to interview to check for s/g issues. NB candidates can no longer opt for the school not to contact their current employer p50 References are kept on staff files. Suitability to work with children is always asked and any past disciplinary action or allegations p51 para 205 |  |  |
| Safer recruitment checklists, which include pre-appointment vetting checks are completed, signed as seen & kept in individual staff files and include: p52 para 211 |
| * Verification of Identity (best practice is birth certificate) p 52 para 213
* Reason for leaving current role is established and concerns resolved
* Barred List Check if starting before DBS is available
* Enhanced DBS check
* Prohibitions Order check for teachers
* Verification of mental and physical fitness for the role
 | * Verification of the person’s right to work in UK
* Overseas record checks
* Verification of professional qualifications including QTS
* A Section 128 check for staff in Academies/free schools
* Disqualification under the Childcare Act (if appropriate)
 |  |  |
| The school checks that an agency worker presenting at the school is the same person for whom the agency has provided checks for (and record this check has happened).  |  |  |
| The school has obtained, and holds on record, written confirmation from supply agencies and/or contractors that their staff are positively vetted in line with Safer Recruitment Best Practice (Prohibitions and disqualification in particular) – not always the case |  |  |
| The school ensures that the SBM/SAO understands safer recruitment requirements- this helps to ensure that no gaps exist in school procedures but is not statutory |  |  |

 **RECORD KEEPING IN RELATION TO SAFEGUARDING CP/CIN/Vulnerable pupils** Y /N comments/actions

|  |  |  |
| --- | --- | --- |
| All concerns, discussions and decisions made, and the reasons for these decisions\*, are recorded in writing. . p20 para71It is good practice to keep concerns and referrals in a separate child protection file for each child.* Records include a clear and comprehensive summary of the concern including how the concern was followed up and resolved, actions taken and decisions reached (outcome) p145 Annex C
* There is a clear, concise chronology of each of the above\* which notes appropriate contact details and shows separate events, actions, date and time. It indicates that appropriate swift action (including evidence of referrals to the LA and attendance at inter-agency meetings and conferences) is taken to protect pupils from further harm.
* It is clear that the views of the child (where appropriate) and being listened to
* Feedback to staff- actions taken are recorded (briefly and appropriately) following their reporting of a concern.
 |  |  |
| A record of any referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm.  |  |  |
| Records demonstrate that that staff understand when to make referrals when there are issues concerning peer- on-peer abuse, criminal or sexual violence, radicalisation and/or extremism or that they have sought additional advice and support. |  |  |
| There is an agreed format and procedure for staff to log CP and general welfare concerns. |  |  |
| A termly/annual record of referrals made to the DSL is maintained, with a note of actions taken in school and those which were subsequently referred to the LA. The record notes brief details of the resolution (Ofsted handbook day1 list of what is requested)  |  |  |
| * There a consistency in the quality of record keeping between the DSL and DDSL
 |  |  |
| Records demonstrate effective identification and management of the risk of harm |  |  |
| Records are shared appropriately and with necessary consent. This information is recorded |  |  |
| School leaders record and monitor behaviour incidents, exclusion data, injuries, racist /homophobic incidents, sexualised behaviour incidents and consider these records when monitoring the safeguarding of pupils.  |  |  |
| Records are transferred at key transition points with no delay. This includes when pupils move mid-term. They are sent separately from the main pupil file. In addition, to the child protection file, the DSL should consider if it would be appropriate to share any information with the new school in advance of a child leaving e.g. information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.  The school ensures secure transit and confirmation of receipt.  |  |  |

 **LOOKED AFTER CHILDREN and previously looked after children (Children looked after) CLA**

|  |  |  |
| --- | --- | --- |
|  | Y N | Comments/evidence/ action |
| There is a Designated Teacher to promote the achievement of Children Looked After (CLA) in the school para 176 |  |  |
| The Designated Teacher for CLA has received appropriate training or knows who to contact should training needs arise |  |  |
| The DSL has the details of the child’s social worker and the name of the virtual school head in the LA which looks after the child. (KCSiE para 181) |  |  |
| Staff understand and have the key information necessary to keep CLA and previously looked after children safe E.g. the LA they come from, the child’s status e.g. access rights, contact arrangements  |  |  |
| School leaders and staff are aware of the additional vulnerabilities of LAC and previously looked after children and take prompt action to safeguard them when needed |  |  |

 **PUPILS-**

|  |  |  |
| --- | --- | --- |
| **Children and learners are protected and feel safe.** | Y N |  |
| **Pupils can identify a trusted adult with whom they can communicate about any concerns-** records of this, planned within curriculum?  |  |  |
| * Pupils feel able to seek support from the school if they feel unsafe*How do you know?*
* They report that adults listen to them and take their concerns seriously.
* Procedures/people are in place to support this *e.g. worry boxes, playground monitors, circle time,*
 |  |  |
| Pupils ‘who are able to communicate know how to complain and understand the process for doing so’  |  |  |
| Pupils are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism, sexualised behaviour and other forms of discrimination. |  |  |
| Action is taken to raise awareness of pupils in relation to a range of s/g matters including domestic abuse, sexual exploitation, online safety and radicalisation and as a result they:* are able to understand, respond to and calculate risk effectively-e.g. keep themselves safe from bullying/the internet/ radicalisation and extremism/FGM/DV/sexual exploitation/gang activity (see curriculum section)
* are encouraged to adopt safe practices
 |  |  |
| Pupils are taught to recognise when pressure from others threatens their personal safety and well-being and to develop effective ways of resisting pressure, including knowing where to get help.  |  |  |
| Children are taught about and can understand what constitutes a healthy relationship both offline and online and know how to recognise the risk |  |  |
| Pupils are involved in procedures to ensure the site is secure e.g. safe movement around the school etc |  |  |
| In the light of Part 5 KCSiE and the linked Ofsted report consider speaking to girls and boys separately so as to be sure you receive open and honest feedback about how safe they feel in school (older KS2 upwards). This is likely to happen in inspections.  |  |  |

 **BEHAVIOUR** (linked to pupil and curriculum sections)

 Comments/evidence

|  |  |
| --- | --- |
| **Adults understand that children’s poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.** |  |
| * the school behaviour policy includes measures to prevent [bullying](https://safeguarding.network/safeguarding-resources/bullying/) and [cyberbullying](https://safeguarding.network/safeguarding-resources/bullying/cyberbullying/) (it specifically notes prejudice-based and discriminatory bullying.
 |  |
| Positive behaviour is consistently promoted* Staff use de-escalation techniques and creative alternative strategies specific to individual needs
* Force and restraint are only used in strict adherence with legislative framework to protect all pupils
* Pertinent staff are trained in physical restraint if/where appropriate (Ofsted)
 |  |
| Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children’s and learners’ behaviour. They develop effective responses as a team and review those responses to assess their impact, considering the views and experiences of the child or learner.  |  |
| Behaviour log- does this include sexual harassment/violence incidents and is there a separate log for this which is monitored and acted upon? You should have a log even if there are 0 incidents. Suggest including this in the HT report to governors also. Are these incidents also noted as safeguarding concerns? |  |
| All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. (Ofsted) |  |
| Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time (Ofsted) |  |
| There are effective strategies which have been developed as an alternative to exclusion. Where pupils are excluded, school leaders take account of safeguarding risks which may arise as a result of the exclusion  |  |
| Where pupils are attending off-site units to support behaviour improvement, school leaders have checked safeguarding in the unit (and the quality of education) to ensure that the pupil ‘s behaviour and learning will improve.  |  |
| The school takes decisive action to prevent and tackle discriminatory and derogatory language The school challenges discriminatory behaviour of any sort & pupils are helped & supported to treat others with respect |  |
| The school makes effective use of behaviour monitoring and can demonstrate the positive impact of improved behaviour  |  |
| Children and learners are protected and helped to keep themselves safe from bullying/homophobic, racist, sexist behaviour and other forms of discrimination.  |  |
| The school routinely contacts social services about every child excluded who is the subject of a child protection plan |  |
| The changes in behaviour of pupils with SEND are not assumed only to be linked to the individual SEN or Disability but are also seen as possible indicators of safeguarding issues |  |
| Pastoral support is provided to support pupils with SEND so that they are less isolated and are well supported |  |
| In cases of peer-on-peer abuse, staff consider what support might be needed **for the perpetrators as well as the victims** |  |
| Risk assessments are in place for individual pupils with behavioural issues which could place themselves and others at risk. Pupils are supported with by action plans outlining how any identified risks will be managedRisk assessments are used to inform decisions on whether to re-admit pupils with behavioural issues |  |

 **APPROPRIATE PHYSICAL CONTACT WITH PUPILS AND USE OF REASONABLE FORCE–POLICY AND PRACTICE**

|  |  |  |
| --- | --- | --- |
| There are clear guidelines for all staff which allow them to make appropriate physical contact |  |  |
| Staff know the risks presented by incidents involving pupils with SEND and other vulnerable pupils |  |  |
| Positive behaviour support is planned for individual pupils, and agreed with parents, so as to reduce the need to use reasonable force |  |  |
| Staff members know not to be alone, not to prolong contact but also not to disengage if comfort is needed (across the whole school) |  |  |
| Are members of staff ever in a room alone with a pupil? If so, what are the school guidelines? E.g. door open, clear view inside, windows not to be covered with posters etc. (whole school) |  |  |
| Have staff received *Safer Working Practice for Adults who work with Children and Young People in Education Settings* 2019 and, if not, what guidance have they received? |  |  |

 **ATTENDANCE**

|  |  |  |
| --- | --- | --- |
| Leaders and staff recognise the increased risks for pupils who are absent from school. There are well-coordinated responses established for children who go missing from the setting School leaders ensure that pupils who are excluded and pupils on part-time timetables are safe from harm when they are not in school (link to CCE/county lines) Pupils who have been excluded for drug-related incidents are supported by school leaders.  |  |  |
| School and local procedures for pupils missing in education and for those with poor attendance (see possible reasons above) are covered in staff induction and regularly reviewed. This includes the EYFS and 6th form  |  |  |
| The school holds more than one emergency contact wherever possible Absences are followed up and checks are made when pupils stop attending |  |  |
| The school monitors attendance of all pupils and pupil groups, including vulnerable pupils (CLA)There is a hierarchy of first day calling to ensure the vulnerable pupils are called firstConfidentiality is maintained in terms of office staff for this. How? |  |  |
| The school can show impact of action taken to address findings from monitoring E.g. case study |  |  |
| The school notifies the LA of pupils who have been removed from the school roll, including home-schooling |  |  |
| Staff are aware of pupils who are persistently absent or missing and take appropriate action to respond to this, especially with regard to vulnerable pupils.  |  |  |
| Where a child is known to Social Services the school contacts the Social Worker if the child is excluded |  |  |
| School leaders follow national and local guidance during Covid-19 if the child is absent  |  |  |

 **THE CURRICULUM**

|  |  |
| --- | --- |
| The curriculum provides a range of opportunities for pupils to develop skills and knowledge to understand risk and learn about keeping safe and to manage difficult situations e.g. –through PHSE, RE, British Values Citizenship |  |
| * Safeguarding is seen as a consequence of wider teaching and learning- contextual safeguarding is understood and incorporated into the curriculum
* Safeguarding opportunities are mapped across the curriculum, are sequential and age-appropriate. Pupils are taught about risks and how to keep safe beyond the school site (secondary schools, pupils walking home on their own, transition to next school, public transport, safe people, local hotspots, online safety outside school.) How effective is the curriculum in helping pupils to be aware of the risks linked to county lines/CCE?
* The curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across key stages
* Pupils are taught about safeguarding, including online safety
* RSE and related aspects e.g. personal safety is taught at age appropriate levels
 |  |
| **Online safety and the use of mobile technology** (see policy section also)**There is an effective whole school approach to online safety**‘It is essential that children are safeguarded from potentially harmful and inappropriate online material’ para 123School leaders have incorporated the DfE ‘Teaching online safety in schools’ advice into the policy and practice on online safety teaching and learning. The four areas of online safety risk are noted and carefully considered. Para 124 (content, contact, conduct and commerce)ensure that online safety is a ‘running and interrelated theme’ supported by policies and procedures. Pupils * are taught about safeguarding, including online safety and making wise choices on the internet

Training: * There is a trained online leader e.g. CEOP to support online s/g practice
* The school ensures that staff receive online training at induction and regularly thereafter.

Staff * understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners.
* understand the impact of new technologies on sexual behaviour e.g. sharing nudes and semi-nudes and accessing pornography
* have an awareness of online risks and how extremists use social media to engage with young people (Every teacher needs to be aware of the threat of online activity of extremist and terrorist groups)
* understand that upskirting is a criminal offence and know the school procedures for dealing with this

Staff, leaders and managers oversee the safe use of electronic and social media by adults when pupils are on site and take immediate action if concerned about bullying or risky behaviours (links to staff code of behaviour, whistleblowing policies) There are appropriate filters and monitoring systems in place for the internet e.g. to prevent extremist material being accessed in schools - be aware of pupils using community languages to circumvent filtering- |  |
| The school supports parents in understanding how to keep their children safe online and when using mobile technology |  |

 **EYFS** (please also refer the EYFS framework, in particular the welfare requirements)

|  |  |  |
| --- | --- | --- |
|  | YN | Evidence / actions |
| Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system. (Ofsted)  |  |  |
| Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being (Ofsted) |  |  |
| The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.  |  |  |
| Each child is assigned a key person to help ensure that every child’s care is tailored to meet their individual needs. to offer a settled relationship for the child and build a relationship with their parents (Statutory Framework for the EYFS) |  |  |
| Safeguarding and CP in the EYFS is noted in the CP policy and H&S policy |  |  |
| **All staff in the EYFS have been suitably vetted in line with SCR and safer recruitment policy** |  |  |
| Staff trained in paediatric first aid are available on the school premises and also on school trips at all times – ensure sufficient cover is staff are absent/on maternity leave |  |  |
| Staff levels comply with statutory guidance and meet the needs of the children so as to keep them safe (1:13 in Nursery classes- 1 teacher and at least L3 qualification for another staff member) 1: 30 in YR) |  |  |
| Staff keep children in their sight and hearing at all times |  |  |
| Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras  |  |  |
| There are specific policies for ensuring children are released to the care of their parent or other responsible adult with the parent’s consent at the end of the day- not only EYFS but primary aged pupils alsoThere are policies in place for dealing with uncollected pupils.  |  |  |
| Staff promote young children’s understanding of how children can keep themselves safe from relevant risks across the provision. This is regularly monitored.  |  |  |

 **GOVERNORS-** see all other sections and refer to **The Management of Safeguarding Part 2** KCSIE 2021 **para** 78 onwards

|  |  |  |
| --- | --- | --- |
|  | YN | Evidence/comments/actions |
| Governing Bodies and Academy Trusts should ensure they facilitate a whole school approach to safeguarding to ensure that CP and s/g are at the forefront and underpin ALL relevant aspects of process and policy development. (para 82) They also know about and understand the new Safeguarding Partner arrangements |  |  |
| They must ensure that the DSL and DDSLs are senior leaders and are easily contacted |  |  |
| The GB should ensure that there are appropriate policies and procedures in place in order for action to be taken in a timely manner to safeguard and promote children’s welfare. (KCSiE)These policies (see policy section for more details) should include: * An effective CP policy
* A behaviour policy
* A staff behaviour policy
* Appropriate safeguarding arrangements to respond when children go missing from education (especially repeat events)

**In addition**Governing bodies should ensure that * child protection files are set out as stipulated in KCSiE Annex C
* safer recruitment policies and guidance are in place
* where possible, schools hold more than one emergency contact for each pupil or student
* the induction and training of all staff meets statutory requirements
* all staff (including volunteers) know the actions to take and who to talk to if they have concerns about

 -a pupil’s’ safety and/or well being - an adult’s behaviour/conduct towards a pupil* Uses the experience & expertise of staff when shaping/reviewing safeguarding policies
* Monitors safeguarding policies for effectiveness and checks that staff are aware of them and implement them- see policy checklist, especially code of conduct, whistleblowing
* Ensures that prompt action is taken to address deficiencies in safeguarding policy
* Monitors and evaluates compliance with local and national safeguarding guidance including safer recruitment and training and the inclusion of the role of DSL, DDSL and all staff in job descriptions
* Seeks the views of pupils, parents, staff and other governors in relation to the effectiveness of the school’s safeguarding arrangements
* Relevant staff have due regard to the relevant data protection principles which allow them to share (and withhold) personal information as noted in DP Act 2018
 |  |  |
| There is a nominated governor for safeguarding. This is clearly communicated to staff, parents and visitors  |  |  |
| The safeguarding governor attends training to support his/her understanding of the role. Evidence? Date completed?  |  |  |
| Governors have received CP and safeguarding training to enable them to fulfil their safeguarding roles and responsibilities and not to solely rely on the s/g governor They are clear that in the case of safeguarding they must not promise confidentiality as they might in their day-to-day role (e.g. clergy who are also governors) and should act on any concern/occurrence which may lead to pupils being at risk  |  |  |
| The safeguarding governor * liaises with the HT and/or DSL (must be a senior leader|) to monitor safeguarding
* provides the GB with regular reports on the effectiveness of s/g policies and procedures e.g. termly/annual report from monitoring activities- see appendix
 |  |  |
| Allegations The GB* Has a nominated member with responsibility for liaising with the LA in the event of an allegation being made against the Headteacher.
* The member has attended training or at least knows who to turn to in the event of an allegation against the HT
* Has a policy or procedures in place on the management of allegations against staff
* Is confident that all staff have received and read this policy and understand it
 |  |  |
|  |
|  |
| Curriculum(refer also to curriculum section) The GB ensures that:* Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may also include through RSE and PHSE
* The curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across key stages
* Contextual safeguarding is considered and acted upon. Pupils are taught about risks beyond the school, which are linked to the school and local context to keep safe beyond the school site (e.g. pupils walking home on their own, transition to next school, public transport, safe people, local hotspots and issues) and school leaders have links with local agencies to support the above.
* There are appropriate filters and monitoring systems in place for the internet but not so restrictive that this limits what pupils can be taught online
 |  |  |
| School site* The GB ensures the safety and security of the school site, including risk assessments, infection risks, equipment checks, movement around the site, start and end of day.
 |  |  |
| * There is a named H&S governor, or GB committee, who oversees H&S (not statutory)
* Site visits, monitoring and actions are reported to the GB
* Necessary steps are taken to address safety concerns
* The site manager has attended all statutory training and records are maintained
 |  |  |
| External providers (Where the GB provides services or activities directly under the supervision or management of school staff, the school’s arrangements for safeguarding will apply). * The GB ensures that independent companies to which activities are contracted are aware of and comply with required safeguarding and Child Protection procedures
* The GB has a copy of the organisation’s CP and any safeguarding policies
* The GB checked that DBS, prohibition and disqualification checks have been carried out
* The DSL and/or HT have liaised with the external provider about CP issues and reporting lines
* The HT is clear about safer working practice arrangements the provider has in place
 |  |  |
| Ensures that a child’s wishes are taken into account when determining what action to take and what services to provide (para 83 KCSiE 21) |  |  |
| Safer recruitment* At least one member of the GB has completed safer recruitment training (always needed in the recruitment of a new HT.)
* The GB ensures that at every interview the school questions attitudes to, and knowledge of, safeguarding.
* Safer recruitment and vetting of staff procedures comply with statutory guidance and are monitored to ensure compliance
* The GB monitors the SCR to ensure that it is compliant- all necessary checks have been completed e.g. DBS, Prohibitions list, overseas checks
* The GB ensures that, where relevant, the school has assessed work experience arrangements to ascertain whether it amounts to Regulated Activity. If so, a DBS and Barred List check is required.
* There are procedures in place to refer to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned. LEGAL REQUIREMENT
 |  |
|  |  |
| Looked after childrenThe GB ensures * that there is a designated teacher appointed for promoting LAC pupils’ achievement
* all staff have the skills and knowledge to keep looked after children, and previously looked after children, safe
 |  |  |
| The GB has adopted Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2019 (non-statutory) If not, similar guidance is made available to staff about safe working practice and appropriate professional conduct (including online safety)  |  |  |
| The GB ensures that all staff (including agency staff) and adults in school are inducted and receive regular reviews on * The school’s safeguarding and CP Policy
* The role of Designated Safeguarding Leaders (and safeguarding governor)
* The Staff Behaviour Code – and ensures it contains acceptable use of technology, staff pupil relationships, communications and use of social media
* The school response to children missing education
* The local early help process and understand their role in it
* What to do if a child discloses that they are being abused and the requirement to maintain an appropriate level of confidentiality.
* The school behaviour policy
* Part 1 of KCSiE 2021
 |  |  |
| The GB ensures that the Child Protection policy is made available to parents e.g. website or school entrance, in the induction pack |  |  |

 **SAFETY AND THE PROMOTION OF SAFEGUARDING ON THE SCHOOL SITE (refer also to GB section)**

 *‘The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm”* Ofsted

|  |  |
| --- | --- |
| There is/was a detailed risk assessment in place, which has been agreed by the GB, and shared with the LA, to minimise the risk to the school community during the Covid-19 period.  |  |
| The employer (in VA schools this is the GB) has primary responsibility for the H&S of the learner and should be managing risks- *how is this monitored and evidenced?* |  |
| The setting’s premises provide a safe learning environment with secure access Appropriate arrangements are made with regards the H&S to protect staff and learners from harm |  |
| It is made clear through the school environment that the school is committed to safeguarding children and promoting the welfare of its pupils E.g. * The names of the DSL and Deputy DSL and s/g governor are displayed throughout the school/ main entrance/
* Named First aiders are displayed throughout school and in the staffroom
* There is a s/g noticeboard in the staffroom and main entrance which includes pertinent information e.g. NSPCC whistleblowing number, KCSiE Part 1, referral flow chart, first aiders

Schools are increasingly providing a central ‘keeping safe’ display for pupils (often near the lunch queue or hall entrance or playground exit, so that pupils can access information e.g. ChildLine, NSPCC, PANTS rule) |  |
| Are visitors informed as to what to do (usually as they sign in) * In the event of fire? If they have concerns about a welfare and safety of a child? (may be on the visitor badges)
 |  |
| Are procedures for visitors to the school consistently applied e.g. signing in, wearing a badge, signing out and return of badge/fob? |  |
| Are the school grounds and buildings safe? * Are spaces (indoor and outdoor), furniture and equipment suitable and safe?
* Are necessary steps taken to prevent the spread of infection?
* Are there arrangements in place to ensure dangerous substances are safely stored? (Cleaning fluids etc.)
 |  |
| Are risk assessments for the premises carried out regularly & communicated to pupils & staff? This includes movement of pupils around the site/ two sites etc (NB chicks, ponds, pets) |  |
| Is the latest H&S report from the LA and/or person responsible for H&S available? (Health and Safety are carefully monitored in effective schools, so that senior managers and governors are aware of areas where improvements could be made with an eye to prevention rather than cure.) |  |
| Are reporting procedures to and by the GB in place for H&S of the site?  |  |
| Fire and lockdown* Are procedures for fire drills in place? How frequently are they held? How are they recorded? Evaluated?Actions recorded?
* Are there procedures in place in the event of a lockdown? How are these conveyed to staff (and pupils and parents if school leaders decide to rehearse this- some choose not to- it will depend on pupil age, location of school etc.)
 |  |
| Is there a recent fire risk assessment with any arising matters and completed actions noted? Is fire signage visible throughout the school?  |  |

 **CHECKLIST TO SUPPORT EFFECTIVE FIRST AID AND MEDICINE PROCEDURES–** also refer to DfE Guidance

|  |  |  |
| --- | --- | --- |
|  | YN | Evidence/comments/action |
| **Care plans for all pupils with medical needs are in place and kept centrally.** Abridged copies are also included in individual wallets and in pertinent places e.g. staffroom.  |  |  |
| **Medicines and first aid boxes*** There are arrangements in place to ensure medicines are safely stored
* Individual named medical boxes/wallets are in place for each child with a medical plan and a small version of the plan in contained within them.
* First aid boxes are marked with a white cross on a green background. They are they appropriately stocked
* Effective medical practices are in place for school trips, playtimes. Schools are increasingly keeping a medical ‘grab bag/kit’ with inhalers and basic first aid equipment near classroom doors to take with them if needed in an evacuation. A consistent approach to classroom storage and placement is advised.
 |  |  |
| **First aid and medical training:** * An appointed person(s) for first aid? A mix of 3 day, paediatric and 1 day trained first aiders?
* Sufficient paediatric trained first aiders in the EYFS?
* A trained first aider on every trip?
* Sufficient numbers of first aiders in the school to cover for all eventualities? E.g. After-school clubs, trips
* Additional training covers appropriate medical needs –e.g. anaphylaxis, asthma, diabetes?
 |  |  |
| **Monitoring and review** The school’s first aid needs are reviewed regularly. Medicines/ asthma inhalers/ epi-pens are checked for being in date. Parents are informed re expiry.  |  |  |
| **Communication to staff and pupils** Pupils with medical needs are highlighted to the relevant staff and pupils (including supply staff?)Staff and pupils know who the first aiders are. Do supply teachers? Procedures for head injuries are in place and fully understood by all |  |  |
| **Communication with parents**Parents given permission for the use of emergency medication e.g. asthma inhalers, epi pens Parents have received and agreed a copy of the care planParents are given the opportunity to review their child’s medical information |  |  |
| **Recording First** aid treatment and medicine given is recorded and includes:* Date, time and place of incident
* Name of child, year group/ class (if more than 1FE)
* Details of injury/illness and 1st aid given
 | * Name and signature of person dealing with injury/incident
* What happened to child after treatment- back to class,
* In the case of medicine, it records date, dosage and time administered. Is this the case with asthma/epi-pen use?
 |  |  |
| **Asthma:** refer to guidance on the use of emergency inhalers in schools (Sept 14)Do all staff know the symptoms of an asthma attack? Can pupils always access asthma pumps? schools often have 2- one in medical room and one in child’s class/ on them. Does the school have an asthma register?  |  |  |

**SUGGESTIONS FOR LETTINGS/USE OF SCHOOL PREMISES BY EXTERNAL ORGANISATIONS WORKING WITH CHILDREN**

|  |  |
| --- | --- |
| Governors’ should * ensure that the hirer has appropriate safeguarding and CP policies and procedures in place and that there are arrangements for the hirer to liaise with the school on these matters where appropriate (and vice versa)
* be satisfied that hirers have appropriate insurance cover for any activities carried out when hiring or renting out school premises to other organisations to ensure appropriate safeguarding arrangements are in place
* The lettings policy should outline that
* The school will provide the organisation/hirer with clear expectations relating to H&S, security, Child Protection and safeguarding
* make it clear to the organisation that it has the right to monitor the organisation’s practice relating to safeguarding as part of its monitoring of all lettings.
* will only allow the use of the school premises if the organisation/hirer can provide
* an overview of what it intends to teach so that the GB can make a judgement on whether this is in line with promoting British Values
* copies of its H&S and CP policy and procedures so as to ensure the hirers’ compliance.
* Risk assessments for all activities
* Evidence that it has followed safer recruitment practices and staff have the requisite DBS checks, first aid
* Clarify the DSL role and contact details depending on the format of the hire
* The school should consider and record due diligence checks on the organisation e.g. internet search, checks with the LA community department, Local police enquiry
 |  |
| **Schools with attached rental accommodation with access to the school site*** The school ensures that any risks arising from individuals, other than staff or users, living on or accessing the premises (both those employed by the setting and those who do not work for the organisation), are determined, assessed and acted on
* Access to the premises by other individuals is assessed
* When properties on the school grounds are rented to individuals who are not staff, the school can demonstrate that it has fully assessed any risks they may pose to children and also taken steps to minimise any potential risks
* The school can demonstrate a high level of vetting of prospective tenants
* The school has sought the views of parents and pupils on the impact of rented accommodation linked to the school
* Staff can demonstrate how they would deal with a safeguarding concern relating to a third-party resident should it arise and how they would monitor the situation and implement safeguarding procedures?
* If the tenants have access to outdoor space, the school has clarified when this space can be used, who has access to it and expectations relating to the behaviour of the tenants
* In conclusion: the school can demonstrate that it has FULLY assessed the risks posed by residence or access and is able to explain how children are safeguarded
 |   |

**Appendix A**

**Possible Risk Assessment for Volunteers** (amend to suit)

This risk assessment should be completed when considering whether a person applying to be a volunteer at the school should be asked to apply for an enhanced DBS certificate.

Name of person applying to be a volunteer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Will the person be in ‘Regulated’ activity? Y N

If yes, an enhanced DBS with Barred list check is required

* Will the person not be in ‘Regulated’ activity? Y N

If no, you may still obtain an enhanced DBS without Barred List Check is you wish

**Considerations to take into account:**

|  |  |
| --- | --- |
| Have you verified the volunteer’s identity?  |  |
| Does the volunteer hold a current enhanced DBS? (check if barred list or not)  |  |
| Is the volunteer signed up to the DBS Update Service? Has a check been completed? Is it clear?  |  |
| How often will the volunteer be in school? |  |
| What are the reasons given by the person for wanting to volunteer at the school?  |  |
| Does the person have any connection with the school?  |  |
| Which age range/ year group will he/she be working with? |  |
| Is the person currently employed? Is the job linked to working with children? |  |
| Does the person work elsewhere with children as a volunteer? E.g. Sunday school, other schools?  |  |
| What does the school already know about the volunteer? E.g. parent, family member |  |
| Can the volunteer provide at least one reference (preferably two) from someone who is not a family member, is their current or past employer (if no longer working) or from any other voluntary sector they are working with Do the references state that the referee believes the person is suitable to work with children?  |  |
| Is the volunteer aware of any reason they cannot work with children? |  |
| Is the school aware of any reason why the volunteer should not work with children?  |  |

**Decision made following risk assessment** (guidance to support this decision is overleaf)

 Application for an enhanced DBS application with Barred List Check IS required

 because the person is in Regulated Activity

Enhanced DBS application (without a Barred List Check) **IS** required

 (not in regulated activity)

Reasons for this decision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Enhanced DBS application (without a Barred List Check) is **NOT** required

 (not in regulated activity)

Reasons for this decision:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Headteacher: (name)**  | **Chair of Governors: (name)**  |
|  **Signed:**  **Date:**  | **Signed:**  **Date:** |

Guidance to support the decision made

|  |  |
| --- | --- |
|  | HIGH RISK  |
| The person has no previous connection to the school AND cannot provide references from anyone other than family. They do not currently work and/or do not work in a voluntary capacity elsewhere *There is no statutory reason for this person to have an enhanced DBS certificate. However, the school should consider whether the lack of corroborated evidence raises an unacceptable risk.*  |
|  | MEDIUM RISK  |
| The person can provide suitable references for other work with children (paid or voluntary). References state they have no concerns about the person working with children.*There is no statutory reason for this person to apply for an enhanced DBS certificate. However, the school may wish to do so as no enhanced DBS has been seen*  |
|  | LOW RISK  |
| The person is signed up to the DBS Update Service and checks are clear and/orthe person has a recent enhanced DBS certificate and references state there are no concerns for his/her suitability to work with children and/or the person is well known by the school *There is no statutory reason for this person to have an enhanced DBS but the school can decide to obtain a new enhanced DBS (unless the person is signed to the update service and so this is no necessary)*  |

**Appendix B**

**Checklist to support monitoring of SCR (statutory requirements only as outlined in KCSiE 21)** This may be useful for governors to use when monitoring the SCR.

|  |
| --- |
| **Governor SCR checklist****Name of Governor: Date check completed:**  |
| **SCR checklist -statutory requirements****NB date for these checks must be included** (not statutory but the initials of who checked them can also be added) | Y/N | comments/actions |
| Identity check (photo id) |  |  |
| Barred list check |  |  |
| Enhanced DBS |  |  |
| Prohibition from teaching(NB this also includes non- qualified teachers in a ‘teaching’ role) |  |  |
| A section 128 direction check – only GB of a maintained school, and staff with management positions in a MAT |  |  |
| Professional qualifications (QTS) |  |  |
| Right to work in the UK |  |  |
| Overseas checks - if the person has worked/lived outside the UK |  |  |
| Supply staff: the school has checked that the agency has carried out all relevant checks, (DBS, prohibition) obtained appropriate certificates and stated the date this confirmation was received  |  |  |
| Governors all have a DBS and a S128 has been carried out |  |  |
| Non-statutory elementsthe school can add columns to support safeguarding e.g. training, disqualification, references and note the person checking these |  |  |

**Appendix C**

**Induction checklist elements -to support you in ensuring that all these elements are included in your induction**

*The school ensures that* ***all*** *new staff (and existing staff) including office staff, supply staff and volunteers, undergo safeguarding and child protection training including online safety at induction and that this training is regularly reviewed. Policies and communication* ***should*** *include:*

* The school’s safeguarding and CP Policy (including dealing with peer-on-peer abuse)
* The identity and role of the DSL and DDSLs
* Behaviour policy
* Staff Behaviour Code /code of conduct – this should include acceptable use of technology, staff/pupil relationships, communications and use of social media
* Part 1 of KCSiE 2021
* The school’s response to children missing from education
* The local early help process and the role of staff members in being alert to SEND, mental health, change in behaviour, absent etc (see p9 KCSiE 21)
* Online safety training
* Child protection and safeguarding training - to include CSE, CCE, FGM, MH, online safety, peer on peer abuse
* All staff should be aware of the referral and recording process in school (CIN and CP) and the role they may be expected to play in this
* All staff should know what to do if a child discloses that they are being abused and the requirement to maintain an appropriate level of confidentiality. They should know to never promise a child that they will not tell anyone about the report of abuse. They should never give the victim the impression that they are creating a problem by reporting abuse not make a victim feel ashamed
* Ensure staff are aware of the indicators of abuse and neglect
* Staff need to know how to identify and alert the DSL to pupils who may need support with their mental health
* Staff should know and understand the need to retain professional boundaries in their dealings with young people e.g. working alone, giving lifts
* Other pertinent policies and documents e.g. School attendance policy, school visits, medicines, Safer Working Practice, RSE (best practice in this area is for staff to sign to confirm the receipt of these and any other induction documentation, policy or guidance and that by signing they will undertake to read them and that this is held in staff files or centrally). Evidence for this? **Remember – culture not checklists**
* Awareness of the school’s contextual s/g aspects e.g. DA, gangs

How quickly does induction take place/ before staff start?

How do leaders know that this induction has been effective? i.e. staff fully understand policies and procedures rather than simply reading them

We suggest that this is also a good opportunity to reinforce the school’s approach to Disqualification under the Childcare Act 2006 – do all staff know they must inform the HT if disqualified under the Childcare Act 2006?

**APPENDIX D**

**Example of a referral overview for the HT report**/**safeguarding report to the GB** (which can also demonstrate that all staff know how to make a referral to the DSL. This is helpful for monitoring and for Ofsted requirements)

|  |  |  |
| --- | --- | --- |
| **Referral list term / year** | **Action taken** | **Outcomes** – including further actions |
|  | Referred by | Role | Pupil initials and year  | In school |  External advice sought | Externalagencyinvolvement |  |
| 1 | x |  | Gb Y2 | x |  |  | monitor |
| 2 | HY | CT | RY Yr |  | x | x | CAHMS |
| 3 | x | SBM | Qs YR |  | x | x | CIN |
| **total number of referrals:** number dealt with in school:number where advice was sought:number referred onto external agencies: |

**APPENDIX E**

**For the staff code of conduct**

**Guidance for Safer Working Practices**
The Safer Recruitment Consortium has updated the Guidance for Safer Working Practices. Many of you use this to support your staff behaviour code or code of conduct.

This new update includes aspects which KCSiE 2021 notes as mandatory elements to be included in the school behaviour code, for example, GDPR, Disqualification changes, staff communication with pupils and sexual conduct. There is also helpful information on the curriculum relating to British Values, SMSC and RSE.

**APPENDIX F**

Chronology example for pupils’ CP and CIN records (and also suggest for any pupil with several staff referrals so that patterns can be monitored)

NAME OF SCHOOL

**Child Protection/CIN Chronology**

**Name of child Date of birth**

|  |  |  |
| --- | --- | --- |
|  **Disadvantaged Y/N** |  **SEN Y/N Ethnicity** | **EAL Y/ N CIN /CP** |

**Date of initial referral: Referred by: school/ external agency**

|  |
| --- |
| **Contact details for Social Worker / linked agency workers** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date &****day** | **Time**  | **Event** | **Action** |  **Item number/****letter** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  | **add rows to fit file** |  |  |

 **Appendix G**

**Example of an Annual/termly Safeguarding Report to the GB (adjust accordingly)** (behaviour should also be included in the HT report to GB and cross references made where appropriate)

Vulnerable pupil overview

|  |  |
| --- | --- |
| Child Protection (CP) | 3 |
| Children in Need (CIN) | 4 |
| Looked After Children LAC | 5 |
| Agency involvement or school monitoring | 6 |

Meetings attended: e.g. TAC, CP conferences

|  |  |
| --- | --- |
| Case conferences:  | 2 |
| CIN review: | 1 |
| LAC: |  |
| Professional meetings: |  |
| TAC (team around the child) |  |

Safeguarding Training and induction

e.g. domestic violence/ Prevent/ FGM date

e.g. Designated officer training, epi-pen training whole school: date:

e.g. Safer recruitment: number of Governors and school staff trained - names can be included

First aiders: number Paediatric x, At Work x, Appointed persons x etc

SCR: approved/ monitored: date(s)

Accidents this term: x pupils (you could also include behaviour incidents separately here)

 X adults

Over time

|  |  |  |  |
| --- | --- | --- | --- |
|  | Pupils | Adults | **Total** |
| Autumn |  |  |  |
| Spring |  |  |  |
| Summer |  |  |  |
| **Total** |  |  |  |

Fire drills (and lockdown if carried out):

|  |  |
| --- | --- |
| Autumn term:  | Date(s) and action noted |
| Spring term | Date(s) action noted and comment on whether previous actions met |
| Summer term:  | As above |

Health & Safety

Inspections of site by H&S governor: actions noted etc (H&S governor can complete this or write a short overview)

Risk Assessments: any changes due to site changes

Any individual Risk Assessments for pupils (no names) and volunteers

Premises: anything of note not already covered e.g. new CCTV etc- suggest any training also included e.g. working at heights, COSHH

Security breaches: (none/1/ etc and details)

Issues/ dev aspects for next year/term: (carry to next report and note progress/actions taken)

Emerging local safeguarding issues and how this may impact curriculum/ safeguarding teaching