

# Safeguarding Audit for St Mary Magdalen's Catholic Primary School

Based on a model from Merton LA edited by Michele Robbins with reference to Oxfordshire County Council's Annual Safeguarding Report, guidance from Lambeth LA and input from Wandsworth personnel.

## **Process**

We suggest that this audit is used by schools to self evaluate safeguarding policy and practice. Sections could be assigned to relevant staff and updates should be made regularly. A key requirement is for entries to be analytical and evaluative, not simply descriptive. The Designated Lead for Safeguarding should be the 'gatekeeper' for the information gathered to ensure there is no ambiguity about what is the current version. The audit should provide a sound basis for the annual report on safeguarding.

**When preparing for an external audit please complete pages 2-18 before sending to michelerobbins40@gmail.com**

**The proforma asks for evidence of impact and some examples are given.**

## **Safeguarding governors**

Safeguarding needs to be clearly assigned in the board's terms of reference. Good practice is to have two identified governors for safeguarding to ensure continuity and to share the work involved. Liaising closely with staff, in planned, termly monitoring visits they should sample the evidence base. Records should be kept of those visits and could be circulated to all governors.

## **Safeguarding principles and policies**

Safeguarding covers a wide range of issues and there is no expectation that a school should try to cover them in a single policy. Appendix 2 offers examples of safeguarding principles, source the Safer Recruitment Consortium's 'Guidance for safer working practices for those working with children and young people in education settings'. 2015.(lightly edited). Ideally each school will discuss and agree the principles that will underpin how safeguarding children and promoting their welfare will be managed. It also includes a list of policies, some of which are statutory and others that may be important because of the school's context.

## Early years/primary/secondary settings

Where 2 or 3 key stages are present in a setting, include detail of specific arrangements for each.

Date presented to Children, Families and Community Committee **Spring term 2022**

Completed by

Name: **Wendy Burns – DSL/SENCO/SLT**

(Co-produced with **Governors CHo & AB (Purple) Headteacher, administrative staff (blue) and Premises Manager (orange).**

## UPDATED December 2021

| <b>a. SAFEGUARDING and CHILD PROTECTION</b><br><b>An audit for school governors, headteachers and staff</b><br><b>This audit has been designed to assist schools in ensuring that they have the evidence to show that their procedures are robust and to identify any actions needed to make improvements.</b> |  |  |   |                      |
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| 1  | Child Protection including training, meetings and CP conferences and Links with Agencies and other external bodies   | What's in place?<br><b>Evidence of impact</b>  | Actions to be taken   | By whom?<br>By when? |
| 1.1  | Who is the DSL for Child Protection and safeguarding in your school?<br>Is this person a member of the school's SLT?   | Wendy Burns (WB): DSL, SENCO, SLT<br>Leads new staff induction training and annual refresher training (September) as well as update training in staff meetings                                       |   |                      |
| 1.2  | How many staff are in the Safeguarding team?<br>Does each person in the Safeguarding Team have a <u>customised job description</u> that fully describes their role?<br>(See KCSiE Sept 2021) | Three plus two safeguarding governors (Anna Brown (AB) and Celine Carter-Smith (CCS))<br>Wendy Burns, DSL<br>Catherine Hughes (CHu), Headteacher<br>Melissa Farrell-Cotton (MFC), Deputy Headteacher | <b>Safeguarding responsibilities to be included in job descriptions for Melissa and Catherine</b> |                      |

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| 1.3 | <p>Is your SG team fully trained? (i.e. attendance at LSCB child protection training every two years). At least annual updates? What was the date of the most recent training they attended?</p> <p>What support/supervision is in place for the team including the DSL?</p>  | <p>Wendy: Level 3 CP training 07/21<br/>Catherine – Level 3 CP – 11/19<br/>Most recent: WB (DSL) Safer Recruitment 21/07/21<br/>Peer supervision training attended by Catherine 5/21 (implementation: autumn term 21)<br/>Training undertaken is reported in the annual report to governors. The DSL also keeps records of all safeguarding staff training</p> | <p>Catherine: Level 3 CP refresher required before 11/21</p> <p>Melissa: Level 3 CP full training required autumn term 21</p>    | <p>Catherine autumn 21</p> <p>Melissa autumn 21</p>  |
| 1.4 | Have you informed the LA of any changes in your DSL?  | No change  |  |  |
| 1.5 | Who deputises when the DSL is not available? When was that person last trained?   | Safeguarding team - as above   |  |  |
| 1.6 | How does the school ensure that the DSL is given the appropriate resources (time, funding, training and support) to carry out the duties of the role, including the time to attend strategy meetings, case conferences and core group meetings?   | Year (2021-2022) = equivalent of five working days per half term plus attendance at case conferences and training including termly DSL forum   |  |  |
| 1.7 | <p>How frequent is whole staff training in child protection and safeguarding? (Generalist Safeguarding Children in Education Training (level 3). Does this cover FGM? Has it covered County Lines? What happens if someone is absent on the day of the training? What happens with new staff? What records are kept of training and where? How is the impact of training evaluated?</p> | <p>Annual update and refresher training to whole school staff: 1/9/21 INSET Day</p> <p>Additional Level 2 including 'Prevent' training for all staff – 1/11/21 INSET day (external trainer). Also included Female Genital Mutilation and County lines</p> <p>Attendance recorded on SCR and via physical record kept by DSL</p>                                | <p>Include evaluation in all training sessions</p> <p>Spot checks by safeguarding governors to ensure the process is robust.</p> | <p>Wendy: beginning spring term 21</p> <p>29/11/21</p> <p>First monitoring visit 01/11/21<br/>Anna Brown</p> |

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|     |   | <p>Staff absences from training are identified and catch up training arranged</p> <p>All new staff receive induction training from the DSL covering KCSIE, school policy and procedures, (including reporting of disclosures) behaviour policy, staff code of conduct, intimate care, positive handling, responsible use of IT contract. Staff sign to say they have received and understand their responsibilities</p> <p>Records of training kept by DSL and entered on SCR</p> |                |
| 1.8 | <p>How does the school ensure that all staff, including temporary staff and volunteers, understand exactly what to do if they have a concern about a child's welfare?</p> <p>What is the system for collating and reviewing information about each case/all cases? NB GDPR. CPOMS, MYCONCERN. SAFEGUARD</p> | <p>Induction training is given to all new staff including temporary staff, volunteers and students including what to do if they have concerns about a child's welfare. Important reminders are on display around the school.</p> <p>Documentation relating to past safeguarding cases are held in a physical file</p> <p>9/21: CPOMS introduced as the school's main recording system<br/>Training: 6/12/20</p>   | Autumn term 21 |
| 1.9 | <p>How are decisions made about referring child protection concerns to Children's Services? Do these elicit a prompt response where referral is necessary? If not what do you do?</p>   | <p>The safeguarding team considers all concerns and make next step decisions. This includes referrals to</p>  |                |

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|          |   | <p>Richmond SPA and/or the Police depending on the nature of the case</p> <p>Referrals are chased by a member of the Safeguarding team if a response is not received promptly. All concerns are now recorded on CPOMS and alerted to the safeguarding team</p>   |                                     |  |
| 1.10     | <p>What links exist with relevant agencies, particularly Education Welfare, Social Care, Police, Fire Service, the local Prevent Officer, and Health?</p>                   | <p>Close links with relevant agencies. The DSL is also the SENCO and outside services overlap. They are well known and are accessed regularly</p> <p>Regular EWO/school nurse involvement (although disrupted during COVID-19 crisis)</p> <p>Have a named/attached school Police Officer: Mick Mitridate, Safer Schools Officer, Richmond Sector</p> <p>Registered for Operation Compass</p> | <p>Make links with Fire service</p> | <p>Spring term 21</p>                      |
| 1.11     | <p>What are the arrangements resulting from the new multi-agency arrangements?<br/>Are your safeguarding governors aware?</p>   | <p>Safeguarding governors are made aware of open cases in monitoring visits. Next visit 29/11/21</p>   |                                     |  |
| <b>2</b> | <p><b>Recruitment, supervision and training of staff and volunteers</b></p>   | <p><b>What's in place?</b><br/><b>Evidence of impact</b></p>   | <p><b>Actions to be taken</b></p>   | <p><b>By whom?</b><br/><b>By when?</b></p> |
| 2.1      | <p>Which staff and governors have undertaken <b>face to face</b> Safer Recruitment training in the past 5 years?</p> <p>What changes in practice were made as a result?</p> | <p>Safer Recruitment training (in some cases online)<br/>DSL: 21/07/21<br/>Headteacher: 4/05/21</p>  |                                     |  |

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|     |   | <p>Chair of Governors &amp; safeguarding governor (AB), and CHo (Vice Chair): 28/11/19</p> <p>Format of job adverts altered in line with Safer Recruitment advice to highlight the importance of safeguarding within the school</p> <p>References sought prior to interview</p> <p>Documentation requested and verified at interview</p>   |  |  |
| 2.2 | <p>How do you ensure that every appointment panel has at least one person on it who has undertaken safer recruitment training?</p> <p>Are a variety of safeguarding questions asked of applicants?</p> <p>Is each applicant asked personalised questions relating to information in their application form?</p> | <p>The Headteacher (CHu) is always on the interviewing panel. In most cases the panel also includes additional Safer Recruitment trained staff and/or governors</p> <p>All interviews involve safeguarding questions including scenarios</p> <p>Interviews ask candidates to give an anonymised example of how they have had to apply their safeguarding knowledge to their practice</p> <p>Gaps in employment are asked about</p> |  |  |
| 2.3 | <p>Where is the single central record of staff and other adults working in the school kept?</p> <p>Who inputs data? How often is that data checked by the head or his/her nominee? <b>SEE CHECKLIST AFTER SECTION 12</b></p> <p>How and when do the safeguarding governors check this?</p>                      | <p>Single Central Record: school administrative staff collect, populate and hold electronic records</p> <p>Checked termly by safeguarding governors (AB and CCS). Next check 29/11/21</p>  |  |  |

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|     | If in a MAT can details for individual academies be accessed easily?   | Admin meet once a month with DSL to update staff training record and discuss gaps   |  |             |
| 2.4 | How does the BOARD ensure that the school has obtained, and holds on record, written confirmation from any supply agencies and/or contractors that the agency/contractor follows safer recruitment best practice when employing staff and when they supply staff to the school?<br>How does the school <b>verify the identity of referees</b> and has it obtained assurance from the supply agencies that they have done likewise? |   |  |             |
| 2.5 | Do all staff, volunteers and governors working in the school have mandatory induction that familiarises them with the CP policy; Behaviour policy; Staff code of conduct; procedures re children missing from education and the role and composition of the DSL/team?<br>Is a record kept on their files?  | All new staff (inc temporary staff volunteers and students) receive induction training from the DSL covering KCSIE, school policy and procedures, (including reporting of disclosures) School Behaviour Policy, staff Code of Conduct, Intimate Care, positive handling, responsible use of IT contract. Staff sign to say they have received and understand their responsibilities. Records kept by DSL & on Single Central Record | Add information regarding children missing from education to induction training agenda | DSL by 1/21 |
| 2.6 | What is in place to promote the wellbeing and mental health of staff?  | We have a very open, caring and close staff who value teamwork and support each other in matters of well-being<br><br>Well-being library in staff room<br><br>Peer supervision for DSL to be implemented from 9/21  |  |             |

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|     |  | <p>Staff survey regarding well-being in 2020 2021 sought staff feedback regarding possible well-being strategies and the most popular were implemented during the year</p> <p>Staff have opportunities to feedback informally and in staff surveys</p> <p>Staff have additional services highlighted to them should they need additional support with their mental health and well-being eg Employee Assistance, Cruse Bereavement Counselling</p> |   |   |
| 2.7 | <p>Is the staff code of conduct discrete from a staff handbook?<br/>Does it include reference to staff conduct and behaviour outside school which might compromise child safeguarding issues or bring the school into disrepute?<br/>How and when was it last monitored and evaluated?<br/>Can you give an example of where you have had to challenge a member of staff for non compliance with the code of conduct?</p> | <p>Both the Staff Handbook and Code of Conduct are explicit about what is and is not acceptable working practice. The Code of Conduct references staff conduct and behaviour outside school. Both documents last reviewed 9/21</p>   | <p>All staff to be given the Safer Recruitment Consortium's <a href="#">Guidance for safer working practice 2019</a> <a href="#">Guidance for safer working practice addendum April 2020</a></p> <p>Bitesize quizzes and scenario discussions to assess staff understanding</p> | <p>Guidance for safer working practices training spring 21 within online safety week</p> <p>Every staff meeting starting from 1/22</p> <p>EF to purchase The Key subscription</p> |
| 2.8 | <p>How are updates on safeguarding procedures communicated to staff?</p>   | <p>INSET, staff meetings, emails, notices on daily information board and whole school assemblies</p>   |   |   |

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|      |  | depending on the nature of the procedure   |  |                    |
| 2.9  | Have all staff, including supply staff and volunteers been issued with a copy of the summary of Keeping Children Safe in Education. Sept 2021?<br><br>How do you know whether all staff are aware of the key messages in part One? | All staff receive a copy of the latest KCSIE version and are trained on the updates and changes at the first day of the new school year INSET (next scheduled 1/9/21)  | Method of robust testing of staff's understanding of Part One required   | DSL spring term 21 |
| 2.10 | How does the headteacher ensure that all safeguarding policies and procedures are followed by all staff and volunteers?  | Revised Staff Handbook and Staff Code of Conduct approved by Finance & Resources Committee 24/9/21, next review due 9/23<br><br>Clear guidance for visitors (to be reintroduced at school entrance (COVID-19)<br><br>Regular drop-ins to classes and other areas of the school site including kitchens, clubs and peripatetic teachers<br><br>Safeguarding as a standing item at meetings eg SLT, staff meetings, full governing board meetings<br><br>Clear communication with governors regarding safeguarding including recruitment, vulnerable pupils, SCR | When visitor lanyards are reintroduced have safeguarding information on the lanyard.<br><br>Introduce safeguarding scenarios in staff meetings | DSL Summer term 21 |
| 2.11 | What training have staff had re LGBTI issues?<br><b>NB Equality Act 2010</b><br>What training has the board had?   | No specific training to date<br><br>Tolerance and equality are valued within the school  | LGBTI training for staff is required   | Summer term 21     |

| 3   | Pupils including LAC  | What's in place?<br><b>Evidence of impact</b>   | Actions to be taken | By whom?<br>By when? |
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| 3.1 | How and when are children with additional needs assessed when coming to the school?                   | <p>Pre-school home and nursery visits are undertaken by Reception class staff. SENCO also attends for identified additional needs children. Identified needs in application are followed up by the SENCO</p> <p>Additional contact is made with parents/carers and transition plans put in place</p> <p>Safeguarding and Special Educational Needs and Disability records are promptly requested by SENCO/DSL from the previous school</p> <p>Induction interview with the new pupil is carried out by the SENCO, and a six-week settling in meeting is held if required</p> <p>Special Educational Needs and Disability Policy approved by the full governing board on 23/6/21, next review due 6/23</p> <p>The designated governors for SEND are Anna Brown and Celine Carter-Smith</p> |                     |                      |
| 3.2 | How many children have been the subject of a CP plan in the last 12 months? <b>What is the trend?</b> | Three are subject to a CP plan  |                     |                      |

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|     | <b>How many pupils are identified as CiN? What is the trend?</b>   | <p>One child moved to St Mary Magdalen's in 9/20 already on a CP plan. The second two are siblings and went on a CP plan in autumn term 2020</p> <p>At its highest seven children were identified as CiN in this academic year. Reasons associated with family breakdown and emotional difficulties were the most prevalent causes for concern</p> <p>Currently (7/21) six/seven children's cases have been stepped down and are no longer a CiN</p> |  |  |
| 3.3 | How does the school monitor to ensure that the school provides a report for Child In Need meetings and completes the Early Help Assessment (EHAT) appropriately?   | <p>Information is reviewed and updated prior to a CiN meeting and a report is submitted by the DSL. This may include a behaviour monitoring log. Copies are retained on file</p> <p>From 9/21 reports and records will be stored on CPOMs to support the analysis of trends</p>  |  |  |
| 3.4 | Does the school's use of the EHA involve: <ul style="list-style-type: none"> <li>● input from child, parents and carers?</li> <li>● discussion with and engagement of other agencies?</li> <li>● when necessary a multi-agency meeting involving the child, parents and carers?</li> <li>● How many have been completed in the past year?</li> </ul> | <p>Yes, referrals to SPA for EHA are made. A lead professional is appointed and a TAC timetable set up. The list of professionals that have been involved include family support workers, school nurse, EWO, Housing, GP, CAMHS, charity workers and social workers</p>  |  |  |

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|     |   | <p>The DSL/SENCO was involved in a working party for the LA to evaluate and update the EHA form/procedures (3/20)</p> <p>One EHA was completed in the past year. As a result, the children received:</p> <ul style="list-style-type: none"> <li>- social housing review.</li> <li>- full medical checks including heights and weights</li> <li>- became registered with a dentist</li> <li>- eye tests and glasses</li> <li>- a place in nursery (younger sibling)</li> <li>- a place with Sure start</li> <li>- beds and other resources for the children from a local charity</li> <li>- registered for food parcels</li> <li>- free place in Breakfast Club</li> <li>- help and advice with universal credit</li> <li>- mentoring sessions with the children</li> </ul> |  |  |
| 3.5 | <p>How many children have an Education and health care plan? (EHCP)</p> <p>How frequently are they reviewed?</p> <p>Who is involved?</p>  | <p>Five EHCPs</p> <p>The plan is formally reviewed annually plus three additional meetings involving school staff, parents/carers and the child, are held across the school year (in addition to parent/teacher consultation meetings)</p>   |  |  |
| 3.6 | <p>What systems are in place for the child's voice to be heard and taken into account when determining action?</p> <p>Do these allow children to express their views and give feedback?</p> | <p>Children's voice is heard:</p> <ul style="list-style-type: none"> <li>- attending part of the EHCP annual review</li> <li>- verbal/pictorial/tick or choice cards used to gather views</li> </ul>   |  |  |

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|     |  | <ul style="list-style-type: none"> <li>- signs of safety/happiness scales are used in regular mentoring sessions with identified pupils-the wishes of pupils are always considered</li> <li>- TAC meetings involve staff seeking an update from the pupil prior to the meeting and subsequent action feedback afterwards</li> <li>- academic and social outcomes and targets for more child centred and now focus on the aspirations of the pupil</li> <li>- SEN pupils attend part of SEN parent consultation meetings. Views recorded on support plans</li> <li>- worry boxes in classrooms</li> <li>- student council</li> <li>- annual pupil survey</li> <li>- termly 'Talking to Learners'</li> <li>- whole class/group PSHE based discussions including circle time</li> </ul> |   |   |
| 3.7 | <p>How do staff create and use opportunities to encourage children and young people to communicate about issues that concern them?<br/>What if their spoken English is poor?</p> | <p>Safeguarding and children's welfare are a high priority for the school. We are a small school with a strong pastoral care element. We encourage children to be open and share their feelings. Positive and respectful relationships support children to feel safe enough to communicate their worries</p> <ul style="list-style-type: none"> <li>- school Mission Statement/ethos-encouraging shared values</li> <li>- high expectation of behaviour (clear rules)</li> </ul>   | Additional investment required into talk and translate technology | DSL, EAL & Computer Coordinator autumn 22 |

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|     |  | <ul style="list-style-type: none"> <li>- growth mindset principle (our mistakes are our opportunities)</li> <li>- consistency of approach (staff never shout at children)</li> <li>- worry boxes</li> <li>- circle time</li> <li>- zones of regulation</li> <li>- Jigsaw well-being scheme</li> <li>- information wall displays with helpline contact details</li> <li>- valuing and acknowledging individual achievement beyond core subjects.</li> <li>- consistent/whole school reward and sanction system</li> <li>- celebrating good news</li> <li>- widget translation tool</li> </ul> |   |  |
| 3.8 | <p>What additional support is in place for children with mental health issues?</p> <p>How do you monitor the range and frequency of issues raised?</p> | <p>The type of support offered would reflect the pupils own personal situation and the detrimental impact of the mental health issues</p> <p>Close and regular contact with parents/carers</p> <p>Flexibility in the curriculum and adjustments to encourage participation and access to all school activities (risk assessment/agreed plans of action)</p> <p>Phased return to school (after COVID-19 lockdown) for identified pupils</p>   | <p>All issues and incidents are now recorded on CPOMS</p> <p>Need to move regular monitoring exercises to monitor the range and frequency of mental health issues</p> | <p>SLT autumn term 21</p> <p>First review planned for 10/12/21</p> |

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|     |   | <p>Staff/pupil mentoring using 'Signs of Safety' and happiness scales</p> <p>Zones of Regulation (whole school strategy to identify feelings and teach children how to regulate and move themselves to a better, calmer and 'read to learn' state</p> <p>'Circle of friends' activities</p> <p>PSHE and RE lessons</p> <p>Circle time</p> <p>Emotionally Related School Avoidance Toolkit</p> <p>Offer of assisted places in Breakfast Club and After School Club</p> <p>Referral for specialist support/SPA/EWO/school nurse</p> <p>Support offered is documented in pupil files held by DSL/SENCO</p> <p>ELSA training to be undertaken 2021-2023 and implemented for identified pupils</p> |  |  |
| 3.9 | What additional arrangements are made for children with Speech, Language, Communication and ASD, who may not be able to communicate about issues? | School staff are aware that all of a child's behaviour is an attempt to communicate. Knowing a child well and having a close, consistent and positive relationship allows the child   |  |  |

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|      |  | <p>to express their feelings through their actions, behaviour, reactions and body language</p> <p>School understands the importance of routine, predictability, clear expectations and boundaries to help children feel calm and safe within the school</p> <p>All classrooms display a clear visual timetable</p> <p>We offer use of:</p> <ul style="list-style-type: none"> <li>- non-verbal communication cards</li> <li>- time out and opportunities to talk/draw/exercise in order to self-regulate</li> </ul> |   |                          |
| 3.10 | What support is available for older children who seek friendship inappropriately and place themselves in vulnerable positions?   |   | Focus on online safety and community safety | Spring & summer terms 21 |
| 3.11 | What support is available to children and young people, including any who are at particular risk or who have disclosed abuse? What about during school holidays? How are children made aware of Childline? | <ul style="list-style-type: none"> <li>- Staff mentor assigned</li> <li>- in-house Team Around The Child</li> <li>- referrals for specialist support</li> <li>- SPA: Multi agency early help assessments, TAC meetings</li> <li>- close and regular contact with social workers</li> <li>- establish who/what is the safe family network and liaise regularly with them</li> <li>- enlist support from wider social community eg family friends (of other pupils within the school)</li> </ul>                      |   |                          |

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|      |  | <p>We work with local holiday provider (NSSport) to help facilitate free places at holiday clubs</p> <p>We continue to support families practically eg by working with charities to continue to provide food bags</p> <p>We promote the local FUEL offer</p> <p>The school teaches the NSPCC PANTS RULE. Featured on wall display in school corridor. Visits from NSPCC, eg Speak Out campaign</p> <p>The children are made aware of the purpose and contact details of Childline in dedicated safeguarding assemblies. The phone number is displayed on the downstairs corridor.</p> <p>Role play and scenario training in class and in assemblies support children to recognise vulnerabilities and teach strategies to keep themselves safe</p> <p>The school has secured ELSA training for a member of staff, commencing 10/21</p> |  |  |
| 3.12 | <p>Who is the Designated Teacher for LAC? How does s/he promote the achievement of LAC?</p> <p>How many are there and what is the trend?</p> <p>What support is in place for care leavers?</p> | <p>The LAC is the DSL</p> <p>First LAC child: taken into foster care 9/21</p>  |  |  |

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|      |  | <p>Termly PEP review meetings with the Virtual School ensure progress is being made towards targets in all areas of the child's life. The targets match with the SEND support the child receives</p> <p>The designated governor for LAC is Anna Brown.</p>                                   |   |  |
| 3.13 | What training has s/he had and when?   | <p>ePEP and joining the Virtual School: training by Virtual School 9/21</p> <p>LAC Forum: 9/11/21</p> <p>Next Forums: 1/2/22<br/>24/2/22</p>   | Governor training                           | Planned for 28/3/22 via AFC Virtual school |
| 3.14 | What issues were identified in the annual report by the designated teacher for LAC to governors and how were they dealt with? This should happen annually. | First annual report will be due summer 22  | First LAC Report to Governors due summer 22 | DSL summer 22                              |
| 3.15 | How are staff made aware of any information they need to keep LAC safe?  | <p>Relevant staff are kept up to date with LAC procedures and situations by the DSL team</p> <p>Any concerns are logged on CPOMS</p> <p>Termly PEP meetings with the virtual school share information with staff</p>   |   |  |
| 3.16 | How does the school identify children who are young carers and assess and respond to their needs?  | <p>As a small school we know our families well and teacher/parent relationships and communication is good. Children are identified early.</p> <p>Once identified:</p> <ul style="list-style-type: none"> <li>- close and frequent home/school communication is the key to keeping</li> </ul> |   |  |

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|  |  | <p>everyone involved with the child up to date with the situation (Team around the child). This will also involve the attached social worker</p> <ul style="list-style-type: none"> <li>- the DSL/SENCO may complete referrals for additional services/professionals to be involved eg secondary school staff due to receive the child (y6 transition) eg attached school nurse</li> <li>- with parental permission, referrals are made by DSL/SENCO to 'Richmond Carers' who offer access to support groups and school holiday activity packs and camps to support the carers happiness levels and provide respite</li> <li>- the DSL/SENCO in partnership with the class teacher set up mentoring whereby the child is given the opportunity to meet regularly and chat about their life and express their feelings. Signs of Safety and Happiness scales included</li> <li>- the school may reach out for help and support from other parents/carers eg arrange for other parents/carers to bring and collect the carer to and from school each day (practical help)</li> <li>- the school will offer financial help, provide food parcels, fund after school club places and wrap around care where required. (practical help)</li> <li>- school phone messages and emails are accessed through school holidays</li> </ul> |  |  |
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|      |   | so that the family has continuous contact and support if needed  |   |  |
| 3.18 | How do you know whether all pupils in your school feel safe? <b>In school and out of school?</b>                                    | Annual pupil survey<br><br>Talk to Learners: formally and during monitoring activities. THIS SHOULD BE PART OF ALL LESSON OBS/LEARNING WALKS   |   |  |
| 3.19 | How are children at risk of, or victims of FGM, identified and supported?<br>How many potential/actual cases have staff reported?   | Staff have been trained on FGM what to look out for and what to do. Staff are aware it is a mandatory duty to report. Key information is displayed on the staff safeguarding notice board in the staff room<br><br>Potential/actual cases reported: none   | Refresher training required   | Staff internal training summer 22<br>DSL |
| 3.20 | What have we done to ensure an effective response to a transgender or intersex child and their parents? <b>NB Equality Act 2010</b> | Change from boy/girl uniform to winter/summer uniform  | Plan required for response to transgender or intersex child and their parents/carers                        | SLT autumn term 22                       |
| 3.21 | What systems are in place to monitor whether pupils/students are on or off site during the school day?                              | Children attending Breakfast Club enter via the school main reception and are registered by Breakfast Club staff<br><br>All teachers register their classes twice a day<br><br>Supervised single entry and exit gates onto the school grounds ensure children are dropped off and picked up safely by parents/carers, minimising chances of children going missing or leaving without permission | More clearly defined processes regarding punctuality and attendance to be agreed with support from the EWO. | Headteacher autumn term 21               |

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|      |   | <p>Parents/carers are aware through newsletters/parent information meetings/welcome pack/ that pupil absence must be reported by phone or email as soon as possible</p> <p>School administrative staff take note and inform teachers. School administrative staff also identify children with unexplained absence (from class daily register) and follow up such cases by persistent attempts to contact the family</p> <p>For pupils with low attendance, failure to attend school is shared with the safeguarding team</p> <p>In concerning cases a monitoring log is kept and forms the basis of intervention to remove barriers and improve school attendance</p> <p>EWO support</p> |  |  |
| 3.22 | <p>How many contacts do you hold on file for each child's family?<br/>What systems are in place to respond effectively when a child unexpectedly goes missing from school and a relevant adult cannot be contacted?</p> | <p>We ask for four contacts in our school registration forms</p> <p>Report to Police/SPA/EWO</p>   |  |  |
| 3.23 | <p>How are decisions made about taking children off roll?</p>   | <p>A child is taken off roll when the family supplies a reason, new address and new school details</p>   |  |  |

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|          |  | If the family has a safeguarding history, the school will verify details. Referral for EWO support is made if there are concerns   |  |                                    |
| <b>4</b> | <b>Risk Assessment</b>   | <b>What's in place?</b><br><b>Evidence of impact</b>   | <b>Actions to be taken</b>   | <b>By whom?</b><br><b>By when?</b> |
| 4.1      | Does the school have a business continuity plan? Does it include circumstances such as those created by COVID 19?  | No   | Find out what a business plan is and work towards having one   |                                    |
| 4.2      | What systems are in place to ensure that all Health and Safety guidelines are met?   | Training attended by SBM regarding Health and Safety<br><br>Training cascaded to Premises Manager<br><br>Health and Safety Policy approved by the Premises Committee on 13/1/21, next review due 1/23  | Half termly walks with SBM, Premises Manager and Head or DSL to note possible health and safety issues, identify actions and timescales                            |                                    |
| 4.3      | What is the system for carrying out risk assessments when they are needed? (individual children, areas of the school, educational visits).<br><br>Are there templates to use? How is implementation of recommendations monitored?<br>Do you use EVOLVE or a similar system to record issues to do with site and premises?<br>How do governors check risk assessments for robustness? | School trips are risk assessed using a template<br><br>Trips involving water and residential trips are also approved by the LA and this requires additional assessments to be completed<br><br>Extraordinary activities on site are risk assessed<br><br>Risk assessments take place in response to changes in circumstances, eg COVID-19 specific risk assessment | Review risk assessment procedures required for areas around school and edu trips (on a whole group and individual level)<br><br>Governors to access for robustness |                                    |

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|     |  | <p>Personal risk assessments take place where necessary - for example a risk assessment was recently made to support a child with SEN access to a residential trip</p> <p>Advice is sought from trip providers and Action HR to inform risk assessments and ensure they are robust</p> <p>Risk assessments are circulated to staff as appropriate</p> |  |  |
| 4.4 | How does the BOARD ensure that the school assesses work experience arrangements to ascertain whether they amount to regulated activity and a DBS and Barred List check is required?  |   |  |  |
| 4.5 | How and when does the BOARD review any policies and procedures relating to exchange programmes or the use of 'host families' to ensure that the school is compliant with safeguarding procedures pertaining to Regulated Activity and possibly Private Fostering where applicable? |   |  |  |
| 4.6 | How does the school ensure that any provider of pre/after school activity has been DBS checked?  | <p>They sign a contract to confirm they have a DBS and public liability insurance</p> <p>We also ask for proof of the original DBS certificate and photo ID when the club starts. Also each club completes a letter of assurance, this letter asks the organisation to confirm that they comply with the DBS code of practice</p>                     |  |  |

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| 4.7      | How does the school check whether adult/child ratios are adhered to?   | We have a contract stating the adult/child ratio and this is discussed prior to the club starting   |  |                                    |
| 4.8      | What child protection and other safeguarding training do those providers undertake?<br>How do you know?  | The signed letter of assurance states that the club will adhere to the schools safeguarding policies.   |  |                                    |
| 4.9      | How does the school monitor safeguarding of their pupils when placed in alternative provision?   | There is always a member of staff around when an external club is going on  |  |                                    |
| <b>5</b> | <b>First aid and Medical conditions</b>  | <b>What's in place?</b><br><b>Evidence of impact</b>  | <b>Actions to be taken</b>                           | <b>By whom?</b><br><b>By when?</b> |
| 5.1      | <b>How many pupils have life threatening medical conditions if not correctly managed?</b><br><b>How are staff made aware of them? NB Data protection.</b><br>How many have a health care plan?<br>Which agencies contributed?<br>NB medical tracker<br>What additional training for staff has been delivered to ensure sufficient competence in supporting children with medical conditions?<br>How are their medications managed to ensure that they <b>are up to date and accessible?</b><br>How and when are their care plans reviewed? | Asthma: 13 students<br>EpiPens: 1 student<br><br>Staff are made aware of medical or dietary conditions by having a photo with information in each class and the medical room<br><br>Health care plans are provided by GPs or consultants, we are for these for students who have asthma and EpiPen students<br><br>Five members of staff are First Aid trained<br><br>All staff have had EpiPen training<br><br>Medication kept at school is checked termly to make sure it is in date and usable | Review Supporting Children with Medical Needs Policy | December 21 DSL with governor AB   |

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|     |   | <p>Ongoing medication and care plans are review yearly or when a new student starts school</p> <p>Supporting Pupils with Medical Conditions Policy approved by the full governing board on 15/10/19, next review due 10/21</p> |  |  |
| 5.2 | <p>What are the requirements re number of staff who should be available to administer first aid?<br/>Does the school meet them?<br/>Have they all received training approved by the H and Safety Executive?</p> | <p>Five members of staff are First Aid trained</p> <p>Duty timetable displayed in all school rooms</p>   |  |  |
| 5.3 | <p>Are notices about the location of first aid boxes, facilities and first aiders in prominent places? How regularly are they checked and by whom?</p>  | <p>Ongoing medication and care plans are reviewed yearly or when a new student starts school</p>   |  |  |
| 5.4 | <p>How do we ensure that children with medical conditions are supported so that they have full access to education, including school trips and further education?</p>   |  |  |  |
| 5.5 | <p>Do we have in place an intimate care plan for every child who needs it?<br/>Have these been agreed with parents?</p>   | <p>All care plans are provided by the GP or consultant via the parents/carers</p> <p>Intimate Care Policy approved by the full governing board on 25/6/20, next review due 6/22</p>  |  |  |
| 5.6 | <p>How do we ensure privacy for the child without leaving children and staff vulnerable to allegations of abuse?</p>  | <p>Children's photos and information on their medication is kept in a secure place only visible by school staff</p>  |  |  |
| 5.7 | <p>What is the impact of the primary PE and sport budget on children in the school? E.g. obesity, mental health. See <a href="#">link</a><br/>How do you know?</p>  | <p>?</p>   |  |  |

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| 5.8      | What insurance cover do we have in the event of a claim being made against the employer/school?   | ?  |  |                                    |
| <b>6</b> | <b>Behaviour management</b>   | <b>What's in place?</b><br><b>Evidence of impact</b>   | <b>Actions to be taken</b>   | <b>By whom?</b><br><b>By when?</b> |
| 6.1      | How and when is the behaviour and anti-bullying policy, within school and beyond the school gates, monitored and evaluated?<br>What part do pupils take in the process? | School Behaviour Policy approved by the Curriculum Committee on 8/6/21, next review due 6/23<br><br>Anti-Bullying Policy approved by the full governing board on 25/6/20, next review due 6/22   |  | DSL with SLT                       |
| 6.2      | When was this policy last revised? By whom? How?<br>What were the findings and what action was taken?   | School Behaviour Policy approved by the Curriculum Committee on 8/6/21, next review due 6/22<br><br>Anti-Bullying Policy approved by the full governing board on 25/6/20, next review due 6/22<br><br>Designated governor for behaviour is Sheila Butterly |  | SLT spring 22                      |
| 6.3      | How are incidents of bullying and racism logged? Who monitors the process?<br><br>What did the latest analysis tell you?<br>What was done about that? Impact?           | CPOMS introduced 9/21  | Create a more robust bullying and racism log via CPOMS<br><br>Schedule of monitoring CPOMS needs to be established - what we monitor and when. | SLT January 22                     |
| <b>7</b> | <b>Data protection</b>  | <b>What's in place?</b><br><b>Evidence of impact</b>   | <b>Actions to be taken</b>   | <b>By whom?</b><br><b>By when?</b> |
| 7.1      | What has the school done to ensure that it complies with the tightened GDPR legislation?  | Staff audit was carried out 1/11/21 to establish baseline understanding of   | Action plan of training needs, once audit has been analysed  | Spring term 22<br>EF               |

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|     |  | <p>GDPR and current levels of compliance.</p> <p>Dedicated GDPR section on the Staff room staff noticeboard (sharing information)</p> <p>Data Protection Policy, Fair Processing Notice (Privacy Notice) and Photography &amp; Video Consent Form approved by the Finance &amp; Resources Committee on 7/5/21, next review due 5/23</p> <p>Freedom of Information Publication scheme approved by the Finance &amp; Resources Committee on 19/3/21, next review due 3/23</p> <p>Designated governor for GDPR is Chris Hopkins</p> |  |  |
| 7.2 | How does the school ensure that confidential Child Protection information on a pupil is transferred (having been copied) when the pupil transfers to or from another school? | <p>CP records are either hand delivered or posted with recorded delivery to receiving school. A copy is retained by the school. Phone conversations with the receiving Headteacher/DSL or teacher will always follow</p> <p>A school CP request form is sent to a previous school (with SA envelope included) before the child starts or promptly after they join the school. Induction meetings with the child and requests for other school records are also made. Phone conversations with</p>                                |  |  |

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|          |   | previous schools will always take place if safeguarding issues have been highlighted   |  |  |
| 7.3      | How effective is the transfer of information about pupils transferring to this school?                            | Transfer information is vital for a smooth and safe transition. DSL/SENCO overseas transfer information and liaise with relevant staff, professionals, parents/carers and children, eg the school was able to secure an EHCP within a year for a vulnerable, high learning needs child due to the comprehensive records that were transferred from the previous school     |  |  |
| <b>8</b> | <b>Parents and carers</b>   | <b>What's in place?</b><br><b>Evidence of impact</b>   | <b>Actions to be taken</b>   | <b>By whom?</b><br><b>By when?</b>                               |
| 8.1      | How does the school ensure that parents/carers know about the school's role in child protection and safeguarding? | 'Safeguarding team/What to do if concerned' displayed in the entrance to the school and around the school<br><br>Safeguarding information sheet given to visitors at reception<br><br>Safeguarding issues highlighted in weekly school newsletter<br><br>Permission requests from parents/carers before teaching particular aspects of safeguarding, health and well-being | Reinstate safeguarding information sheet for visitors (removed due to COVID-19)<br><br>Adapt to create information leaflet to parents/carers | As lifting of COVID-19 restrictions happen<br><br>Summer term 21 |

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| 8.2 | <p>How do staff create and use opportunities to encourage all parents/carers to communicate about issues that concern them?<br/>To what extent are domestic violence and mental health an issue with parents?</p> | <p>Open, trusting and positive relationships and regular communication with parents/carers support parents/carers to disclose and ask for help. Very small and supportive community. Class parent/carers representatives sometimes seek help on a parent/carer's behalf</p> <p>Mental health currently appears to be a larger issue. There have been no direct disclosures of domestic violence from children or parents/carers over the last year</p>   |  |  |
| 8.3 | <p>How does the school inform parents/carers of support available within the school and the community?</p>  | <p>Case by case, SENCO/DSL &amp; safeguarding team liaise and listen to parents/carers about concerns and then offer in house help or signpost for relevant support within the community, eg Richmond SEND Local Offer/Richmond Furniture Trust</p> <p>Information about local opportunities is often emailed to the school and the school forwards on via our parent communication systems:</p> <ul style="list-style-type: none"> <li>- weekly newsletter</li> <li>- Scopay text</li> <li>- direct contact</li> <li>- via class parent representative, eg holiday camps</li> </ul> |  |  |
| 8.4 | <p>How does the school gather information from parents/carers about their views on children's safety?</p>   | <p>Annual parental survey</p>  |  |  |

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| 8.5      | <p>What guidance does the school offer, and how frequently, to parents/carers on e-safety? Prevent? FGM? Knife crime? County lines?</p> <p>What about parents/carers who don't attend workshops?</p> <p>Are there resources on the website? Do parents find them useful?</p>   | <p>Information is shared with parents/carers prior to working with the children on sensitive or controversial issues</p> <p>Online safety tips for parents/carers and parent control info is advertised on the school website (need to check) and sent out annually to parents in the weekly newsletters</p> <p>Online Safety Seminar for parents by Local Community Liaison Officer - PC Mick: 24/3/22</p> | <p>Offer more formal guidance to parents/carers on safeguarding matters</p> | <p>Online safety week Spring 21</p> <p>Planned for week beginning 28/2/21</p> <p>WB &amp; SD</p> |
| 8.6      | <p>How many complaints were logged by the head in the past term?</p> <p>What issues relating to safeguarding did the analysis raise?</p> <p>What if any changes in practice ensued?</p>  | <p>None</p>   |   |  |
| <b>9</b> | <b>Curriculum</b>  | <b>What's in place?</b>   | <b>Actions to be taken</b>  | <b>By whom?</b>  |
|          |  | <b>Evidence of impact</b>   |   | <b>By when?</b>  |
| 9.1      | <p>What procedures are in place to ensure the safe use of the internet and other electronic media in school?</p> <p>The link to E safety audit tool is <a href="http://www.360safe.org.uk/">http://www.360safe.org.uk/</a></p> <p>The link to childnet resources is <a href="http://www.childnet.com/resources">http://www.childnet.com/resources</a></p> <p>Guidance about sexting can be found at <a href="#">link</a></p> | <p>Online Safety Policy approved by the Premises Committee on 25/6/20, next review due 6/22</p> <p>The designated governor for Online Safety is Josh Desouza</p> <p>Staff contract: responsible use of IT (new staff induction by DSL)</p> <p>Staff Code of Conduct and Staff Handbook discuss appropriate use of</p>   | <p>Renew children's contract</p>  | <p>Children's contract renewal: 2/22 in line with Online Safety Week</p> <p>WB &amp; SD</p>      |

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|     |  | <p>technology both inside and outside school</p> <p>Pupil contract (two formats – KS1 and KS2)</p> <p>Reminder information for children displayed in computer suite</p>  |   |          |
| 9.2 | <p>Which member of staff has defined responsibilities re E safety?</p> <p>What training and support do staff receive about E safety?</p> <p>E safety internet day – school participation?</p> <p>Who checks that there are effective filters and monitoring systems to protect learners from harmful online material?</p>  | <p>DSL overall responsibility (detailed in online policy) working in partnership with Sally Derby (Computing Coordinator)</p> <p>ClickOnIt London Ltd, our school's ICT management company, ensures filters and firewalls are in place</p>   | <p>Participation in Safer internet Day 18/02/22</p> <p>Online safety week including staff training/revisiting staff and pupil contracts</p> | 18/02/22 |
| 9.3 | <p>How does the school help children to know when they are at risk and what to do about it? E.g. personal safety, FGM, self-esteem, anti-bullying, racism, homophobia, sex and relationship education, grooming, trafficking, mental health, extremism, substance abuse, sexting, radicalisation forced marriage etc.) <b>See list at appendix 2</b></p> <p>Relationships Education (Primary), Relationships and sex education (Secondary), and PSHE? What resources have been accessed?</p> | <p>Assembly presentations from DSL and external agencies, eg NSPCC</p> <p>PSHE and circle time sessions</p> <p>Focus week/day, eg Safer Internet Day</p> <p>RSE -Whole school scheme</p> <p>PHSE – whole school scheme (Jigsaw)</p> <p>Visit/talks by NSPCC</p> <p>Y5&amp;6 puberty talk by school nurse or safeguarding governors (AB or CCS)</p> | <p>Book NSPCC for this year's visits</p>  |          |

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|     |  | <p>Anti-Bullying Policy approved by the full governing board on 25/6/20, next review due 6/22</p> <p>PSHE Policy approved by the Curriculum Committee on 8/6/21, next review due 6/23</p> <p>RSE Policy last reviewed by the Curriculum Committee on 4/11/20, next review due 11/22</p> <p>Designated governor for Relationships, Sex &amp; Health Education (RSHE) is Catie Terry.</p> <p>Designated governor for Black &amp; Minoritised Pupils (B&amp;MP) is Catie Terry.</p> |   |  |
| 9.4 | <p>How does the school deal with the Prevent duty?<br/>See<br/><a href="https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a><br/><br/><a href="https://www.gov.uk/government/publications/channel-guidance">https://www.gov.uk/government/publications/channel-guidance</a><br/>How many staff have been trained?<br/>How many governors have been trained?<br/>How many referrals to Channel have been made?<br/>What was the response?</p> | <p>Prevent training received by staff and governors (AB, CT, CHu, MFC): 1/11/21</p> <p>All reports and incidents are recorded on CPOMS- DSL team alerted and plan of response made e.g. alert Police</p>   | <p>Prevent Duty staff training required</p> <p>Scenario discussions and quizzes to test knowledge in staff meetings</p> | <p>Achieved 01/11/21</p> <p>Staff meetings</p> |

| 10   | Governors   | What's in place?<br>Evidence of impact   | Actions to be taken   | By whom?<br>By when?                 |
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| 10.1 | <p>a. Who are the designated governors with responsibility for safeguarding and child protection?</p> <p>b. Have they got a job description? What does their role entail?</p> <p>c. What training have these governors undertaken in the last year?</p> <p>d. Has the whole board received general safeguarding training? When?</p>                                       | <p>Anna Brown &amp; Celine Carter-Smith</p> <p>Safeguarding Level 2 incl Prevent INSET 1/11/21: AB, MFC, CHu, Catie Terry (CT)</p> <p>Safeguarding Update Day (diocese) 21/10/21: Fr Adrian McKenna-Whyte</p> <p>Online Safeguarding for Governors 15/6/21: CCS</p> <p>Safeguarding: The Governing Board's Role 27/4/21: CCS</p>                       |   |                                      |
| 10.2 | <p>How and when does the DSL report on Safeguarding and child protection to the Board?</p> <p>What action followed the presentation of the most recent report? What role do governors play in following up to ensure the action has taken place?</p>  | <p>Termly DSL &amp; safeguarding governor review meetings. Next visit 28/11/21</p>   | <p>Audit to be included in annual governor's report</p>                                 | <p>June 22</p>                       |
| 10.3 | <p>Is there a schedule for the monitoring, evaluation and review by the board of <b>statutory policies</b> and procedures regarding safeguarding and child protection? Is it being followed?</p> <p>When was the school's Child Protection Policy last reviewed? How was the review managed? Which BOARD committee received the report? What action resulted and why?</p> | <p>Clerk to the Governors (JH) holds a schedule for the reviewing of all policies and procedures related to safeguarding</p> <p>Safeguarding and CP Policy approved by the full governing board 26/11/20, currently under review</p> <p>Chair, CHu and the DSL update the policy annually based on changes identified in the latest version of the</p> | <p>Safeguarding and CP Policy to be reviewed by the full governing board on 8/12/21</p> | <p>DSL then full governing board</p> |

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|           |   | KCSIE, AfC, and changes in school procedures.  |                            |                                    |
| 10.4      | How do Governors ensure that safeguarding arrangements are compliant with statutory duties?   |  |                            |                                    |
| 10.5      | How do you ensure that the SG governors respect the confidential nature of their work?  | Included in the governor job description?  |                            |                                    |
| 10.6      | How does the board monitor the effectiveness of support for children –on child protection plans; with health care plans; looked after; subject to EHA, children caring for others, or those where there are concerns about attendance or behaviour? | Termly meeting between DSL/SENCO and safeguarding governors (AB and CCS)   |                            |                                    |
| 10.7      | How do governors know if pupils feel safe and know which adults to approach if they have any concerns?  |  |                            |                                    |
| 10.8      | How does the board promote the wellbeing of the head?   |  |                            |                                    |
| 10.9      | How does the board ensure that 2 safeguarding governors are competent to test the evidence base in an audit created by the staff?   |  |                            |                                    |
| 10.10     | Have all new governors, since September 2018, been checked to identify if they are barred under Section 28 See annex 1.   |  |                            |                                    |
| 10.11     | Are your governors scrutinising the exclusions data and assuring themselves of your schools practices around all exclusions and off rolling?  |  |                            |                                    |
| <b>11</b> | <b>Allegations against Staff, governors and children</b>  | <b>What's in place?</b><br><b>Evidence of impact</b>   | <b>Actions to be taken</b> | <b>By whom?</b><br><b>By when?</b> |
| 11.1      | Does the Board have a policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that comply with guidance from the LA and locally agreed inter- agency procedures?                    | Whistleblowing Policy approved by the Finance & Resources Committee on 24/3/20, next review due 3/22<br><br>Whistleblowing Policy and whistleblowing helpline information is displayed on safeguarding noticeboard in school staffroom and |                            |                                    |

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|      |  | discussed at annually at September INSET   |   |                             |
| 11.2 | How many staff have been the subject of an allegation by a pupil in the past year?<br>What was the process followed?<br>What was the outcome?  | None   |   |                             |
| 11.3 | Have there been any allegations of child on child sexual abuse? If so, how were they managed?<br>NB This must be covered in the CP policy together with sexting.   | No allegations made this academic year<br><br>Historically a small number of minor incidents have been raised by children. All have been considered by the safeguarding team and parents/carers informed. All incidents have been concluded as unintentional accidents, eg a child falling over and accidentally brushing against another child<br><br>All incidents/allegations are recorded on CPOMS, alerted to and discussed with the safeguarding team, and action taken on a case by case basis based on the facts and contextual evidence |   |                             |
| 11.4 | How are staff made aware of the procedures the school must follow when an allegation of abuse has been made against the head teacher or a member of the school staff, volunteers, visitors or governors? | Staff are aware of whistleblowing procedures via in-house training<br><br>The policy includes a flow chart of procedures as an appendix<br><br>The policy, and helpline phone number, is displayed on the staffroom safeguarding noticeboard   | Refresher training required including quiz to check understanding | Autumn 21 staff meeting DSL |

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| 11.5      | Which member of the board is designated to follow the procedure in the event of an allegation against the headteacher?   | Anna Brown  | Remind staff of how to contact safeguarding governors (AB and CCS) privately |  |
| 11.6      | How do you ensure that your procedures for reporting such allegations to the LA are followed?  | Immediate contact and advice from LADO  |  |  |
| 11.7      | What does the school do to reduce the likelihood of allegations against staff and volunteers?  | All staff are aware of the school's Physical Intervention and Intimate Care policies (included in new staff induction)<br><br>Staff know to be visible and in earshot of another member of staff when disciplining or dealing with sensitive incidents/issues with children | Refresher training on intimate care and physical intervention                | DSL Summer 21                                |
| 11.8      | Who is trained in restraining students? How are incidents recorded? How frequently is the data analysed to identify patterns or trends?<br><br>Did any lead to an allegation that a member of staff harmed a child?          | Physical Intervention Policy approved by the full governing board on 25/6/20, next review due 6/22<br><br>This is included in all new staff induction training<br><br>No current staff have specific restraining training   | Refresh internal training on physical intervention                           | Staff meeting training<br><br>Summer term 22 |
| <b>12</b> | <b>Site maintenance and security</b>   | <b>What's in place?</b><br><b>Evidence of impact</b>  | <b>Actions to be taken</b>   | <b>By whom?</b><br><b>By when?</b>           |
| 12.1      | What steps are taken to manage public access to the site and buildings?<br><br>What is the lockdown procedure and are children familiar with it?<br>What is the fire evacuation procedure and are children familiar with it? | New access arrangements were put in place following the last safeguarding audit by the local authority 2/18<br><br>Lockdown procedures were co-produced with staff  | Need to fix date for autumn term 21 fire evacuation practice                 | DSL spring term 22                           |

|      |   |  |   |  |
|------|---|--|---|--|
|      |   | <p>Lockdown Policy last reviewed by full governing board on 23/6/21, next review due 6/23</p> <p>Guidelines are displayed next to all interior doors</p> <p>Lockdown staff WhatsApp group</p> <p>Lockdown siren tested with all staff at annual September INSET</p> <p>Termly (scenario-based) fire evacuation practice</p> <p>Guidelines displayed next to all interior doors</p> |   |  |
| 12.2 | Where there are CCTV cameras, how are the monitors positioned?  | <p>Eight working cameras covering school entrance/exits, playground and bike shelter area</p> <p>Monitors in front office</p> <p>CCTV Policy last reviewed by the Premises Committee on 13/1/21, next review due 1/23</p>  | <p>Change the angle of the bike shed camera to make a wider area visible</p> <p>Camera required for soft ground area in front of school doors</p> | Spring term 21   |
| 12.3 | What areas of weakness in site security have been identified and how are they addressed?  |  |   |  |
| 12.4 | How frequent are health and safety inspections of the site? Who does them?<br>Are pupils consulted/involved?<br>How are governors involved? | <p>Health &amp; Safety Policy last reviewed by the Premises Committee on 13/1/21, next review due 1/23</p> <p>Designated governor for Premises/Health &amp; Safety is Josh Desouza</p>   | <p>Monthly walk round DSL with Premises Manager</p>   | <p>First Tuesday of every month DSL and Premises Manager</p> |

|      |  |  |  |     |
|------|--|--|--|-----|
| 12.5 | How are defects recorded?<br>How often is the log checked and by whom?   |  |  | TBC |
| 12.6 | When the school hosts or organises extended curriculum activities what steps are taken to ensure compliance with safeguarding policy and practice? |  |  |     |

**Appendix 1**  
**Complying with Safeguarding requirements**

complete a Single Central Record (SCR), then it is failing to meet the current government requirements.

| Pre appointment checks of successful applicant |  | Fully in place | Partly in place | Not in place | Who checked? | When checked? |
|--|--|----------------|-----------------|--------------|--------------|---------------|
| 1  | Identity. Retained docs. Addresses, DoB  |                |                 |              |              |               |
| 2  | DBS Enhanced check for all who will be in regular but <b>supervised</b> contact with children, including governors   |                |                 |              |              |               |
| 3  | DBS Enhanced check and barred list check for all who will be in regulated ( <b>unsupervised</b> ) contact with children. NB portability, update service and status checks. 135. KCSiE Where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment. <b>NB See point 8</b> |                |                 |              |              |               |
| 4  | Qualifications, status and, <u>for teachers who obtained QTS after 7/5/99, proof that statutory probation year has been completed.</u>   |                |                 |              |              |               |
| 5  | Eligibility to work in the UK. Retain docs   |                |                 |              |              |               |
| 6  | Lived or worked outside of UK  |                |                 |              |              |               |
| 7  | Not subject to a Prohibition Order or interim Prohibition Order. <b>N.B. Also check applicants for TA posts</b>  |                |                 |              |              |               |
| 8  | Not prohibited from management of Independent Schools inc academies (Section 128). If so they are they are not eligible to be a governor in a maintained school.   |                |                 |              |              |               |
| 9  | Not disqualified under the 2006 Childcare Act  |                |                 |              |              |               |

The checklist on the right is a useful way of confirming whether or not the school's SCR meets all known requirements. i.e not just those listed in KCSiE.

See appendix 2 for relevant policies and documents

DBS checks of volunteers must also be recorded on the SCR.

**N.B. It is highly advisable to check the identity of referees as people have been found to write their own references.**

See next page re supply staff

If an institution cannot demonstrate that the required Barred or enhanced DBS checks are complete or being carried out in order to

**For supply staff schools and other providers should also include**

|    |   | <i>Fully in place</i> | <i>Partly in place</i> | <i>Not in place</i> | <i>Who checked?</i> | <i>When?</i> |
|----|---|-----------------------|------------------------|---------------------|---------------------|--------------|
| 10 | whether 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<br>• |                       |                        |                     |                     |              |
| 11 | whether any enhanced DBS check certificate has been provided for the member of supply staff. <u>You need to see the certificate not just the number</u>   |                       |                        |                     |                     |              |
| 12 | the date that confirmation was received   |                       |                        |                     |                     |              |

**Appendix 2**  
**XXXXX School.**

**Page 18 in the September 2020 edition of Keeping children safe in Education has this to say about safeguarding policies:**

**i. Safeguarding policies and procedures**

1. 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.

This should include:

☐ Individual schools and colleges having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB). It should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means.

☐ A staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

☐ Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

- Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Further information [link](#)

- Further information on schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school role at standard and non-standard transition points can be found in the department's statutory guidance: [children missing education](#).

- Further information for colleges providing education for a child of compulsory school age can be found in: [full-time-enrolment of 14 to 16 year olds in further education and sixth form colleges](#).

- General information and advice for schools and colleges can be found in the Government's [missing children and adults strategy](#).

The above is not intended to be an exhaustive list. These policies and procedures, along with Part one of KCSiE and information regarding the role and identity of the designated safeguarding lead (and any deputies), should be provided to all staff on induction.

**The following lists the statutory policies, documents and issues relevant to safeguarding that are statutory (in bold) and many other issues that come under the umbrella of safeguarding..**

**Further information about some of the aspects of safeguarding can be found at annex A.**

- Arrangements for site security
- Breast ironing
- **Bullying**
- Child carers
- **Child missing from education**
- Child missing from home or care
- **Child protection including Child on child sexual abuse and sexting**
- Child sexual exploitation (CSE)/trafficking - see below
- **Child criminal exploitation (CCE)e.g. County lines**
- **Children with SEND**
- **Complaints procedure**
- **Data protection**
- **Dealing with allegations made against staff**
- Domestic violence. See below.
- Drug and substance misuse
- E-safety strongly recommended
- **Equality objectives (9 protected characteristics NB transgender and intersex pupils (See below)**
- Fabricated or induced illness
- Faith abuse
- Gambling
- Gangs and youth violence, knife crime
- Gender-based violence/violence against women and girls (VAWG)
- Harassment and discrimination
- **Health and safety including site security, fire safety, lock down procedures**
- Homelessness
- 'Honour based' violence (i ncludes FGM and forced marriage)
- Intimate care (where appropriate) and emotional well being
- Looked after children
- **Meeting the needs of pupils with medical conditions**
- Mental health
- **Performance management**
- Poor parenting particularly in relation to babies and young children
- Preventing Radicalisation. See below
- Private fostering
- Providing first aid

- **Pupil discipline and anti-bullying including cyber bullying**
- Racist incidents monitoring log
- **Register of attendance** –See Chadrack Mulo SCR
- **Risk assessments –children, staff, locations and educational visits**
- Safer recruitment policy and procedures strongly recommended
- **Sex education**
- Sexting/youth produced sexual imagery, **must be covered in CP policy**
- Self harming
- **Single central record**
- **Staff code of conduct/behaviour policy**
- Suicide risk
- Wellbeing of head and staff
- Teenage relationship abuse
- Upskirting
- Use of physical intervention
- **Whistle blowing**

Many local authorities provide a lengthy model safeguarding policy. In some cases much of it consists of information about an issue rather than how to deal with it.

An alternative approach is to agree Safeguarding **principles that will underpin the school's approach to safeguarding.**

The following examples are taken from the Safer Recruitment Consortium's 'Guidance for safer working practices for those working with children and young people in education settings'. 2015. (Lightly edited).

2. The welfare of children is paramount. They must be able to keep themselves safe.
3. Parents and carers should understand that our first priority is always the welfare of the child.
4. Expressions of concern should always be investigated and record keeping should note details of the incident/concern, decisions made, action taken and outcomes in accordance with the school policy for keeping and maintaining records.
5. The senior designated person for safeguarding should be the initial and key source of information and support for staff in addressing any incident which may give rise to concern.
6. Staff should understand their responsibilities to safeguard and promote the welfare of pupils
7. Those raising concerns should be kept informed about progress within the constraints of maintaining confidentiality
8. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. They should work, and be seen to work, in an open and transparent way
9. Staff should acknowledge that deliberately invented/malicious allegations are extremely rare but do happen. All concerns should be reported and recorded without prejudice, preconceptions or assumptions.
10. Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern

11. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
12. Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
13. Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
14. Staff and managers should continually monitor and review practice to ensure this guidance is followed
15. Staff should be aware of and understand the schools policies and the Local Safeguarding Children Board LSCB procedures.

**Domestic violence** (It is important to recognise that many children will be living (or may have lived) in families where Domestic Abuse is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is: Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

**Faith related abuse:** This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home. Source: Francis Barber PRU

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. **Any known case of FGM involving an under 18 year old girl must be reported.**

The Multi-Agency Guidance on FGM gives the following advice to schools:

**Staff should be aware that any of the following might indicate FGM:**

Girls being withdrawn from PSD; they may be at risk as a result of the parents wishing to keep them uninformed about her body and rights;

A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.

Parent may take a girl out of the country for a prolonged period to a country where the practice is prevalent;

A girl may have frequent urinary or menstrual problems; spending longer than usual in the toilet;

Noticeable behaviour changes, particularly after prolonged absence;

Reluctance to undergo normal medical examinations;

Difficulty walking, sitting or standing.

**We will create an 'open' and supportive environment by:**

Raising awareness about FGM with students, parents and staff; circulating and displaying materials and information about FGM (books, DVDs etc);

Introducing FGM into PSD curriculum (and other subjects, e.g. Citizenship, PBE, Drama, History, Sociology);

Ensuring that the designated member of staff with responsibility for safeguarding is well informed of the issues;

Ensuring that a private telephone is available should students need to seek advice.

**Radicalisation**

The following extract is from [http://www.preventforschools.org/?category\\_id=40](http://www.preventforschools.org/?category_id=40)

*Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.*

*"In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)". [Prevent Strategy 5.34]*

*Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.*

*Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (Prevent Strategy).*

*We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of*

*Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism" (Prevent Strategy)*

*Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of their safeguarding responsibilities'.*

**See also**

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

<https://www.gov.uk/government/publications/channel-guidance>

**Trafficking Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse.

### **Transgender and intersex pupils**

The dictionary definition of transgender is:

*'Someone who feels that they are not the same gender (= sex) as the physical body they were born with, or who does not fit easily into being either a male or a female'.*

Figures indicate that over 200 primary school-aged children a year in the UK are now seeking help towards potentially changing their gender. Research indicates that 91% of trans boys and 66% of girls experienced harassment or bullying at school. The Equality and human rights commission stated that this has led to many gender variant children 'hiding their identity to the detriment of their self esteem' with many looking to 'leave school as soon as possible'.

See

<http://www.publications.parliament.uk/pa/cm201516/cmselect/cmwomeq/390/390.pdf> for House of Commons Women and Equalities Committee Transgender Equality First Report of Session 2015–16.

*'The term intersex was adopted by science in the early 20th century and applied to human beings whose biological sex cannot be classified as clearly male or female. An intersex person may have the biological attributes of both sexes or lack some of the biological attributes considered necessary to be defined as one or the other sex. Intersex is always congenital and can originate from genetic, chromosomal or hormonal variations. It may be a combination of all three elements. Environmental influences such as endocrine disruptors can also play a role in some intersex differences. The term is not applicable to situations where individuals deliberately alter their own anatomical characteristics.*

*Intersex people represent a significant percentage of the global population, from 1.7% (Anne Fausto-Sterling, sexologist, 2000) to 4% (various authors).'*

Source: Organisation Intersex International in the United Kingdom

Established by the Board on.....

**Written by Michele Robbins**

Based on DfE *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings* and guidance produced by Chestnut Grove School.