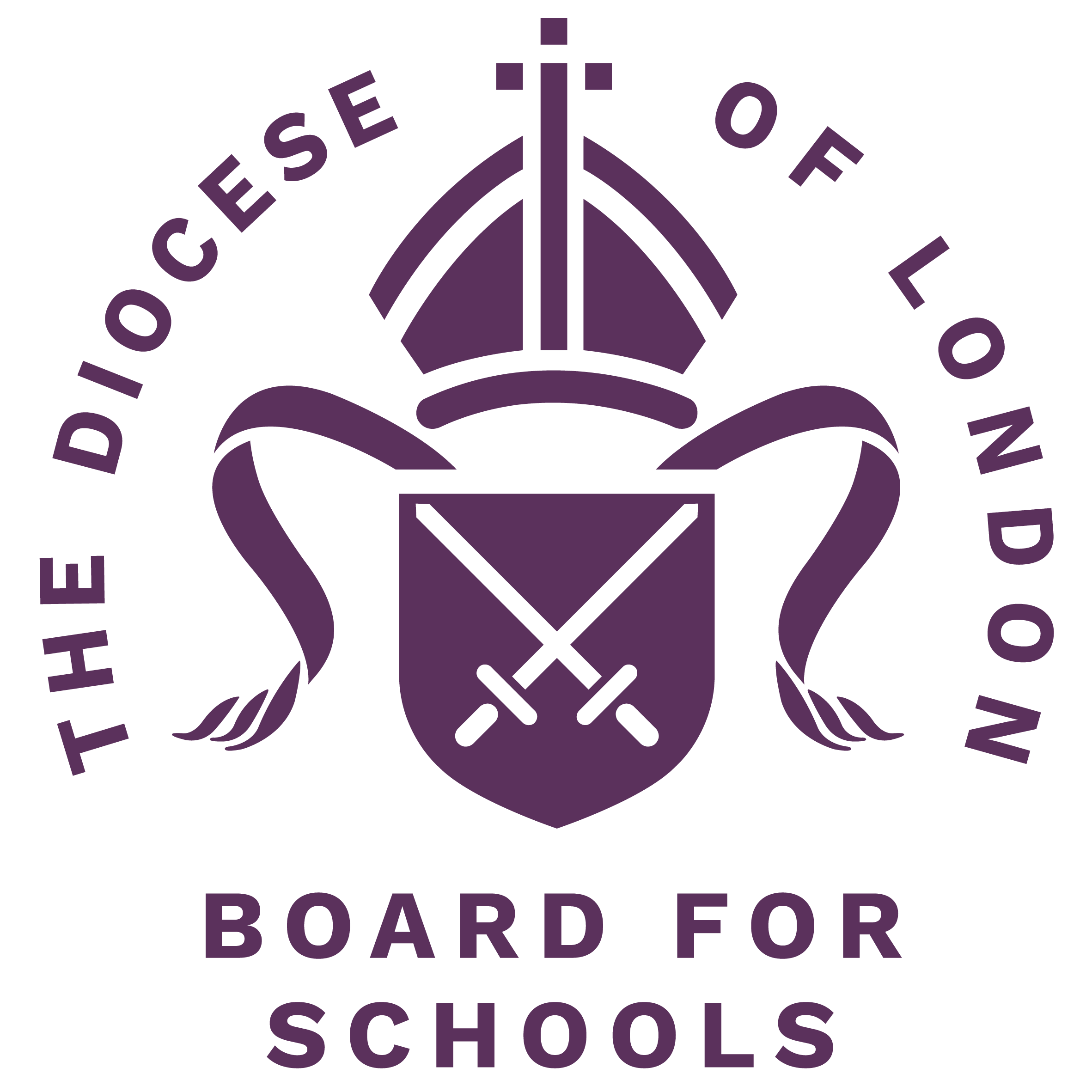
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Self-evaluation safeguarding toolkit for schools

Academic year September 2023- 2024

This self-evaluation toolkit contains a range of separate checklists to support school safeguarding self-evaluation. The sections do repeat information. This is because some schools share out the sections for different staff to complete and so the repetition is intended so as not to leave key information out.

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 2023 (September 1st), The Ofsted Inspection Handbook, related safeguarding documents, and feedback to schools from a range of agencies over time. NB ‘children/pupils’ is used throughout but this also refers to students. **Blue font** indicates aspects from KCSiE 2022 which our monitoring has identified as needing reinforcementand **red font** indicates changes inKCSiE 2023.

This checklist should be read alongside:

* The LDBS briefing on KCSiE 2023- what schools need to do
* Keeping Children Safe in Education September 2023.
* Working Together to Safeguard Children
* Ofsted School Inspection Handbook-

# Ofsted's ‘Inspecting safeguarding in early years, education and skills’ document has been withdrawn. Safeguarding information has now been included in the [School Inspection Handbook Sept 23](https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023) A new section has been added to the framework on evaluating safeguarding culture as part of the Leadership and Management section.

Additional suggested reading and webinars:

* <https://kcsie.orcula.co.uk/home> This government website provides recordings of key aspects in KCSiE e.g. SCR, low-level concerns, safeguarding partners
* Keeping Children safe during community activities, after school clubs and tuition. [Keeping Children safe during community activities, after school clubs and tuition.](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings)
* Cyber Security training in schools (link above) [Cyber Security training in schools](https://www.ncsc.gov.uk/information/cyber-security-training-schools)
* The filtering and monitoring standards [[Meeting the digital and technology standards in schools](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)
* [Behaviour\_in\_schools\_guidance\_sept\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf) Dfe 2022
* [What to do if you are worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf) advice for practitioners
* [Searching Screening and Confiscation guidance\_July\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf)
* [Guidance for safer working practice for adults who work with children and young people Feb 22](https://www.saferrecruitmentconsortium.org/_files/ugd/f576a8_0d079cbe69ea458e9e99fe462e447084.pdf)
* [teaching-online-safety-in-schools 2022](https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools)
* [review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges](https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges) 2021 (Ofsted)
* [sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people](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) December 2020

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**OVERARCHING REQUIREMENTS – A BRIEF SAFEGUARDING CHECKLIST**

please refer to each page in the main toolkit for details of aspects below.

Blue font indicates aspects from KCSiE 2022 which our monitoring has identified as needing reinforcementand **red font** indicates changes in 2023.

This checklist can be used as an initial monitoring tool.The rest of the toolkit provides in-depth information against which to monitor. It is intended that a school completes all sections at once, but instead uses each section over time to support in the monitoring of a range of safeguarding aspects e.g. first aid and medicines.

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 can consult with the DSL or DDSL
* the DSL and DDSLs regularly raise awareness of the importance of safeguarding practice and procedures with staff
* staff and DSLs training meets statutory requirements
* 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. This includes the relevant safeguarding school policies and procedures
* all staff are given, and must read and understand, Part 1 of KCSiE 2023. Staff are given opportunities to raise queries on this.
* all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction to enable them to provide strategic challenge and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding.
* all governors attend regular safeguarding update training.
* all staff have annual cyber security training [Cyber Security training in schools](https://www.ncsc.gov.uk/information/cyber-security-training-schools)
* at least one governor accesses cyber security training- as above
* effective filtering and monitoring strategies are in place to meet the [[digital and technology standards in schools](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges) and the risk profile of the school to limit children’s exposure to harmful internet situations and that these strategies are reviewed annually *and,* when any risk is noted, new technology is introduced or school practice changes.
* clear guidance is provided to staff on the types of technology incidents they may come across e.g. malicious, technical, or of a safeguarding nature and what to do if this arises.
* school monitoring procedures are reflected in the Acceptable Use Policy and integrated into relevant online safety, safeguarding and organisational policies, such as privacy notices.
* when letting the school premises, regardless of whether or not the children who attend any of these services or activities are children on the school roll,
  + the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed)
  + there are arrangements in place to liaise with the school on these matters where appropriate.
* that anyone renting school premises who works with children is meeting the ‘out of school settings’ guidance. (They should have a trained DSL, know specific s/g issues that put children at risk of harm and review performance and suitability of staff / volunteers on a regular basis, all with appropriate training undertaken. [Keeping Children safe during community activities, after school clubs and tuition.](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings)
* allegations related to renting school premises follow the school’s own safeguarding policy, which includes contacting the LADO
* the DSL is trained in Prevent (as a minimum) and all staff are aware of how to identify children susceptible to being drawn into terrorism, challenge extremist ideas and know where and how to refer children and young people for further help
* the DSL is trained appropriately in addition to the IT staff to ensure they have the specialist knowledge in relation to filtering and monitoring
* there are procedures in place to manage concerns/allegations against staff and volunteers and people using the school premises 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. GB’s should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022 (including the Public Sector Duty 23) and their local multi-agency safeguarding arrangements (paras 82-93). This should include being clear about their approach to searching, screening and confiscation as laid out in the DfE document
* all 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

CHILD PROTECTION AND VULNERABLE PUPILS

* Robust systems are in place for recording discussions, decisions and actions in respect of safeguarding concerns. These are understood and used by all staff.
  + Actions are timely and tenacious.
  + The DSL will make a referral to the local authority children’s social care (and if appropriate the police) immediately if a child is suffering, or is likely to suffer, from harm and will follow the local referral process.
  + The timeline of all events and the recording of these is very clear with no gaps and completed in a timely manner.
  + Staff refer concerns to the DSL as evidenced in the school’s list of referrals (see Ofsted section below) and this includes incidents relating to poor filtering and/or from monitoring
* 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, child-on-child abuse, sexual violence and harassment. They understand that harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others e.g. in relation to the impact on children of all forms of domestic abuse.
* All staff are aware that children may not feel ready to, or know how to, tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/ or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
* All staff know what to do and who to speak to if they:
* see or suspect unacceptable content has been accessed
* discover that unacceptable content can be accessed e.g. any failure in the system or misspellings which enable pupils to access unacceptable content
* discover any abuse of the system
* come across any restrictions which limit teaching and learning
* are teaching content which may cause a spike in logs
* All staff provide effective supervision, take steps to maintain awareness of how devices are being used by pupils and report any safeguarding concerns to the DSL
* All staff, but especially the DSL and DDSLs, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) **sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse),** criminal exploitation, serious youth violence, county lines, and radicalisation.
* The DSL is expected to be aware of the requirement for children, investigated by the police, to have an Appropriate Adult

SAFER RECRUITMENT

* There is a single central record in place
* The school follows best practice in safer recruitment (see page 27 of main document)
* There is at least one person trained in safer recruitment on each interview panel NB it is advisable for a governor to be trained also)
* As part of the shortlisting process consideration has been given to an online search being carried out as part of due diligence on the shortlisted candidates. NB these checks should only be for checking suitability for working with children and not other areas of a person’s life**. In 2023 this has been clarified-** “Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks”.

POLICIES(see policy section for further details)

* **Child protection/safeguarding and staff behaviour policies and procedures are in place; are consistent with government guidance, refer to locally agreed multi-agency safeguarding arrangements, and are regularly reviewed**
* The Child Protection and Safeguarding policy is reviewed **annually** and updated in response to key changes
  + it reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have SEND
  + it 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
* 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 is informed by the DfE behaviour in school document [Behaviour\_in\_schools\_guidance\_sept\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf) It reinforces positive behaviour aspects as outlined in the document and allows for a differentiated response reflecting individual pupils’ needs. It 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,* guidance 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. In addition, within this policy or separate, the school has an effective policy for tackling sexual harassment, online sexual abuse and sexual violence between children and learners.
* The school’s behaviour policy outlines the school’s approach to searching, screening and confiscation. (The banned items for which a search can be made.) This must include the list of prohibited items in paragraph 3 and may include other items which a headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment. ([Searching\_\_Screening\_and\_Confiscation\_guidance\_July\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf))
* There is a clear online safety policy, which can be part of the CP and s/g policy or separate, which supports the safeguarding of 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, the Acceptable Use policy and the CP and safeguarding policy if in a separate document.
  + It recognises that all teaching and support staff working with pupils in class have been trained in online safety (**not just at induction but regularly** to keep apprised of online developments)
* The school **has** implemented the ‘Meeting digital and technology standards in schools and colleges’ guidance.
* The school meets the Cyber security standards.
* The Acceptable Use policy includes the school monitoring procedures and is also integrated into relevant online safety, safeguarding and organisational policies, such as privacy notices.
* There are well known, clear procedures in place for dealing with safeguarding allegations regarding staff (including the HT), governors, agency staff, volunteers and those running activities on the school premises outside school hours.
* 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 are ‘absent from education’ (no longer ‘missing in education’)- the focus remains particularly on pupils absent for prolonged periods or on repeat occasions. Children who go missing from the setting they attend receive well-coordinated responses that reduce the harm (or risk of harm) to them.

CURRICULUM

* This provides opportunities for pupils to learn about safeguarding, including online safety, (at an age-appropriate level).
* 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. Thich 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.

OFSTED will evaluate whether

‘All schools should have an open and positive culture around safeguarding that puts pupils’ interests first.’ Para 367 Ofsted Handbook lists specifics

The school has the following in place to share with an inspection team at 8am on Day 1 of an inspection. Para 106/7 Ofsted Handbook These should be in place in any event.

* The single central record (paper or electronic)
* A list of any referrals made to the DSL and those that were subsequently referred to the local authority, along with brief details of the resolution. See appendix
* Any referrals made to the LADO regarding staff or other adults.
* A list of all pupils who have open cases with children’s services/social care and for whom there is a multi-agency plan
* Records and information about behaviour and attendance, including up-to-date attendance analysis for all groups of pupils and records and analysis of
  + pupils taken off roll (and where they have moved to and checks that have been done)
  + exclusions and suspensions
  + incidents of poor behaviour and any use of internal isolation
  + bullying, discriminatory, and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/bi phobic/ transphobic bullying, use of derogatory language and racist incidents
  + sexual harassment and or sexual violence
  + any restrictive physical intervention

A CULTURE OF SAFEGUARDING

‘Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.’ KCSiE 23

Leaders

Leaders are committed to creating an environment where the children’s interest come first. To ensure this, they ensure that staff understand their roles, are well trained and act promptly to ensure the welfare and safety of pupils. They:

* have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting. There are also effective policies for tackling bullying, sexual harassment, online sexual abuse and sexual violence between children and learners.
* make effective use of early help services to provide children and learners with additional support when they need it.
* ensure written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare. Where appropriate, they are shared in a timely way with the relevant local authority and give as much detail as possible.
* oversee the safe use of technology when children and learners are in their care. They act immediately if they are concerned about bullying or children’s well-being.
* implement the required policies on the safe use of mobile phones and cameras in early years settings.
* ensure that children are supported to develop their own understanding of online risks and in learning how to keep themselves and others safe.
* 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.
* consider what support might be needed for the perpetrators as well as the victims of the sexual violence, sexual harassment, including online abuse in cases of sexual violence and sexual harassment between children
* carefully select and vet staff and volunteers working with children and learners according to statutory requirements. Once appointed, leaders consider staff/volunteers’ ongoing suitability in order to prevent the risk of harm to children and learners.
* have in place clear and effective arrangements for staff development and training on the protection and care of children. They ensure that 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.
* ensure that the physical environment for children and learners is safe and secure and protects them from harm or the risk of harm.

Please also refer to paragraph 367 of the Ofsted Handbook for signs of successful safeguarding, all of which are also threaded through the toolkit.

Pupils

* report that they feel safe in school.
  + They can identify a trusted adult with whom they can communicate about any concerns.
  + They report that adults listen to them and take their concerns seriously.
  + Younger children e.g. EYFS form strong attachments to those who care for them through the effective implementation of the key person system
* know what bullying is and know the different forms (at an age-appropriate level). They know what to do if they see it or experience it. They are helped and supported to treat others with respect.
* report that they know how to stay safe online
* 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)
* 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
* report that adults act consistently, fairly and swiftly where behaviour is poor

Staff

* report that they believe pupils are safe in school.
* they know how to report concerns and are clear about procedures where they are concerned about the safety of a child.
* 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.
* know not to promise confidentiality in the event of a disclosure.
* can explain their recent safeguarding training including online safety, cyber security and [[Meeting the digital and technology standards in schools](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges). They know and understand the indicators that may suggest that a child is suffering or is at risk of suffering abuse, neglect or harm. They understand the risks associated with children offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation, being sexually and/or criminally exploited, or suffering sexual violence and/or sexual harassment, including online, are known by the adults who care for them.
* promote positive behaviour consistently.
  + They use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners.
  + Restraint and reasonable force is only used in strict accordance with the school policy and legislative framework.
  + Any discriminatory behaviours are challenged and not allowed to become normalised, and children and learners are helped and supported to treat others with respect.
* understand that children and learners’ poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse
* understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners
* understand the types of technology incidents they may come across e.g., malicious, technical, or of a safeguarding nature, and know what to do if this arises

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

|  |  |  |
| --- | --- | --- |
|  | **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. |  |  |
| * There is a named Designated Safeguarding Lead (**must** be on the school’s leadership team) who champions safeguarding throughout the school * There are sufficient DDSLs to cover all eventualities in school alongside the DSL – see \* below * There is a named Safeguarding governor (can be more than one with clear roles) |  |  |
| The job descriptions of the DSL/ Dep DSLs 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 |  |  |
| Whilst not a statutory requirement, safeguarding supervision is provided to the DSL and DDSLs to create a safe, contained environment where they they are afforded the capacity to think and reflect on safeguarding situations |  |  |
| The Headteacher ensures policies and procedures adopted by the GB are fully implemented and followed by staff. |  |  |
| **Reporting concerns and procedures for identifying and monitoring pupils who may be at risk:**   * All staff/pupils/parents/volunteers/governors feel safe to raise concerns about unsafe or poor safeguarding practice. They are clear about the school’s reporting procedures if they have concerns over the welfare or safety of a child or member of staff. This includes the reporting of supply staff and any staff linked to after school clubs, tuition renting the school premises. * The school has appropriate reporting arrangements in place to respond effectively where a child is ‘absent from education’, especially where this happens repeatedly. All staff should understand the importance of and know the procedures for this. * 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 * The DSL will make a referral to the local authority children’s social care (and if appropriate the police) immediately if a child is suffering, or is likely to suffer from harm and will follow the local referral process. * 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/)). * DSL’s liaise with the HT to inform them of issues, especially ongoing enquiries under S47 of the Children Act 1898 and police investigations. This should include the requirement for children never to be unaccompanied and to have an appropriate adult (see PACE Code 2019 for more info.) in the event of external agencies visiting them in school. * DLS’s follow the school’s searching, screening and confiscation procedures. * Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation, being sexually and/or criminally exploited, or suffering sexual violence and/or sexual harassment, including online, are known by the adults who care for them. * There are plans and help in place to reduce the risk of harm or actual harm to pupils, and there is evidence that the impact of these risks is being minimised. These risks are regularly reviewed and there is regular and effective liaison with other agencies where appropriate. * Staff understand that the legal age for marriage has been increased to 18 years |  |  |
| * Staff are empowered by school leaders to call out racism and inequality and continue to strive for anti-racist and inclusive practices across all the agencies responsible for children’s safety, education, and care. (LDBS) |  |  |
| * 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 multi-agency ‘safeguarding partner’\* arrangements in addition to working with other agencies to support pupils’ wellbeing 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 * There is a culture of healthy challenge between agencies (e.g. following the case of Child Q) * The DSL considers information sharing in advance of transferring the CP file to another school, college. |  |  |
| Since the last inspection, if there have been any safeguarding incidents or allegations that have been resolved or are ongoing:   * + The school has evidence to show it has responded in a timely and appropriate way to concerns/allegations   + The school can demonstrate that it has worked effectively in partnership with external agencies regarding these concerns |  |  |
| **Staff-**   * **All staff, including supply staff and volunteers, have been issued with and read the Part 1 summary of *Keeping Children Safe in Education 2023* and have had the opportunity to discuss changes and renewed focus aspects.** * All staff are aware of the indicators of abuse * 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 child-on-child abuse, additional vulnerabilities of SEND pupils, FGM, radicalisation, local context and clarified aspects in the previous KCSIE (CCE/CSE/SV) * Staff are alert to, and are confident in, addressing incidents of abuse such as bullying, physical abuse, child-on-child abuse, sexual violence and harassment. They understand that harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others e.g. in relation to the impact on children of all forms of domestic abuse. * All staff are aware that children may not feel ready to, or know how to, tell someone that they are being abused, exploited, or neglected (see induction section below) * Staff know the school’s procedures for searching, screening and confiscation * Staff know the school’s filtering and monitoring procedures in [[Meeting the digital and technology standards in schools](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges) |  |  |
| **Staff Induction and communication**: It is suggested that you are clear about general induction and safeguarding induction – helpful to divide these into clear categories on the induction checklist.  **Teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties** (Teacher Standards)  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:   * The school’s safeguarding and CP Policy * The school behaviour policy (including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying) * Staff Behaviour Code/Policy –including acceptable use of technology, staff pupil relationships, communications and use of social media, low-level concerns, allegations against staff, whistleblowing * Part 1 of KCSiE 2023 (*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 absent from education * Appropriate training, **including online safety**, cyber security and the school’s approach to [[Meeting the digital and technology standards in schools](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges) both at induction and in regular updates at least annually to provide them with the skills and knowledge to effectively safeguard children e.g. staff bulletins, staff meetings * The local early help process and the role of staff in this * How to make a referral to the DSL if they have any concerns about a pupil’s welfare and/or safety and the process for making referrals to the LA children’s social care and statutory assessments, especially section 17 (CIN) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. * 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, exploited or neglected and the requirement to maintain an appropriate level of confidentiality. This means involving only those who need to be involved e.g., DSL / LA social care.   They should know never to promise a child that they will not tell anyone.   * An 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 nor should the victim feel ashamed of making the report. (KCSiE) * An understanding that children may not feel ready, or know how, to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful (children may feel embarrassed, humiliated, or are being threatened.) This could be due to their vulnerability, disability and/or sexual orientation or language barriers. Nonetheless, staff should have a professional curiosity and speak to the DSL if they have concerns about a child. * How best to build trusted relationships with children and young people which facilitate communication * Knowledge of pertinent policies and documents e.g., school visits, medicines, Safer Working Practice and evidence for induction elements   *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 – *what about mid- year arrivals?* |  |  |
| There is a protocol for ensuring all **volunteers** will be supervised in school if they don’t have an enhanced DBS.  Risk assessments are carried out and recorded for volunteers  Volunteer risk assessments are not regularly being completed as noted in our recent monitoring. |  |  |
| **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? * Where children leave the school, the DSL ensures that the CP file is transferred to the new school asap, and **within 5 days for an in-year transfer** or within the first 5 days of the start of a new term to enable the new school to have support in place. |  |  |
| **Allegations**   * All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child * 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 and if they receive allegations about staff running activities using the premises. * 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 |  |  |
| A member of the Governing Body, (usually the Chair), is nominated to liaise with the Local Authority in the event of an allegation of abuse against the Head. |  |  |
| **Child-on-child abuse:** consideration is given to what support might be needed for the perpetrators as well as the victims. |  |  |
| **Technology (refer also to the curriculum and GB sections)** KCSiE23 para 141   * Leaders have implemented the ‘Meeting digital and technology standards in schools and colleges’ guidance.) * Leaders ensure that the schoolmeet sthe Cyber security standards. (Remember the ‘should’ is generally a ‘must’ in KCSiE) see actions below. * 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. * Staff understand what to do if they: * see or suspect unacceptable content has been accessed * discover that unacceptable content can be accessed e.g. any failure in the system or misspellings which enable pupils to access unacceptable content * discover any abuse of the system * come across any restrictions which limit teaching and learning * are teaching content which may cause a spike in logs * staff provide effective supervision and take steps to maintain awareness of how devices are being used by pupils and report any safeguarding concerns to the DSL * Staff have all received cyber security training |  |  |
| **Training (CP and safeguarding, safer recruitment and first aid)** (Is evidence 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 * All staff have annual cyber security training [Cyber Security training in schools](https://www.ncsc.gov.uk/information/cyber-security-training-schools) * Training is provided to make sure that the specialist knowledge of both safeguarding (DSLs) and IT staff is current in relation to filtering and monitoring. * Staff contribute to and shape safeguarding procedures and the CP policy * Staff and other adults should 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 child-on-child 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 Domestic Abuse (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 and filtering and monitoring * staff provide effective supervision, take steps to maintain awareness of how devices are being used by pupils and report any safeguarding concerns to the DSL * 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   Leaders   * understand that even if there are no reported child-on-child 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 or school policy and how this also affects their own conduct |  |  |
|  |
| The school can provide **evidence** for all safeguarding and CP training (it is 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)  At least one governor accesses cyber security training |  |  |
| There are sufficient staff trained in first aid for staff, pupils and EYFS children- see first aid and medicines page |  |  |
| 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 as amended in 2018**  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. The evidence does not have to be on the SCR but leaders may decide that this may be the best place to record this information so as not to overlook it. |  |  |
| **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 37-39 KCSiE  **CSE -** Child sexual exploitation is a form of sexual abuse (see paras 40-42)  **Child-on-child 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)  **The legal age for marriage is now 18 - raised in February 2023** |  |  |
| **Domestic abuse** para 43  Staff should be aware that Domestic Abuse can encompass a wide range of behaviours. The should know that children can be victims of DA and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships. This can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. |  |  |
| **Extra-familial Harms** (paragraph 23)  All staff, but especially the DSL and DDSLs should consider whether children are at risk of abuse or exploitation in situations outside their families.  *Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to)* ***sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse),*** *criminal exploitation, serious youth violence, county lines, and radicalisation.* |  |  |
| **FGM:**   * 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**   * All staff know that the wording in the Prevent Duty has changed from ‘vulnerable’ to children and young people who are ‘susceptible’ to being drawn into terrorism * 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**   * 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**- all 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 child-on-child 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

**RECORD KEEPING IN RELATION TO SAFEGUARDING CP/CIN/Vulnerable pupils**

|  |  |
| --- | --- |
| **All concerns, discussions and decisions made, and the reasons for these decisions\*, are recorded in writing para 68 KCSiE**  **Records should be completed asap after an event**. It is good practice to keep concerns and referrals in a separate child protection file for each child.   * Written records and referrals from staff should include a clear and comprehensive summary of the concern including the time, date and who was present. They should include the voice of the child and should distinguish between fact and opinion. They should also record how the concern was followed up and resolved, actions taken and decisions reached (outcome) * 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 and has been recorded. * Feedback to staff- actions taken are recorded (briefly and appropriately) following their reporting of a concern. * Records are shared appropriately with other agencies and professionals where this is necessary to safeguard the child/learner, while complying with data protection legislation. |  |
| Referral record   * The DSL maintains a termly/annual record of referrals made, 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 evidencing that any agreed action following the referral has been taken promptly to protect the child or learner from further harm. (This includes in-school referrals) (Ofsted handbook day 1 list of what is requested) see example of this in appendix. It is helpful to include this overview in the HT report to Governors so that they are aware of numbers, staff awareness and the linked workload of the DSLs. * The referral record demonstrates that that staff understand when to make referrals when there are issues concerning child-on-child abuse, criminal or sexual violence, radicalisation and/or extremism or that they have sought additional advice and support. |  |
|  |
| * There are written plans in place that have clear and agreed procedures to protect a child. * For children who are CIN and CP, LAC or EHCP the plan identifies the help that they should receive and the action to be taken if a professional has further concerns or information to report |  |
| There is an agreed format and procedure for staff to log CP and general welfare concerns. This includes staff awareness that they cannot take photographs of any injury and use a body map to outline injuries to support recording. |  |
| * There a consistency in the quality of record keeping between the DSL and DDSLs |  |
| 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. see behaviour section for more details |  |
| 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. The school ensures secure transit and confirmation of receipt.  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. |  |

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

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare**.** Para 98 KCSiE

|  |  |
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| **Child Protection**- See checklist on page 19. Many aspects below might be included in the school CP and safeguarding policy |  |
| **Behaviour** – see behaviour section for more information on what needs to be included   * It needs to take account of the DfE document 2022 ‘Behaviour in schools guidance’ * It should also reflect the KCSiE focus that ‘all school staff have a responsibility to provide a safe environment in which pupils can learn’. * It is important that the behaviour and CP policies complement one another. |  |
| **Staff behaviour policy (or code of conduct)** - should include   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | low-level concerns | allegations against staff | Whistle-blowing | staff/pupil relationships | acceptable use of technologies | communications including the use of social media and online behaviour of staff | A reminder to staff that it is an offence for a person aged 18 or over (e.g. teacher) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual |   Schools 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’ |  |
| **The school response to pupils who are absent from education -** particularly on repeat occasions and/or for prolonged periods |  |
| **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**   * 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 the school’s RSE curriculum include sexual harassment and violence including online (at an appropriate age level) * Does it provide age-appropriate opportunities for rich discussion of topics that pupils find difficult? SEND? * Are staff trained in this and/or is expertise signposted * Is it fully in place? * 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 * Staff know to report concerns relating to filtering and monitoring to the DSL who will follow school policy and inform the LADO |  |

**CHILD PROTECTION POLICY**

Schools **MUST** have a Child Protection. Most schools call it a ‘Safeguarding and CP policy’ to incorporate the wider aspects of safeguarding noted in KCSiE.) **KCSiE 2023 provides information on what an effective CP policy should include. This checklist incorporates this information, along with other aspects which may be useful for you to include. Not all mandatory.**

|  |  |
| --- | --- |
| From 1st September 2023 the policy refers to KCSIE 2023 and   * all references to previous KSCIE documents have been removed. If it reflects other legislation, ensure this is up to date. * paragraph numbers referenced have been revised for 2023 e.g. filtering and monitoring changes and using school premises * all references to missing in education have been altered to absent from education and Prevent references to vulnerable pupils have been updated - susceptible to being drawn into terrorism |  |
| The policy is reviewed **annually** (as a minimum) & updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt   * It describes procedures which are in accordance with government guidance * It refers to locally agreed multi-agency safeguarding arrangements put in place by the 3 Safeguarding Partners (police, social care & health.) * It references the most up to date definition of safeguarding (preventing impairment of children’s mental and physical health and development) * It includes a clear commitment to safeguarding by the school (usually in a brief statement such as *We are committed to safeguarding children. We expect everyone (staff and visitors) to share this commitment. We take all safeguarding and welfare concerns seriously and encourage our pupils to talk to us about any worries they may have. We will always act in the best interests of the child.* (Taken from various places)   NB If you adopt a model policy e.g. LA policy, it should be adapted to reflect the school’s own context, needs and procedures. |  |
| It contains clear **key names and contact details** e.g. DSL/DDSLs, Deputy DSL(s) Safeguarding Governor, Chair of Governors, LA, LADO, NSPCC hotline Social Care, Police link, Prevent link, Whistleblowing hotline, Mental Health lead (if there is one) |  |
| It 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 school, record keeping and reporting. It includes the role of the ‘virtual HT’- from June 2021 the virtual HT had responsibility to promote the education of children with a social worker- what does this look like in your school?  -the **roles and responsibilities of the Governing Body/** **proprietors /management committees**  including ensuring pupils are taught about safeguarding, including online safety and those relating to [[Meeting the digital and technology standards in schools](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)  **-staff roles and responsibilities-** it offers clear guidance to staff on   * what to do if they have concerns about the welfare of a child. They 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. * understanding that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. * recognising that children may not be ready to talk about their experiences or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful but that staff should share their concerns with the DSL anyway. KCSIE 23 * understanding that they should act upon their concerns immediately. This includes any mental health concern staff may have that is also a s/g concern. The policy should also note the steps staff should take (as for above bullet) e.g. DSL and DDSL in DSL’s absence. * the school’s procedures for searching, screening and confiscation * understanding that they cannot promise confidentiality and will always act in the interest of the child |  |
| It reflects the **reporting systems** as set out at para 97 KCSiE 23 and also on p17 of this document |  |
| It reflects the whole school/college **approach to child-on-child abuse** (see paragraph 156 and Part five) |  |
| It includes **policies** as reflected elsewhere in Part 2 of KCSiE 23, if not already included in the above rows. e.g. such as online safety para 138, filtering and monitoring para 141, special educational needs and disabilities (SEND) (paras 199-202) and the use of reasonable force para 163 |  |
| **There are clear links to other relevant policies** for further information e.g. **online safety**, **RSE** , **Behaviour** (please note page 4 of the LDBS toolkit re inclusion of aspects from [searching screening and confiscation document](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf) July 22 |  |
| **Allegations-** it 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 if a staff member’s conduct outside school where they behave in a way which indicates they may not be suitable to work with children then seek advice from the LADO |  |
| **Low-level concerns about staff behaviour:**   * sets out the procedure for responding to reports of low-level concerns * notes that 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 via the school website or by other means’ (not statutory to have on website but v helpful) KCSiE para 99 |  |
| The policy refers to the following types of abuse and aspects of neglect (in no particular order): | |
| The signs and symptoms of Child Sexual (CSE) and Criminal exploitation (CCE) KCSiE |  |
| Local safeguarding risks (contextual), including CSE and CCE (above) and the potential risk of county lines. Note if particular groups/pupils been identified as being particularly vulnerable to risk of child exploitation in your schools and if so, what action is being taken to keep these pupils safe. Is there a clear description of county lines? |  |
| **Child-on-Child abuse** NB this has now changed from ‘peer-on-peer’ to provide greater clarity  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 child-on-child abuse; * how allegations of child-on-child abuse will be recorded, investigated and dealt  with; * clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported; * recognition that even if there are no reported cases of child-on-child abuse the abuse may still be taking place but is not being reported. * recognition of the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously; and * recognises the different forms child-on-child 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’ -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 and 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)  The policy notes that ‘*abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional*.’ and that ‘*Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn*.‘ |  |
| **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   * All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. * Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. * If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy. * If your school has a (Senior) Mental Health Lead, it is helpful to include their name here as well as at the front of the policy, along with how they can be contacted and any training they have received. NB staff are not expected to be experts. |  |
| **The Prevent agenda**  Makes specific reference to the school’s awareness of its duty to prevent pupils from being drawn into terrorism and to cooperate with Channel panels- to assess local risk, identify at-risk pupils/students and keep them safe online – (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 and cyber training (see induction and CP) * it explains referral approaches used by the school, which are in line with local guidance * it refers to pupils ‘susceptible’ to being drawn into terrorism (no longer ‘vulnerable’ to being drawn into terrorism.) |  |
| **Extra-familial harms** The policy should refer to the importance of considering wider environmental factors in a child’s life that may be a threat to their safety and welfare. |  |
| **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 which is 'whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'. This summary **must** be read in conjunction with the mandatory reporting guidance. (See <http://safeguarding.link/fgmreporting>) and can be included in your policy.  *'It is recommended that you make a report orally by calling 101, the single non-emergency number. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate. In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.*See here: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting> in order to make a report and know what needs to be included. |  |
| **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. |  |
| **Children who are lesbian, gay, bi, or trans (LGBT)**  The policy reflects an understanding that, whilst a child may be LGBT, this is not in itself an inherent risk factor for harm. However, children who are LGBT, or *perceived t*o be LGBT, can be targeted by other children, making them vulnerable and having to face additional barriers.  The policy should note how your school provides opportunities and a safe space for LGBT pupils to speak to a trusted adult and should outline any arrangements that have been made e.g. safe spaces, relevant members of staff to whom they can turn. |  |
| **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 Absent from education** - procedures to respond to children missing school *particularly those who go missing on repeat occasions and/or prolonger periods KCSiE’* and that where reasonably possible the school will have at least two emergency contacts for pupils *,* |  |
| **Looked after,** **and previously looked after children** – notes the vulnerabilities of these pupils |  |
| **The Curriculum** Please refer for more information in the LDBS safeguarding self-evaluation toolkit and KCSiE 23  The policy **should** note how 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 **including online** e.g. –through PHSE, RE, British Values Citizenship  It should note that   * 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. E.g. understanding of bullying and its forms. * 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 the curriculum is in helping pupils to be aware of the risks linked to county lines/CCE? * How the curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across key stages **(from Early Years)**   **Online safety** – the school’s approach to online safety should be reflected within **this policy** *and* the main **online safety policy** referred to.  The school’s online safety policy should   * reference the ‘4Cs’ (Content/Contact/Conduct/Commerce) to provide the basis of an effective online policy. * reflect an understanding that many children have unlimited and unrestricted access to the internet via mobile phone networks and consequently some children may sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually and view and share pornography and other harmful content (in school and outside school). * provide information as to how the school *‘regularly reviews’ the effectiveness of the monitoring and filtering arrangements* * how children will be kept safe when they are accessing ‘online learning’ whilst out-of-school.   Further guidance about online learning can be found in the ‘Guidance for Safer Working Practices’ [https://saferrecruitmentconsortium.org](https://saferrecruitmentconsortium.org/) |  |
| It includes **staff/pupil relationships and communications** including use of social media and the use of reasonable force.  It would be also helpful to include a sentence/para on the school’s approach to searching, screening and confiscation [Searching Screening and Confiscation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf) |  |
| **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. ONLINE safety training is still being missed in many schools and needs to be part of induction. |  |
| **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, self referral |  |
| **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 -**the policyoutlines the school’s approach to safer recruitment (you may also have a separate safer recruitment policy with more detailed information) |  |
| Schools may also wish to include in the appendix of their policy, a simple flow chart which outlines key contacts e.g. DSLs and LADO and what to do if you have concerns about a child. |  |

**SUPPORTING POLICIES/DOCUMENTS/PROCEDURES** (non-statutory, may also be in the CP policy)

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| **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:** Visitors to the school are suitable, checked and monitored e.g. external speakers at school assemblies and staff are encouraged to raise concerns and in some cases stop external speakers if there are not following school policy e.g. breaching equality |  |
| **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- including informing applicants that “online searches may be done as part of due diligence checks” |  |
| **Attendance-** **Children ‘absent from education’** - **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? |  |
| **Emergency contact numbers-** where reasonably possible, schools should hold **more than one emergency contact number for each** pupil |  |
| **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 |  |
| **Online safety-**  The schools’ approach to online safety is reflected in the Child Protection policy and acknowledges that technology may be an enabler of risk and harm. It refers to ‘Teaching Online Safety in school’ 2019, includes an understanding by staff of the importance of the 4 C’s.  The policy integrates information relating to the schools filtering and monitoring procedures and provides links to the Acceptable Use Policy, safeguarding and organisational policies, such as privacy notices |  |
| **Filtering and monitoring strategy – linked to the DfE** [[Meeting the digital and technology standards in schools](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges) **LDBS briefing KCSiE 2023 and para 141-149 KCSiE**  The strategy is reviewed annually *and* when any risk is noted, new technology is introduced or school practice changes. |  |
| **Acceptable Use policy includes** information relating to the schools filtering and monitoring procedures |  |
| **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. |  |
| **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 (if not elsewhere) |  |
| **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 e.g. not filed under ‘s for safeguarding’ towards the end of the handbook |  |
| **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- easier if s/g induction is separate to other induction |  |
| **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 |  |

**SINGLE CENTRAL RECORD** The government website has a helpful recorded session on this <https://kcsie.orcula.co.uk/home>

Elements **noted in bold must, as a minimum,** be on the SCR. Please refer to para 271. MATS should also refer to para 275 of KCSiE 23

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| Schools **must** maintain a single central record of pre-appointment checks, commonly known as the single central register, SCR.  It must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day. See para 269 KCSiE 23  It **must** demonstrate that:   1. **Identity checks have been carried out, and the date** **check completed** -use photo ID and ensure you see evidence of address. You *may* wish to record the name/initials of the person carrying out each check, but it is not statutory 2. **All relevant staff have an Enhanced DBS Check** – **date check completed and certificate seen** (including teacher trainees on salaried routes)   Please refer to paras 237-239 for an explanation of the types of DBS checks and which are required. NB the DBS certificate **must be SEEN** by the relevant school staff so that any further checks can be carried out if necessary. In the event of a DBS Certificate having a positive disclosure, has a Risk Assessment been carried out and have leaders sought advice from HR before proceeding? Is RA evidence kept in the individual staff file?   1. **All relevant staff, teacher trainees, agency and third-party supply staff, contractors & others who work regularly at the school, have been checked against:** (refer to paras 285-297 for more details on each of the above staff categories.)- separate columns for each  * **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. * **the DfE’s Prohibition from teaching check** NB this now needs to be undertaken for everyone in ‘teaching work’, not just those with QTS * **professional qualifications-** have certificates been seen? **Where QTS is a requirement for the job has the school evidenced QTS?** * **‘right to work’ in the UK checks** * **overseas record checks have been carried out on people who have lived or worked outside the UK**  1. Optional in SCR but strongly suggest this is included.: all governors have been DBS checked(without Barred List unless in regulated activity.) and **a Section 128 direction check has been carried out** (Governors of maintained schools cannot be a governor of a maintained school if on the list.) NB There is no requirement for schools to record the S128 information on the SCR but it is advisable. 2. **for agency and third-party staff (supply staff),** written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff. The school should also check that the person presenting themselves for work is the same person on whom the checks have been made**.**   Schools can also include linked non-statutory information which they deem relevant e.g. checks made on volunteers, disqualification |  |
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| 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. See paras 276-278 of KCSiE 23 **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.

**SAFER RECRUITMENT** please refer to KCSiE 23 para 210 onwards **LDBS schools should use the LDBS application forms**

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| **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 | |  |
| **Job descriptions and person specifications define the** skills, abilities, experience, attitude, and behaviours required for the post, and also the safeguarding requirements e.g. contact with children and regulated activity  **Adverts and application packs** should:   * state the school’s commitment to safeguarding and promoting the welfare of children and make clear that safeguarding checks will be undertaken * note the safeguarding responsibilities of the post as per the job description and personal specification, and if it is exempt from the Rehabilitation of Offenders Act 1974. * include a statement in the application form or elsewhere in the information provided to applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children. * Include a copy of or a direct link to the school’s child protection policy and practices and policy on employment of ex-offenders   **Applicants**   * should only be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children **once they have been shortlisted** * should be asked to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview * shortlisted applicants should be informed that “online searches may be done as part of due diligence checks”.   **References** should be obtained before interview, so that concerns raised to be explored further with referees and taken up at interview.  NB candidates can no longer opt for the school not to contact their current employer. References are kept on staff files  **Interviews** should include safeguarding questions. All information considered in decision making should be clearly recorded | |  |
| The school undertakes risk assessments and uses professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. Details are recorded.(see appendix A for an example) | |  |
| 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. | |  |
| The school has sufficient senior staff trained in Safer Recruitment. Panels include at least one person trained in safer recruitment. | |  |
| Safer recruitment checklists, including are completed, signed as seen & kept in individual staff files and include: | |  |
| * Verification of Identity (best practice is birth certificate) * 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 and records that agency workers presenting at the school is the same person for whom the agency has provided checks for and holds on record, written confirmation from supply agencies / contractors that staff are vetted in line with Safer Recruitment Best Practice | |  |
| The school SBM/SAO understands safer recruitment requirements- helping to ensure that no gaps exist in school procedures-not statutory | |  |

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

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|  | Y N | Comments/evidence/ action |
| There is a Designated Teacher to promote the achievement of Children Looked After (CLA) in the school |  |  |
| 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. |  |  |
| 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**

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| **Children and learners are protected and feel safe.** |  |  |
| **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 Ofsted Handbook consider speaking to girls and boys separately to be sure you receive open and honest feedback about how safe they feel in school (older KS2 upwards). |  |  |

**BEHAVIOUR** (linked to pupil and curriculum sections)Schools need to be familiar with the[**Behaviour\_in\_schools\_guidance\_sept\_22.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

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| 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/) (notes prejudice-based and discriminatory bullying.   It should also outline the school’s approach to searching, screening and confiscation and include the list of prohibited items in paragraph 3 |  |
| 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. All incidents are reviewed, recorded and monitored, and the views of the child or learner are sought and understood. * Pertinent staff are trained in physical restraint if/where appropriate |  |
| 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. Consequently: |  |
| * Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. * EYFS/young children demonstrate their emotional security through the secure attachments they form with those who look after them and through their physical and emotional well-being. * Practitioners teach young children the language of feelings, helping them to appropriately develop their emotional literacy (EY framework) |  |
| **There is an established Behaviour log.** It evidences that all incidents of poor are identified, recorded and addressed. Actions taken demonstrate the timeliness of actions, referrals to external agencies where appropriate and a reduction in the type of incidents over time.  The log includes all types of poor behaviour, including child-on-child, bullying (and type of bullying) sexual harassment/violence incidents. The language use is also recorded. For which there is a separate log 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? V helpful to include this information (anon) in the HT report to governors. |  |
| All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. |  |
| Monitoring of the management of behaviour is effective and the use of any restraint (always recorded) significantly reduces or ceases over time |  |
| 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 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 child-on-child 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 managed  Risk 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**

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| There are clear guidelines for all staff which allow them to make appropriate physical contact Force and restraint are only used in strict adherence with legislative framework to protect all pupils. All incidents are reviewed, recorded and monitored, and the views of the child or learner are sought and understood |  |
| Staff (where appropriate) are trained in positive handling to ensure they keep children safe if needing to intervene physically |  |
| 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* 2022 and, if not, what guidance have they received? |  |

**ATTENDANCE**

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| 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 first  Confidentiality 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 |  |

**THE CURRICULUM**

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| --- | --- |
| 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- see below for more info * Bullying and its forms- how to keep safe and recognise it * RSE and related aspects e.g. personal safety is taught at age appropriate levels e.g the PANTS rule * healthy and respectful relationships * boundaries and consent * stereotyping, prejudice and equality * body confidence and self-esteem * how to recognise an abusive relationship, including coercive and controlling behaviour * what constitutes sexual harassment and sexual violence and why these are always unacceptable. * the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support |  |
| **Online safety, the use of mobile technology and filtering and monitoring,** refer to KCSiE 23 paras 141-149   * **There is an effective whole school approach to online safety** ‘It is essential that children are safeguarded from potentially harmful and inappropriate online material’ * School 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** (content, contact, conduct and commerce) to 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. They are taught technical literacy, media literacy and social literacy to prevent them from coming to harm online (age appropriate)   Training:   * There is a trained online leader e.g. CEOP to support online s/g practice * The school ensures that staff receive online safety training at induction and regularly thereafter.   Staff   * all staff have annual cyber security training [Cyber Security training in schools](https://www.ncsc.gov.uk/information/cyber-security-training-schools) and regular online safety training * understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners and the impact of new technologies on sexual behaviour e.g. sharing nudes and semi-nudes and accessing pornography * are provided with clear guidance on the types of incidents they may come across e.g. malicious, technical, or of a safeguarding nature, and what to do and who to speak to if they: * see or suspect unacceptable content has been accessed * discover that unacceptable content can be accessed e.g. any failure in the system or misspellings which enable pupils to access unacceptable content * discover any abuse of the system * come across any restrictions which limit teaching and learning * are teaching content which may cause a spike in logs * provide effective supervision, take steps to maintain awareness of how devices are being used by pupils and report any safeguarding concerns to the DSL * are 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 * are aware of pupils using community languages to circumvent filtering and take steps to monitor for this (not in KCSiE specifically but this has happened in some schools, so leaders and staff need to be aware of 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) |  |
| The school supports parents in understanding how to keep their children safe online and when using mobile technology |  |
| **Behaviour curriculum** taken from p10 of the DfE document paras 18-22   * The focus is on positive behaviour ‘Positive behaviour reflects the values of the school, readiness to learn and respect for others.’ * A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. * It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, ‘pupils are expected to line up quietly outside a classroom. It does not need to be exhaustive, but represent the key habits and routines required in the school. * This (positive) behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. * Positive behaviours should be reinforced consistently when expectations are met, and similarly when sanctions are required. * Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow. * Adjustments are made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. * Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour. |  |

**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/ 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 (including disqualification)** |  |  |
| All staff know they must report to the HT is they are disqualified under the Child Care Act 2006 |  |  |
| 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 always keep children in their sight and hearing |  |  |
| Leaders of early years settings implement the required policies regarding 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 also (ensure emergency contact details are available and up to date)  There 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 2023

|  |  |  |
| --- | --- | --- |
|  | YN | Evidence/comments/actions |
| Governing Bodies (GB’s) and Academy Trusts 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.  GB’s are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022 (including the Public Sector Duty 23) and their local multi-agency safeguarding arrangements (paras 82-93) |  |  |
| * All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction so that they have the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. * All governors have received safeguarding training which is reviewed regularly every two years. * All governors have read Part 1 AND Part 2 KCSiE 23- is this recorded? * There is one governor who has accessed cyber security training * It is advisable but not statutory for one governor to have attended safer recruitment training * 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 (feedback from LDBS- not in KCSiE) |  |  |
| The GB ensures that the DSL and DDSLs are senior leaders and are easily contacted |  |  |
| The GB ensures that all mandatory training is in place and regularly monitored and updated in noted in KCSiE 23 including cyber security training |  |  |
| The GB ensures 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)  **Policies** (see policy section for more details) should be monitored for effectiveness and governors should ensure that staff are aware of them and implement them. They must include:   * **An effective CP policy, which is renewed annually** * **A behaviour policy**- which should take account of the DfE document 2022 ‘Behaviour in schools guidance’ [**Behaviour\_in\_schools\_guidance\_sept\_22.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)and should also reflect the KCSiE focus that ‘all school staff have a responsibility to provide a safe environment in which pupils can learn’. * **A staff behaviour policy/code of conduct** * Appropriate safeguarding arrangements to respond when **children are absent from education** * A low-level concern process which has been shared with staff, is this linked to or included in the child protection policy and the staff code of conduct .   **Procedures** are in place for:   * The quality assurance of safeguarding records * Monitoring of Safeguarding information/data and impact of time spent /action taken e.g. number of pupils on CP, CIN, EH, number of sexualised behaviour incidents refer to appendix. (This can be shared via the HT report to governors of the DSL report to governors, but the GB should have this to be able to carry out their roles and responsibilities for safeguarding. |  |  |
| **Filtering and monitoring**   * **The GB ensures that there are effective filtering and monitoring strategies** which meet the  [[digital and technology standards in schools](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges) and the risk profile of the school. * The strategy is reviewed annually *and* when any risk is noted, new technology is introduced or school practice changes.   The GB ensures that **filtering**   * blocks harmful and inappropriate content but **does not restrict** pupils / students from learning how to manage risks (age-appropriate level) or impact negatively on teaching and learning. * works on all devices, including mobile devices. * the outcome of all filtering issues is recorded.   and that **monitoring**   * enables filtering issues to be picked up and dealt with swiftly, *usually through alerts or observations, allowing prompt action’,* * identifies and alerts leaders to behaviours associated with the 4 areas of risk that users may experience when online as noted in the online safety section of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) * procedures are reflected in the Acceptable Use Policy and integrated into relevant online safety, safeguarding and organisational policies, such as privacy notices.   Governing bodies and proprietors ensure that online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures. |  |  |
| **Governing Bodies ensure that**   * Child protection files are set out as stipulated in KCSiE * 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, e.g. inc cyber security training and all staff reading Part 1 of KCSiE * 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  -filtering and monitoring which may cause a pupil to be unsafe   * the experience & expertise of staff when shaping/reviewing safeguarding policies is considered * safeguarding policies are monitored for effectiveness and that staff are aware of them and implement them- see policy checklist, especially code of conduct, whistleblowing * prompt action is taken to address deficiencies in the school’s safeguarding policy/procedures * it 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 * the views of pupils, parents, staff and other governors are sought 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 the DP Act 2018 |  |  |
| The safeguarding governor   * There is a nominated governor(s) 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? * He/she liaises with the HT and/or DSL to monitor safeguarding aspects * provides the GB with regular reports on the effectiveness of s/g policies and procedures e.g. termly/annual report from monitoring activities |  |  |
| 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. * Governors are doing all they can to reasonably limit children’s exposure to harmful internet situations via the school’s IT system by ensuring the school has appropriate filters and monitoring systems in place and that these are regularly reviewed to check their effectiveness. |  |  |
| 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 swiftly 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 has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) when letting the school premises, **regardless of whether or not the children who attend any of these services or activities are children on the school roll** * There are arrangements in place to liaise with the school on these matters where appropriate * The GB ensures that independent companies to which activities are contracted are aware of and comply with required safeguarding and Child Protection procedures * Leaders, including governors, should check that anyone renting school premises working with children are meeting the ‘out of school settings’ guidance. (They should have a **trained DSL**, **know specific s/g issues** that put children at risk of harm and review performance and **suitability of staff / volunteers** on a regular basis, **all with appropriate training** undertaken. [Keeping Children safe during community activities, after school clubs and tuition.](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings) * Allegations related to renting school premises – if schools receive allegations about staff running activities using the premises, they need to follow their own safeguarding policy, which includes the DSL contacting the LADO * 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 | |  |
| 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 * Schools should inform shortlisted candidates that ‘online searches may be done as part of due diligence checks’ KCSiE 23 (NB these checks should only be for checking suitability for working with children and not other areas of a person’s life.) |  |  |
|  |  |
| Looked after children  The 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 2022 (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 all the elements listed on page 10 of this document |  |  |
| 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)**

|  |  |
| --- | --- |
| 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? |  |

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

|  |  |
| --- | --- |
| When letting the school premises, governors should check that anyone renting school premises who work with children are meeting the ‘out of school settings’ guidance. (Providers should have a **trained DSL**, **know specific s/g issues** that put children at risk of harm and review **performance and suitability of staff / volunteers** on a regular basis, all with **appropriate training** undertaken. [Keeping Children safe during community activities, after school clubs and tuition.](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings) This is regardless of whether or not the children who attend any of these services are children on the school roll.Governors (or appropriate bodies) should:   * Check that the DSL knows that any allegations relating to staff running these activities need to follow the school’s own safeguarding policy, which includes contacting the LADO * have appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) 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, CP 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 meets the requirements laid out in . [Keeping Children safe during community activities, after school clubs and tuition.](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings) and can 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 * ask for copies of its H&S and CP policy and procedures are required to ensure the hirers’ compliance. * require Risk assessments for all activities * seek evidence to show it has followed safer recruitment practices- requisite DBS checks, first aid * clarify the school’s DSL role and contact details depending on the format of the hire * state that the Gb will 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 should be able to demonstrate that it has FULLY assessed the risks posed by residence or access and is able to explain how children are safeguarded. Leaders   * ensure 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 * assess access to the premises by other individuals. * can demonstrate that they have fully assessed any risks when properties on the school grounds are rented to individuals who are not staff, and have taken steps to minimise any potential risks * can demonstrate a high level of vetting of prospective tenants. * have sought the views of parents and pupils on the impact of rented accommodation linked to the school * have clear guidance for staff to support them in 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. * have clarified when outdoor space linked to the rented accommodation space can be used, who has access to it and expectations relating to the behaviour of the tenants |  |

**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 plan  Parents 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? | |  |  |

**Appendix A**

**Possible Risk Assessment for Volunteers** (amend to suit) Please note that many schools are still unaware of the need to do this.

**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.** (Schools can simplify it but strongly we suggest this is *always* included in your procedure for volunteers to ensure due consideration has been given with regards to safeguarding.)

**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:**

|  |  |
| --- | --- |
|  | Tick or x box |
| 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 ask the referee to state that they believe 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/or  the 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 23)**

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**  **All relevant staff, teacher trainees, agency and third-party supply staff, contractors & others who work regularly at the school, have been checked against:** (have a separate column for each) | Y/N | comments/actions |
| Identity check (photo id) |  |  |
| The DBS Children’s Barred list check |  |  |
| Enhanced DBS check, date check completed and certificate seen |  |  |
| Prohibition from teaching  (NB this also includes non- qualified staff in a ‘teaching’ role) |  |  |
| Professional qualifications (QTS) |  |  |
| Right to work in the UK check |  |  |
| Overseas checks - if the person has worked/lived outside the UK |  |  |
| Agency and third-party staff (supply staff):   * written confirmation has been received that the business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, * the date this confirmation was received * details of any enhanced DBS certificate have been provided in respect of the member of staff. * the school should also check that the person presenting themselves for work is the same person on whom the checks have been made   NB even if staff are in school for one day they must be added to the SCR. |  |  |
| Governors – does have to be done but does not have to be on the SCR, although we advise it is.   * all have a DBS (does not need to be enhanced unless the work in regulated activity in the school) * a S128 direction check has been carried out(Governors of maintained schools cannot be a governor of a maintained school if on the list.) NB There is no requirement for schools to record the S128 information on the SCR but it is advisable. |  |  |
| Volunteers- does not have to be on the SCR, although we advise it is to support monitoring |  |  |
| **For MATs only:** a S128 direction check has been carried out for staff in a management role. |  |  |
| Non-statutory elements  the school can add columns to support safeguarding e.g. training, disqualification\*, references and note the person checking these |  |  |

NB the date for these checks **must** be included (who checked them may also be added)

**NB : 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.

\*Some recent safeguarding reviews have identified that schools do not always ask relevant staff to inform the HT/DSL if they are disqualified under the Childcare Act 2006. Schools might find it useful to include this in the induction safeguarding sheet so that staff understand this and they have signed to acknowledge this alongside KCSiE Part 1, school’s procedures, behaviour policy etc.

**APPENDIX C**

**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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Referral list term / year** | | | | **Action taken** | | | **Outcomes** – including further actions |
|  | Referred by | Role | Pupil initials and year | In school | External  advice  sought | External  agency  involvement |  |
| 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 D**

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

Some schools continue to use paper referrals, and this is perfectly acceptable. Whatever system is used, the recording of events must evidence that leaders are timely and tenacious

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 E**

**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 |
| Early Help/ other agency involvement | 2 |
| In-school monitoring – not meeting threshold | 27 |

Meetings attended: e.g. TAC, CP conferences and time this has involved (helpful for the FGB to know this )

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

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 and date of renewal

SCR: approved/ monitored: date(s) is this against a checklist?

Accidents this term: x pupils/adults – helpful to note location/timing so as to be able to act on this

Over time- accidents – good to show prior number to evidence impact of actions taken

Behaviour incidents , TYPES of behaviour incident e.g. racist, sexualised behaviour separately here this term and over time per class/overall/per year group (to provide an opportunity to compare and discuss reasons for increase and/or impact of steps taken to reduce)

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

Risk Assessments: any changes due to site changes and Fire Risk Assessment

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