[](http://www.bing.com/images/search?view=detailV2&ccid=LhaxJhD9&id=77796B5A265166346310C6233F5CAD2AC6E20A3A&thid=OIP.LhaxJhD9He0iUEPEIXKTJwEyDL&q=cambridgeshire+county+council+logo&simid=608025507968059862&selectedIndex=0&qpvt=cambridgeshire+county+council+logo)

**The Leadership of Safeguarding Review**

**Date: 25/9/18 School: Benwick Primary**

**Safeguarding is**:

* Protecting children from maltreatment.
* Preventing impairment of children's health or development.
* Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
* Taking action to enable all children to have the best outcomes.
* The timeliness of response to any safeguarding concerns that are raised.

The responsibility for Safeguarding lies with **EVERYONE.**

**Within the context of this review:**

Evidence of a policy or practice will be needed for the assurance of a ‘blue (highly effective) or green (effective)’ judgement.

**If the judgement is either ‘red (ineffective) or yellow (compliant)’, it is the responsibility of the school to take appropriate and immediate action to ensure that practice/policy is reviewed, updated and amended.**

**Content:**

**A: Safeguarding Policies and Website Compliance:**

* **Essential Documents on File**
* **Knowledge Hub**

**B: Monitoring of Vulnerable Groups:**

* **CP Files**
* **Referral Processes**
* **Pupil Premium Grant**
* **Attendance**
* **PRIDE**
* **PREVENT**
* **Training**

**C: Health and Safety:**

* **Inner Site**
* **Outer Site**
* **Risk Assessments**

**D: Safer Recruitment:**

* **Single Central Record**
* **Recruitment Checklist**
* **Employment Files**
* **Training**

**E: Complaints and Allegations:**

* **Effective Communication**
* **Policy and Procedure**
* **Training**

**F: Wider safeguarding culture:**

* **Curriculum**
* **British Values**
* **Pupil Voice**
* **Staff Voice**
* **Website and Signposting**
* **Visitor Management**
* **Behaviour Management**
* **Medical**
* **Display**

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| **A** | **Safeguarding Policies and Website Compliance** | **School**  **BRAG** | **School evidence** | **Prompt questions and examples to enhance practice** |
|  | Does the school have an appropriate Child Protection and Safeguarding policy in place which is:   * Consistent with current guidance and local arrangements * Personalised to the setting and needs of the school * Reviewed at least annually * Available on the school website?   What date was the policy ratified by governors and when will it be reviewed?  Does your policy include: |  | The school has ratified the most recent Safeguarding and Child Protection Policy highlighting relevant additions/changes within the new KCSIE 2018 document.  ACTION POINT: Policy to be updated on the school website as soon as possible. | Reading Agreement undertaken by all staff every September to show ALL have read, **understand and intend to implement** policies and protocols. Agreements signed and stored – for reference and for possible reference in Performance Management meetings, grievance, disciplinary hearings.  Steps being taken to prevent peer on per abuse in the school – for example curriculum and raising staff awareness.  How will victims and perpetrators be supported/ |
| * Prevention of Peer on Peer Abuse | Y |
| * Dealing with Sexual Violence and Sexual Harassment between children | Y |
| * Children with Disabilities, Additional Needs or SEND | Y |
| * Young Carers | Y |
| * Children at Risk of Child Sexual Exploitation | Y |
| * Children at Risk of Criminal Exploitation | Y |
| * Children at risk of Honour Based Violence including FGM | Y |
| * Children at Risk of Radicalisation | Y |
| * Children Living with Domestic Abuse | Y |
| * Sexually active children and young parents | Y |
| * Gang activity | Y |
| * Children Misusing Drugs or Alcohol | Y |
| * Children living with Substance Misusing Parents/Carers | Y |
| * Children Frequently Missing Education | Y |
| * Online Safety | Y |
| * LA Inspection improvement priorities | Y |
| * Children showing signs of Abuse or Neglect | Y |
| * Children who have Family Members in Prison | Y |
| * Children who have returned home to their family from care | Y |
| * Privately Fostered Children | Y |
| * Guidance for staff safeguarding | Y |
|  | Essential Documents on file: |  | All staff have gone through the changes to the document. Key policies have been issued to staff, and signed acknowledgements have been given back to the Leadership Team. | How does the school refresh and update all staff’s understanding of KCSIE? |
| * Keeping Children Safe in Education 2018 | Y |
| * Keeping Children Safe Part 1 issued to all staff and centrally recorded | Y |
| * Working Together to Safeguard Children | Y |
| * Safer Working Practice or similar code issued to staff and centrally recorded. | Y |
|  | When was the Child Protection and Safeguarding policy last drawn to the attention of staff? |  | September 2018 | Can you evidence that it has been read and understood? |
|  | Staff code of conduct?  Is it benchmarked against national guidance ‘[Safe working practice’](http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf)?    When the policy was last reviewed?  When was it last drawn to the attention of all staff and its issue centrally recorded?  Can you evidence that it has been read and understood? | Y | Yes  September 2018  September 2018  Signed for and kept filed. | How is understanding of the code refreshed?  Suggestion: verbal survey by governors to ensure the contents of the Staff Code are remembered.  Is it part of the new staff induction process?  Will staff know they have been given a code of conduct if asked?  Is there a separate code for pupils, parents, governors? |
|  | Is there an intimate care policy in place and are staff aware of this? | Y |  | Is it used for any pupils currently in the school?  How many?  Is it named in their personal plans?  How often are records monitored and moderated – what happens to this information and how does it improve practice? |
|  | Does the school have an Anti-Bullying policy and procedure which is consistent with current guidance and recently reviewed? | Y |  | Is this linked to the PSHE Service policy?  Do Governors monitor bullying logs against this policy? What evidence is there to suggest this is happening? |
|  | Does the school have the following related policies, procedures or protocols in place? Some of these are discussed in detail elsewhere in the review: |  |  | Is there a policy renewal cycle?  Governing Body working parties for renewal. |
| * Anti-Bullying Policy | Y |
| * Behaviour Management | Y |
| * Attendance and Absence/Children Missing Education | Y |
| * Physical Handling and Restraint/Use of Acceptable Force | Y |
| * Management of Allegations against staff or volunteers | Y |
| * Pupil Wellbeing and Pupil Voice | Y |
| * Complaints | Y |
| * Acceptable use of ICT and Mobile Phones (both pupils and staff) | Y |
| * Online Safety | Y |
| * Photography and Video Recording | Y |
| * Whistleblowing | Y |
| * Intimate Care Policy | Y |
| * Supporting Pupils with Medical Needs and the Administration of Medicines | Y |
| * First Aid | Y |
| * Substance Misuse | Y |
| * Site security including site boundaries | Y |
| * Management and supervision of visitors including contractors | Y |
| * Lunchtime and break time supervision arrangements | Y |
| * One to One Working | N |
| * Lone Working | Y |
| * Use of toilet shower and changing facilities | WITHIN Intimate Care Policy |
| * Residential and Day Trips | Y |
| * Protocol for children not collected at the end of the day/activity | Y |
| * Safer Recruitment/Safer Employment | Y |
| * Codes of conduct – staff, governors, volunteers and pupils | Y |
| * Health and Safety | Y |  |
| * Equality policy | Y |
| * Staff HR policies - specifically discipline and grievance | Y |
| * Lettings | Y |
|  | How does the governing body ensure that safeguarding is embedded within all policies and procedures?  Are all the school’s policies and procedures ratified by the whole governing body and evidenced within the minutes? If not what other arrangements are used for school policies and procedures ratified? |  | Safeguarding Governor completes policy checks against guidance. Policy discussion is rigorous, and some go to FGB Mtgs. Climate walks, etc. Annual Report completed.  ACTION POINT: Mins not present on the website. | Do staff and governors understand that these policies contribute to the safeguarding culture of the school? |
|  | Are the school’s policies and procedures fully implemented, monitored, evaluated and effective? By whom? How well? |  | Implemented   * Policies and procedures * Guidance documents * Staff Training   Monitored   * Audits   + CP with specific focii   + HS   + Premises   + Financial * Governor Visits * ACTION POINT: Schedule of Governor observations and Learning Walks to be organised. * Stakeholder questionnaires   Evaluation and Effectiveness   * Safeguarding data analysis – standing item on the FGB agenda * SLT discussion * SEF   KIT Visits   * LA Safeguarding Review | Examples to include:  Implementation and monitoring   * Monitoring process using a termly schedule in all areas carried out by HT/SLT/SBM * T and L and Learning Walks * Pupil Voice and Parent voice is being developed. * parent open mornings, * parent forums.   Effectiveness   * Staff Meetings * Safeguarding data and complaints – as a means of judging effectiveness. |
| **Additional information/prompts:**  **Policy documents also available:**   * Hardcopy in classrooms, office and staffroom. * Electronic copy in ‘Shared Area/Drive’.   **Knowledge Hub has resources in the library to support the above.** | | | | |

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| **B** | **Monitoring of Vulnerable Groups** | **School**  **BRAG** | **School evidence** | **Prompt questions and examples to enhance practice** |
|  | Who is the Designated Safeguarding Lead (DSL) in your school?  Are they a member of the Senior Leadership Team?  Which staff are trained as Designated Persons? | More trained staff required. | Mrs J North - HT  Yes  DHT training 13th and 14th November. Possibility of KS1 Leader to also be trained. | Cluster Group work – regular meetings between DSLs to exchange best practice. |
|  | Have the DSL and DPs received in-depth training from the Education Safeguarding Team to enable them to fulfil their role and responsibilities?  If so, do you have a copy of their certificates of attendance?  Is their knowledge and skills refreshed at least annually?  Does the Designated Safeguarding Lead/or do all Designated Persons have the responsibility outlined in their Job Description?  Does the DSL have sufficient resources and time to enable them to discharge their responsibilities? | More trained staff required. | Yes  Yes – on file  Yes  Yes  Generally | Every two years once trained.  Appendix B of KCSIE outlines the DSL role. |
|  | What arrangements are in place when the DSL is not available? Are the named DPs designated as deputies and is this explicit in their JD? |  | All staff have the HTs telephone number. The school also has a reciprocal arrangement with Lionel Walden School, and copies of their DPs certificated have been obtained. | Are there opportunities for joint training updates? |
|  | When was the DSL / school’s last contact (if any) with Children’s Services in relation to a child or family?  ARE THINGS REFERRED TO THE CORRECT AGENCY IN A TIMELY FASHION?  Where appropriate does your DSL attend and contribute to:   * Strategy Meetings? * Child Protection Case Conferences and Reviews? * Core Group Meetings?   What arrangements are in place to ensure the school always provides a written report for these meetings? |  | June 2018 to Social Care and May 2018 to the MASH. All referrals are made in a timely manner to the correct multi-Agencies. If in any doubt the school always contacts the MASH Team for guidance.  Yes  Yes  Yes  Paper copies taken. | Evidence of ‘priority documentation’:   * Referrals * Logs of concern * Emails to multi-agencies weekly/daily when reports/mins. not received. * Correspondence with Social Care * Case Studies where progress is less than expected |
|  | How does your school ensure that **all staff** receive adequate child protection training to undertake their roles and responsibilities?  Child Protection Training for all:  How is this evidenced? |  | ACTION POINT: Additional training will be ‘picked up’ by the new SLT, given that the previous DHT was the one who attended extra courses. | How does the school record details of training and induction?  Is staff training delivered by external facilitators or in-house?  Training in other areas suggested linked to SEND:   * Autism * ADHD * Dyslexia, etc.   Foetal Alcohol Syndrome  E-safety  Restraint |
| * CP Training every two years for all staff | **Y** |
| * Update training for all staff and leaders at least annually (in keeping with KCSIE 2018 and the LSCB) | **Y** |
| * CP training including the Safeguarding Policy for all new staff as part of a robust induction | **Y** |
| * Does induction also cover the staff code of conduct / staff behaviour policy and whistleblowing as a minimum? | **Y** |
| * Central record of completion of Induction training | **Y** |
| * Appropriate CP training and induction for volunteers | **Y** |
| * What other safeguarding training have staff had (e.g. restraint, e-safety, FGM, intimate care, safe working practice)? |  |
| * Appropriate induction and CP training for agency, third party and self-employed staff. | **Y** |
| * Do all staff know who the DSL and DPs are? | **Y** |
| * How to identify the signs of abuse and neglect? | **Y** |
| * How to pass on and record concerns? That they all have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DPs. | **Y** |
| * That they have a responsibility to provide a safe environment in which children can learn | **Y** |
| * Where to find the Multi-Agency Procedures on the LSCB website | **Y** |
| * Their role in the early help process | **Y** |
| * The process for making a referral to Children’s Social Care? | **Y** |
|  | Is any additional training undertaken by staff and governors, e.g., LSCB, Education Child Protection and CPIN meetings? | **Y**  **See above** |  | Is this recorded? Where and by whom.  How is its impact evidenced? |
|  | Are there any other groups associated with the school that have child protection training, e.g., breakfast clubs, holiday clubs and /or sports providers? |  | No | Is there a protocol in place should there ever be other groups associated with the school?  How will the school check what training these third party providers provide to their staff? |
|  | Are LA referral routes are on display?  Are LADO contacts on display?  Is Prevent guidance visible?  Is there a published action plan? | **Y** | * Back of ‘loo’ doors * Displayed at various points throughout the school. * Staffroom | Where:   * Staffroom * Reception * Safeguarding noticeboards * Next to Photocopiers   How often are these updated?  How often is staff attention drawn to them? |
|  | What are the school’s arrangements to safeguard pupils accessing school activities that take place outside of normal school hours? (This includes on site as well as off-site activities.) |  | EVOLVE and risk assessments | EVOLVE  First Aid  Mobile Phones for emergency contact  Grab packs |
| 1. 55 | How does the governing body ensure that all who are involved in delivering other services are aware of and comply with safeguarding policy, procedures and good practice? E.g. before & after school care, peripatetic teachers, visiting sports coaches, workshop leaders etc. |  | * Letters of assurance * Sharing and signing of Child Protection Policies * Unchecked personnel are always supervised. * List in the office for those needing to be escorted. | Who and how do the Governing Body checks this?  How do they know what they are checking for?  How do they report this? |
| 1. 56 | Where services or activities are provided separately by another body, do you have a copy of the organisation’s Child Protection Policy? | **Y** |  | E.g. ski trips, outdoor adventure trips, summer school, etc. |
|  | Does your governing body have a named governor for safeguarding?  Does the named governor meet regularly with the appropriate members of the safeguarding team to discuss the leadership and management of safeguarding across the school? |  | Mr Neil Watson  He has just started and therefore is at the beginning of his tenure. Induction training is planned here. | Succession planning? |
|  | How does the governing body ensure that the nominated governor has the skills and expertise to undertake the role?  Has the named governor attended training?  Do they have a governing body job description?  Have all governors undertaken training, appropriate to their level of need on safeguarding? |  | Planned induction training.  ACTION POINT: Safeguarding Governor to have a job description outlining this specific role.  Yes – some of this can be evidenced on the SCR. | Shadowing experienced Safeguarding Governors in other schools.  NGA Audit tool. |
|  | Do minutes of the governing body record when safeguarding is discussed? |  | Yes | Safeguarding featuring on **every** Governor visit proforma, not just that of the Safeguarding  Governor.  Is safeguarding a standing iktem on the agenda?  Is there evidence that the safeguarding governor is given time to report to the governing body? |
|  | Can the Governing Body describe their co-ordinated offer of early help? *This refers to everything a school might do to intervene and solve problems before they escalate into full blown CP referrals to social services.* |  | ACTION POINT: HT to clarify with the GB what this terminology means. | How is this evidenced?   * Mins. of meetings * Questionnaires * Safeguarding Governor Interview evidence. |
|  | Can the Governing Body show how the school’s safeguarding data is used to review and monitor the effectiveness of the CP policy?  Can governors describe the impact of Pupil Premium Funding as it features in the ASP Contextualise information?  Are Venn Diagrams in use and can Middle Leaders, Senior Leaders and Governors articulate their use in respect of tracking Vulnerable Pupils? |  | ACTION Point: Areas are covered in the HTs Report but further work needs to be done here. DHT to train governors using Leadership Advisers PPT from the K Hub.  Yes – CoG has taken on this responsibility.  Yes | What safeguarding data does the school use?   * Attendance   + Unauthorised   + Authorised   + Vulnerable groups * Exclusions * Behaviour Logs * Bullying Logs * Prevent referrals * Pride referrals * Reward data * First Aid logs * Incident logs * Links to deprivation Factor.   Do mins of meeting clearly note the challenge and response to that challenge? (Questions emboldened or highlighted). |
|  | Can you evidence that all volunteers are appropriately briefed on child protection, safe practice and confidentiality as part of their induction? | **Y** |  | How?   * Safeguarding Leaflet given out. * Meeting with staff. * General induction * Use of EPM volunteer pack. |
|  | Is there a PREVENT lead and have they had training to identify children or others who have been, or are at risk of, radicalisation and make appropriate referrals? | **Y** | ACTION POINT: Check if there is a PREVENT statement is on the website, as well as a PREVENT information leaflet for parents. | When were they trained?  How do they keep up to date? |
|  | Do staff know their responsibilities for reporting Prejudiced Related Incidents?  Have appropriate staff had training on PRIDE? | **Y** | An Equality and Diversity Policy and an Equality Statement is present on the website. | When were they trained?  How do they keep up to date?  Is information displayed for staff reference? |
|  | Have all staff received training on the Prevent duty and signs & indicators of radicalisation? | **Y** |  | How is this evidenced? |
|  | What PREVENT training have governors undertaken and what has been the impact of this training?    How is governor training delivered?  Is this recorded?  Is the Prevent Action Plan appropriate and fit for purpose? |  | The HT has cascaded PREVENT training to the governors.  In different formats. The school Clerk logs all training for the Governors and keeps them up-to-date.  ACTION POINT: to refresh Action Plan to ensure PREVENT Training is always upper most in the mind of the staff. | How is Prevent training for Governors undertaken recorded?  Record on SCR list of lists |
|  | How does the school promote a positive practice and ethos in relation to safeguarding?  This includes: |  | Currently only 1 DSL in school. Guidance followed in relation to pointers from Sara Roger’s Education Safeguarding Team. | Recommended management system  Record ‘follow up’ on back of logs  Colour coded register to show previous HT logs.  Dates? |
| * Effective recording systems and management of concerns | **Y** |
| * Evaluation of outcomes following intervention | **Y** |
| * Monitoring and review systems for vulnerable pupils | **Y** |
| * Effective partnership working and sharing of information | **Y** |
| * Records and personal and sensitive information is maintained and stored in accordance with the Data Protection Act 1998 | **Y** |
| Child Protection Records: |  |
| * Records are clear, accurate and complete | **Y** |
| * Records stored securely | **Y** |
| * Shared appropriately with agencies | **Y** |
| * Appropriate actions are taken by the school | **Y** |
| * CP records are transferred securely and a receipt obtained from the receiving school | **Y** |
| Has the school had a recent CP audit?  Has the school recently audited their CP records?  DPs respond to any learning from Serious Case Reviews by implementing required changes.  Does the school have named teacher who promotes the educational achievement of LAC pupils? | **N**  **Y**  **Y** |
|  | **Attendance**  The school has an up to date admissions register.  Does the school hold more than one emergency contact for each pupil/student?  The school records attendance of all groups, including vulnerable groups, and tracks this against performance and child protection records.  The school has appropriate safeguarding responses to children who go missing from school.  The school is fully aware of the education arrangements for pupils on their roll but educated elsewhere. | **Y**  **Y**  **Y**  **Y**  **Y** | The allocated EWO is rarely in contact. She has visited the school once and has also been in email contact. The school believes she could have an impact on approximately 10 pupils if she did liaise and work better with the school. | Links to EWO Service. |
| **Additional information/prompts:**  **Child Protection Records:**   * Considered use of/training with MyConcern software proscribed by ECPT.   **Knowledge Hub has resources in the library to support all of the above.** | | | | |

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| **C** | **Health and Safety** | **School**  **BRAG** | **School evidence** | **Prompt questions and examples to enhance practice** |
|  | **Policies and risk assessments**  Does the school have a:   * Health and safety Policy * Site Security Policy/Protocol   Does the school have Risk Assessments relating to: |  | Yes  Yes  Yes – every area.  Canteen, PE, Classrooms, Hall.  Art, DT, Science etc. Field Trips via EVOLVE and the EVC. Kept in HT cupboard.  Sports Days  ACTION POINT: Risk Assessments around parents in school.  Yes – Tailored according to need.  As needed |  |
| Outer Site, e.g.   * Boundaries * Fields and Playgrounds * Roofing/flat roofing * Swimming Pools * Special Garden Areas |  |
| Inner Site, e.g.   * Hall * Admin Areas * Corridors * Classrooms * IT Suites * Rooms specifically adapted for curriculum use, e.g., art, cooking, etc. |  |
| Curriculum Areas, e.g.   * Science * DT * Food Technology * Other |  |
| Activities other than usual classroom subjects, e.g.   * Special themed events * Plays and productions * Events to which parents and visitors are invited |  |
| Staff, e.g.   * Maternity Leave * Assessments pertaining to specific staff health issues? |  |
| Pupils, e.g.   * Risk Reduction Plan * Pastoral Support Plan * Education Health Care Plans * Allergy protocols |  |
|  | **Security and Safety**  Has the school had a recent security review?  If yes what actions have been taken since the review?    What arrangements are in place to ensure the security and safety of the school site including grounds i.e. |  | No  N/A | Date? |
| * Site access and boundaries | **Y** |
| * CCTV | **N** |
| * Signing in procedures | **Y** |
| * Identifying staff, visitors, governors | **Y** |
| * Completion of Health and Safety Audits | **Y** |
| * Managing building and contractual staff on site | **Y** |
| * Vehicle and pedestrian movement | **Y** |
| * Arrangements for managing visitors and site access | **Y** |
| * A lunchtime and break supervision plan? | **Y** |
| * A system for recording suspicious incidents | **Y** |
|  | **Residential Trips and School Visits**  Are all school trips robustly risk assessed and approved by a senior person?  Can you show that risk assessments are reviewed regularly and updated?  Are trips evaluated? |  | YES –EVOLVE is used and the school has a policy in place following CCC Guidance. | EVC training attended.  Certificates obtained and on file?  Use of Evolve?  Advice taken from Outdoor Education Adviser  Formal evaluations and de-briefs. |
|  | **Critical Incidents and Business Continuity**  Is there a Critical Incident and Business Continuity plan?  Does the school have regular evacuation drills?  How Often?  Does the school have regular invacuation drills?  How Often?  School Closure – do your staff and parents know and understand the procedure. | **Y**  **Y**  **Y**  **Y** |  | Grab Packs  Are evacuations and invacuations evidenced?  What has the school learnt from invacuation drills?  Recorded and evaluated? |
| **Additional information/prompts:**  **Knowledge Hub has resources in the library to support all of the above.** | | | | |

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| **D** | **Safer Recruitment** | **School**  **BRAG** | **School evidence** | **Prompt questions and examples to enhance practice** |
|  | Do procedures for safe recruitment and vetting of staff take account of the most recent DFE guidance in Keeping Children Safe 2018?  How do governors monitor this?  Does the school have a written recruitment and selection policy/procedure in place?  Employment files include a copy of records used to verify identity, right to work and required qualifications.  Do employment files show that all of the recruitment, selection and pre-employment vetting checks have been carried out?  What procedures does the school use to check self-employed staff who cannot apply for their own DBS check? |  | Yes  SCR is checked every term. Personnel Files are checked, along with interview notes. Governors also use the LA SR checklist.  Yes  Yes  Yes  N/A | Does the school use a safer employment checklist?  Do Governors check employment files and cross match them with the SCR?  Is this recorded?  Are employment offers conditional? |
|  | **Training**  Have all staff and governors responsible for the recruitment of staff or volunteers completed appropriate Safer Recruitment training (face to face or online)?  Do you have evidence of this? |  | Yes  Recorded On SCR, certificates in HT Cabinet. | Is this updated?  Dates? |
|  | **Single Central record**  Can you evidence that all vetting checks have been undertaken?  Is the SCR complete and with **no** gaps or omissions?  In the case of a MAT, does the SCR allow for details for each individual academy to be provided separately?  Is there a named person for compiling the SCR?  Does the SCR include the name of the person who carried out the checks and the date?  Describe the Security of SCR.  Statutory section to include: |  | Yes  Yes  N/A  Yes  Yes  Password Protected  ACTION POINT: Staff Code of Conduct to have a bullet point advising staff it is incumbent upon them to advice the HT if they were/are in a relationship with, or have a family member who may pose a risk to children. | Is there an appropriate policy for DBS renewals?  Is the SCR monitored at least termly by a governor?  Do school leaders fully understand the KCSIE description of Regulated activity (page 30)?  Prohibition and Section 128 can be checked using the Secure Access site.  Same site for verifying professional qualifications, QTS and Induction  Information shredded?  SCR amended  Archived copy of previous record?  If so adding a column to the SCR is strongly recommended. |
| * Identity verification | **Y** |
| * Qualifications verified and qualifications noted where appropriate | **Y** |
| * Checks on Right to Work in the UK | **Y** |
| * A Prohibition from Teaching check for all staff carrying out teaching work | **Y** |
| * Barred List check | **Y** |
| * Enhanced DBS disclosure before appointment or risk assessment including Barred List check and supervision | **Y** |
| * Risk assessment completed and filed for DBS checks with a positive trace. | **Y** |
| * Overseas Records check e.g. Certificate of Good conduct if appropriate | **Y** |
| * 2 references recorded or risk assessment | **Y** |
| * Verification of mental and physical fitness | **Changes made to column** |
| * Assurances are sought that all staff not directly employed by the school have been checked by their employer e.g. supply teachers | **Y** |
| * Independent School 128 management check if applicable | **Y** |
| * Employment files match the SCR records | **Y** |
| * Trainee Teachers in Regulated Activity are Enhanced DBS checked. | **Y** |
| * All adults who are paid to work in the school appropriately recorded. | **Y** |
| * All agency staff (LA, Health, music, sports coaches etc...) who work in the school are appropriately recorded | **Y** |
| * Identity checks carried out for all adults including volunteers who work in the school, but who are not directly employed in the school. | **Y** |
| * Volunteers in Regulated Activity have an Enhanced DBS check | **Y** |
| * Unchecked volunteers are appropriately supervised | **Y** |
| * Unsupervised contractors with the opportunity for contact with children are Enhanced DBS checked | **Y** |
| * All governors have an Enhanced DBS check recorded and have been checked against the TRA section 128 Barred List | **Y** |
| Have you noted the 3.9.18 changes to Disqualification by association? How have you managed this?    How do you create a culture where staff would inform the Headteacher/Principal if they were in a relationship with, or had a family member who may pose a risk to children as part of safeguarding best practice? | **Yes** |
|  | Non-statutory section to include: |  |  | Does the school have any other specific training that it could include so the SCR becomes the ‘list of lists’?  Read, understood and will implement  Full dates and refresher dates can be recorded in the column to show the “story” of training. |
| * References or risk assessments | **Y** |
| * Induction | **Y** |
| * Staff signing for:   + KCSIE 1   + Code of Conduct   + Other relevant documents | **Y**  **Y**  **Y** |
| * Training dates including refreshers for:   + Child Protection   + PREVENT   + First Aid   + Safer Recruitment | **Y**  **Y**  **Y**  **Y** |
|  | For every management position in Independent Schools have you checked that they are not prohibited from management (Section 128)? |  |  | Applies to Academies and Free Schools |
|  | Can you evidence, for every appointment made, which member of the interview panel held the SR certificate? | **Y** |  | Included in interview notes? |
|  | During the recruitment process for **all** staff and volunteers, are questions asked about attitudes to and knowledge of safeguarding? | **Y** |  | Please provide examples. |
|  | Has PREVENT and/or the duty to promote fundamental British values been incorporated into your recruitment procedures? | **Y** |  |  |
|  | Is there a procedure in place to vet visiting speakers to ensure they do not pose a risk of radicalisation to staff or pupils? |  | Always adults present with them. Built into risk assessments for trips. | What does this look like?  How is it recorded?  Who monitors it and how often? |
|  | How do you ensure that appropriate DBS and/or other vetting checks have been undertaken for employees of services external to the school staff? E.g. Alternative Provision Providers, Work Experience Providers and Education Transport Contractors?  Where services or activities are provided separately by another body, has the school liaised with that organisation about child protection issues and reporting arrangements? |  | * Letters of Assurance * Visitors never left alone * Risk Assessments * Visitors on Site Policy   Yes. If they don’t have one then they must sign to say they have read the school policy. | Evidence:   * Letters of Assurance * ID checks * Chaperones – communication with school staff for vulnerable groups.   How is this recorded? |
|  | For visiting professionals / providers, is their identity always verified by the school? |  | Yes | Is the signing in book checked and monitored – how often and by whom? |
| **Additional information/prompts:**  **Employment Files:**  Recommended Sections:   * Contract and Salary Information * Interview details, advert, Job Description, etc * Qualifications * ID Checks and Safeguarding checks * References * Medical and Leave of Absence requests * Induction, training, performance management   **Knowledge Hub has resources in the library to support all of the above, as well as a dedicated wiki page.** | | | | |

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| **E** | **Complaints and Allegations** | **School**  **BRAG** | **School evidence** | **Prompt questions and examples to enhance practice** |
|  | Does the school have a *Management of Allegations Against Staff or Volunteers* procedure that is consistent with KCSIE 2018 guidance, the Safeguarding and Child Protection Policy and the relevant LSCB procedures? | **Y** |  | Are the school staff aware that the Child Protection and Safeguarding policy references allegations? |
|  | Is there a written procedure in place to manage allegations against pupils which reflects LA arrangements? | **Y** |  |  |
|  | Has a member of the governing body been identified to liaise with the local authority and partner agencies in the event of an allegation being made against the Head Teacher?  Do they have the contact details of the LADO? | **Y** | Chair of Governors  Yes | Is the chair aware of this role and where they can access assistance I required? |
|  | Have members of the SLT and governing body received training in respect of managing allegations against staff? | **Y** | * The HT has had training. * The new DHT will be trained as soon as possible. | Was this covered during CP training?  Is the process explained during induction, especially for staff new to working with children? |
|  | Staff are confident to challenge leaders over safeguarding concerns and know how to use the whistleblowing policy. | **Y** |  | Is the new 2017 Whistleblowing Poster on display?  Is there an internal protocol for whistleblowing? |
|  | How does the school promote ongoing vigilance and ensure that staff and volunteers are aware of the school’s whistleblowing policy and are supported if they raise concerns about poor or unsafe practice? |  | * Website – NEEDS UPDATING * Notices * Displays * Embedded within the school culture | * Staff bulletins * Newsletters * Daily briefings either verbal or electronic. |
|  | Are pupils, parents and staff listened to and complaints taken seriously?  Is the complaints procedure available on the school website? | **Y**  **Y** |  | How is this evidenced? |
|  | Is the complaints procedure fully understood by all staff? Is the difference between a complaint and an allegation of professional abuse clearly defined and understood? |  | ACTION POINT: to ensure all are clear that the Complaint’s Procedure is for use by parents and those outside of the organisation. The Grievance Procedure is for those working within the school. | How is this evidenced?  Safeguarding Governor to survey staff and issue report. |
|  | If you are aware of any Ofsted Complaint Investigations; what are you doing in preparation for Ofsted as a result of the complaints received? |  | Yes – the school is fully aware of the situation around this particular complaint. The LA investigated and were happy that the school was taking its Safeguarding responsibilities seriously. |  |
| **Additional information/prompts:**  **Prevention rather than cure:**   * Use of Surveys:   + Staff   + Parents   + Pupils * Parent Protocol * Communications Code   **Knowledge Hub has resources in the library to support all of the above, as well as a dedicated wiki page.** | | | | |

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| **F** | **Wider Safeguarding culture** | **School**  **BRAG** | **School evidence** | **Prompt questions and examples to enhance practice** |
|  | How does the school make clear its commitment to safeguarding children and promoting the welfare and well-being of its pupils to staff, parents, carers, volunteers and governors. |  | Website  Signing in protocols  Social Media Guidelines  Open Days and parent workshops.  School newsletter  School prospectus/booklet | * Parent View * Questionnaires and surveys * Parent workshops * Parents on policy update working parties * Communication Codes and Parent Protocol Packs |
|  | **Curriculum**  How does the school provide information to pupils that helps them to stay safe e.g. from:   * Cyber-bullying * e-safety * personal safety * accessing information and support from external agencies * Appropriate filters and monitoring systems are in place to protect pupils from harmful online material. |  | * Growth Mind-set * E-Safety Policies * Life Bus * Forest Schools * PSHE and other Curriculum areas * Specialist Theme events – Gripping Yarns * Assemblies | * Pupil Code of Conduct * Pupil Ambassadors * School Council * Playground Buddies * Peer Mentoring * School Values * British Values |
|  | **Pupil Voice**  Can pupils identify who they would speak to if they have any worries?  How do you know that children and young people feel safe in school?  Do they report that staff listen to them?  Describe arrangements to collect and report back on pupil views e.g. School Council, pupil questionnaires etc. |  | * Pupil Questionnaires * Pupil Voice in the monitoring schedule * School Council   Yes, except at lunchtime. Work is taking place with the MDS  As above | Can the pupils articulate that they know how to keep safe and are kept safe?   * + Anti-bullying   + Problems on transport |
|  | **Medical**    Does the school have enough appropriately qualified first aid staff?  Does the school have an accident record keeping system?  The school regularly monitors accident records.  Explain your arrangements for the administration of medicines – both prescribed and non-prescribed. | **Y**  **Y**  **Y** | Noted on the SCR  Parents must complete the provided form, and sign giving permission for the three major pupil medicines. The school does not keep a supply of these medicines – parents must bring them into school and lodge them with the office, along with their consent form. | How is first aid training refreshed and kept up to date?  What has the school learnt from its monitoring of accident records?  Is there an issue for vulnerable groups? |
|  | **Behaviour and Physical Incidents**  Does the school have a physical intervention recording system?  Have any staff had any training in positive handling and safe restraint?  Are individual plans in place to minimise the likelihood of challenging behaviour? | **Y**  **Y**  **Y** | A version of the Blue Book  January 2019 planned Step On and Step Up training. Currently the school has people who have TTeach training  Risk Reduction Plans, etc. | Do Governors monitor this? Schedule and method? |
|  | **Data Protection**  General Data Protection Regulation: |  | The school complies with the General Data Protection Regulations May 2018 and this is demonstrated by their Data Protection Policy and linked policies such as Internet Safety Policy, ICT Acceptable Use Policy – all available on the school website. The school is working with the LA towards compliances. | [www.theictservice.org.uk/service/is-your-school-gdpr-ready/management](http://www.theictservice.org.uk/service/is-your-school-gdpr-ready/management) |
| * Data Protection Officer in place | Y |
| * Registered with Information Commissioner | **Y** |
| * Information Asset Manager | **Y** |
| * Privacy Notices/Consent/Data Breaches/Impact and Risk Assessments/Review of Contracts | **Y** |
| **Additional information/prompts:**  **Parents and safeguarding:**  **Leaflets or website links signposting parents to other agencies to support them with areas such as:**   * Bereavement * Sexting * Domestic abuse * Hate Crime * Coercive control   **Communication with parents via Social Media**:   * Facebook * Twitter * Social Media risk assessment   **Knowledge Hub has resources in the library to support all of the above, as well as a dedicated wiki page.** | | | | |

**Extra Comments box:**

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| Suggestions of Best Practice:  Please see ACTION POINTS highlighted in Yellow   * Note areas in Sage Green as ideas/suggestions of ‘best practice’ noted in other schools/ question to think about generally with staff teams and governors, etc. |

Signed: Diane Stygal – Leadership Adviser Date:25/9/18