

Safeguarding Audit for The Hollyfield 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.....

Completed by Andrew Ratcligge (DSL) Sonali Patel (Deputy DSL) Vicki Jones (Governor)

Name: Andrew Ratcliffe
Position: DSL

Name: Sonali Patel
Position: Deputy DSL

UPDATED MARCH 2022

<p align="center">SAFEGUARDING and CHILD PROTECTION An audit for school governors, headteachers and staff 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.</p>				
1	Child Protection including training, meetings and CP conferences and Links with Agencies and other external bodies	What's in place and Evidence of impact	Actions to be taken	By whom? By when?
1.1	Who is the DSL for Child Protection and safeguarding in your school? Is this person a member of the school's SLT?	A Ratcliffe S Patel Yes Yes		
1.2	How many staff are in the Safeguarding team? Does each person in the Safeguarding Team have a <u>customised job description</u> that fully describes their role? (See KCSiE Sept 2020)	2 main members with additional support from pastoral staff Yes - roles are in job descriptions with specific responsibilities	Additional Staff trained at level 2 and 3	AFC by Feb 2021
1.3	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? What support/supervision is in place for the team including the DSL?	Yes, both are trained to level 3 and have been trained within the last 2 years. LCSB hubs attended termly. DSL mentor within the trust		
1.4	Have you informed the LA of any changes in your DSL?	Yes		
1.5	Who deputises when the DSL is not available? When was that person last trained?	S Patel. Last trained October 2021		
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	Reduced TT for DSL		

	time to attend strategy meetings, case conferences and core group meetings?	Staff attend all case conferences and as many core group meetings as possible. Cover provided in school as a priority. Non-teaching member of staff triage lower level issues		
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		What's in place. Evidence of impact	Actions to be taken	By whom? By when?
1.7	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?	On the 1 st day of the academic year every member of staff is trained. Teachers/Non-Teachers who were not present were trained soon afterwards. Staff who miss the training are seen separately once they return to school. New staff trained by A Ratcliffe and S Patel Staff also received Prevent training, County Lines, FGM and HSB training Written lists are available and all staff are trained. Staff quiz which is marked and assessed by A Ratcliffe ensures training is understood and HR keeps a list of staff who attend which is signed by them. FGM/Countylines and any new guidance and priorities are shared during the training.		
1.8	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?	A register is kept of all staff in school and training given when anyone is new.		

	What is the system for collating and reviewing information about each case/all cases? NB GDPR. CPOMS, MYCONCERN. SAFEGUARD	Staff know who the safe-guarding staff are, they know to go to the Head teacher if in doubt. Staff know who is on site to deal with any concerns. Photographs of Safeguarding Officers displayed in reception and the staff room. Safeguard my school is used to keep all records - accessed remotely		
1.9	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?	A Ratcliffe and S Patel meet weekly and when necessary daily to talk through cases. Yes SPA contact the school in line with guidance and are available to offer support and guidance. If a prompt response is not received then we follow up and may escalate if deemed necessary.		
1.10	What links exist with relevant agencies, particularly Education Welfare, Social Care, Police, Fire Service, the local Prevent Officer, and Health?	The community police officer attends meetings. He updates AR/KM on cases concerning students in school. He delivered social media training to Year 7 November 2020. EWS is involved with cases of CME. We have a linked social worker. A school nurse attends school one day a week.		
1.11	What are the arrangements resulting from the new multi-agency arrangements? Are your safeguarding governors aware?	Regular liaison with Lucy MacArthus from the LSCP. Attendance at DSL forums and then feedback to SG governors		
2	Recruitment, supervision and training of staff and volunteers	What's in place. Evidence of impact	Actions to be taken	By whom? By when?

2.1	Which staff and governors have undertaken face to face Safer Recruitment training in the past 5 years? What changes in practice were made as a result?	All SLT are safe recruitment trained with DSL/ DDSL and DHTs complying face to face training 3x Governors Updated safer recruitment policy from Nov 2020	More governors to be Safer recruitment trained Every panel as a safer recruitment trained member present	
2.2	How do you ensure that every appointment panel has at least one person on it who has undertaken safer recruitment training? Are a variety of safeguarding questions asked of applicants? Is each applicant asked personalised questions relating to information in their application form?	The Headteacher and personnel lead ensures a person is on the interview panel. A specific question is asked about safeguarding. All of SLT were SR trained this year.		
2.3	Where is the single central record of staff and other adults working in the school kept? Who inputs data? How often is that data checked by the head or his/her nominee? SEE CHECKLIST AFTER SECTION 12 How and when do the safeguarding governors check this? If in a MAT can details for individual academies be accessed easily?	On the O drive in personnel. Personnel Department. Yes and Headteacher checks termly. When they come to school.		
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? How does the school verify the identity of referees and has it obtained assurance from the supply agencies that they have done likewise?	The attached Governor will ask and can see relevant files. The HR department will monitor outsiders who come onto the school site. Agencies supply all relevant information relating to staff when bookings are made with the cover mangers.		
	Recruitment, supervision and training of staff and volunteers	What's in place. Evidence of impact	Actions to be taken	By whom? By when?

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? Is a record kept on their files?	Yes. Kept separately from teacher file		
2.6	What is in place to promote the wellbeing and mental health of staff?	The schools buys into a wellbeing package that includes private support for staff. Refers to OH School counsellor		
2.7	Is the staff code of conduct discrete from a staff handbook? Does it include reference to staff conduct and behaviour outside school which might compromise child safeguarding issues or bring the school into disrepute? How and when was it last monitored and evaluated? Can you give an example of where you have had to challenge a member of staff for non compliance with the code of conduct?	Both the staff handbook and code of conduct are explicit about what is and is not acceptable working practice. All staff are given the Safer Recruitment Consortium's 'Guidance for safer working practices for those working with children and young people in education settings'. 2015. link Unscheduled 'quizzes' test knowledge.		
2.8	How are updates on safeguarding procedures communicated to staff?	INSET sessions at the start of the academic year - twilight training sessions		
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 2020? How do you know whether all staff are aware of the key messages in part One?	All staff are given a copy and signed to say they have read it. A quiz given to demonstrate knowledge of the updates. Any staff are spoken to if concerns are raised via the quiz		
2.10	How does the headteacher ensure that all safeguarding policies and procedures are followed by all staff and volunteers?	Monitoring carried out by DSLs and weekly meetings feedback to HT.		

	Recruitment, supervision and training of staff and volunteers	What's in place. Evidence of impact	Actions to be taken	By whom? By when?
2.11	What training have staff had re LGBTI issues? NB Equality Act 2010 What training has the board had?			
3	Pupils including LAC	What's in place. Evidence of impact	Actions to be taken	By whom? By when?
3.1	How and when are children with additional needs assessed when coming to the school?	Assessed in Primary School and information shared in handover meetings. Some targeted meetings called by Primary Schools. Parents also share information as well as multi agency partners. If over age then schools share information. We also have a vulnerability scale which is applied by HOY and each child is given a score. Interventions and support then can be planned according to need. PASS Survey taken Oct/Nov each year.		
3.2	How many children have been the subject of a CP plan in the last 12 months? What is the trend? How many pupils are identified as CiN? What is the trend?	10 children at CP over 12months 29 children at CIN over 12months		
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?	SG processes in place - online and secure record keeping allows for all reports to be kept.		
3.4	Does the school's use of the EHA involve: <ul style="list-style-type: none"> • input from child, parents and carers? • discussion with and engagement of other agencies? 	Yes Yes		

	<ul style="list-style-type: none"> • when necessary a multi-agency meeting involving the child, parents and carers? • How many have been completed in the past year? 	Yes		
3.5	How many children have an Education and health care plan? (EHCP) How frequently are they reviewed? Who is involved?	47 Annual reviews (sometimes interim) SENCo, key worker, parent and child		
3.6	What systems are in place for the child's voice to be heard and taken into account when determining action? Do these allow children to express their views and give feedback?	School Council, PDW, 121 conversations with tutors, HOD's, HOY's and SSOs. All pupils are encouraged to attend meetings if appropriate and supported to have their say.		
3.7	How do staff create and use opportunities to encourage children and young people to communicate about issues that concern them? What if their spoken English is poor?	School council Students forums Tutor groups EAL students are buddied with peers that can assist them.		
3.8	What additional support is in place for children with mental health issues? How do you monitor the range and frequency of issues raised?	Staff and pupils can refer themselves for support. There is triage weekly with the Mental Health Team. Low level support given by SSOs. Referral to school counsellor. Any major concerns parents are contacted and advised to take to GP or A&E. Also Spa referral made		
3.9	What additional arrangements are made for children with Speech, Language, Communication and ASD, who may not be able to communicate about issues?	Students have key workers with designated staff who they work closely with. These are used to explore any SG issues with. Parents are met with if concerns are raised		

		and students given time to speak with parents/key staff		
3.10	What support is available for older children who seek friendship inappropriately and place themselves in vulnerable positions?	Mentoring and advice about boundaries and relationships. Contact with parents if necessary		
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?	School Council, PDW, 121 conversations with tutors, HOD's, HOY's and SSOs. All pupils are encouraged to attend meetings if appropriate and supported to have their say. Additionally supportive information is included on the ebulletin on a weekly basis guiding student for appropriate help.		
3.12	Who is the Designated Teacher for LAC? How does s/he promote the achievement of LAC? How many are there and what is the trend? What support is in place for care leavers?	LAC - Andy Ratcliffe		
3.13	What training has s/he had and when?	Local authority training - July 2020		
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.	We do not have any LAC on role this year		
3.15	How are staff made aware of any information they need to keep LAC safe?	Staff are informed about LAC students on a need to know basis.		
3.16	How does the school identify children who are young carers and assess and respond to their needs?	Informed by parents and students themselves.		
3.18	How do you know whether all pupils in your school feel safe? In school and out of school?	Conversation with staff. 121 meetings. Communication from parents. PASS Survey, Student Council questionnaire, Head Teacher Open Door		
3.19	How are children at risk of, or victims of FGM, identified and supported?	No identified cases of FGM.		

	How many potential/actual cases have staff reported?	None have been reported in the last academic year. The Attendance Officer notifies DSL on any unusually absence.		
	Pupils including LAC	What's in place. Evidence of impact	Actions to be taken	By whom? By when?
3.20	What have we done to ensure an effective response to a transgender or intersex child and their parents? NB Equality Act 2010	The school has developed a suitable procedure to work with students and their families who are trans. This involves guidance from charities like mermaids and how best to support the student and their families. Key pastoral staff have been specifically trained on this and will take the lead. This is reflected in our SG policy and our wellbeing policy		
3.21	What systems are in place to monitor whether pupils/students are on or off site during the school day?	Student registers taken for every lesson. If students need to leave the site for an apt they have to sign in and out at the attendance office.		
3.22	How many contacts do you hold on file for each child's family? What systems are in place to respond effectively when a child unexpectedly goes missing from school and a relevant adult cannot be contacted?	The school tries to have at least two contacts for every student on file. When we don't have this we contact the number one contact to get an additional family member or friend If contact could not be made with parent/carer a SPA referral would made for a CME		
3.23	How are decisions made about taking children off roll?	AFC Guidance followed		
4	Risk Assessment			

4.1	Does the school have a business continuity plan? Does it include circumstances such as those created by COVID 19?	Business continuity plan agreed with governors		
4.2	What systems are in place to ensure that all Health and Safety guidelines are met?	Premises Manager Mr G Griffiths has a software package with automatic reminders. Hard copies of all certificates are held in his office.		
4.3	What is the system for carrying out risk assessments when they are needed? (individual children, areas of the school, educational visits). Are there templates to use? How is implementation of recommendations monitored? Do you use EVOLVE or a similar system to record issues to do with site and premises? How do governors check risk assessments for robustness?	Evolve system is used. Anyone taking a trip has to complete it. Alternative provision provide copies of their risk assessment. Evolve is used at school. Evolve forms are seen by governors to authorise the trip		
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?	Only Year 12 complete WEX. All WEX placements are approved by the SG lead and approved by the governing body. If necessary risk assessments about the placement are undertaken and also only approved if deemed suitable.		
	Risk Assessment	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
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?	HOD – MFL – has visited the school, visited the safeguarding staff to check on the host families. This will happen from now on with all trips. DBS checks made for host families. Risk Assessments completed.		
4.6	How does the school ensure that any provider of pre/after school activity has been DBS checked?	DBS details asked for – if they have one the school will carry out their		

		own DBS check before they start work in a club.		
4.7	How does the school check whether adult/child ratios are adhered to?	Risk assessment carried out and entered on Evolve. 1 member of staff to every 10 pupils on foreign trips and 1 member of staff to every 15 pupils on a UK trip.		
4.8	What child protection and other safeguarding training do those providers undertake? How do you know?	DBS checks on outside providers by HR. Procedures explained to outside providers.		
4.9	How does the school monitor safeguarding of their pupils when placed in alternative provision?	Liaison with APs about historic and ongoing issues. Updates to social workers about change of provision if need.		
5	First aid and Medical conditions	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
5.1	How many pupils have life threatening medical conditions if not correctly managed? How are staff made aware of them? NB Data protection. How many have a health care plan? Which agencies contributed? NB medical tracker What additional training for staff has been delivered to ensure sufficient competence in supporting children with medical conditions? How are their medications managed to ensure that they are up to date and accessible? How and when are their care plans reviewed?	65 MHCP 2 student have life threatening conditions SIMS records and through staff meetings and vulnerable children work at the beginning of the year. Staff awareness training from staff meeting. Relevant updates on condition like Sickle Cell are sent to every member of staff. First aiders keep medicines in First Aid room under supervised at all times. Parents complete and review medical forms yearly. They are asked to let the school know of changes in medication.		

		IHCPs are reviewed annually or more if the condition /treatment changes. Photos of students who use Epi-Pens are shared with cafeteria staff to ensure guidance is followed.		
5	First aid and Medical conditions	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
5.2	What are the requirements re number of staff who should be available to administer first aid? Does the school meet them? Have they all received training approved by the H and Safety Executive?	School exceeds requirements – all relevant staff are first aid trained. PE staff are first aid trained.		
5.3	Are notices about the location of first aid boxes, facilities and first aiders in prominent places? How regularly are they checked and by whom?	Pupils are told where to go on their Induction days on starting at the school. All staff know where to direct pupils if they are unwell. First Aid boxes are located in many parts of the school and are easily accessible by trained First Aiders		
5.4	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?	TA's or SSO's involved support the pupils. Alternative trips/experiences are made available if needed. Risk Assessments are done by group leaders in conjunction with SEN or by referring to IHCP. Medication taken on trip if required.		
5.5	Do we have in place an intimate care plan for every child who needs it? Have these been agreed with parents?	2 students require intimate care plans presently. Staff have volunteered to support them if he needs help. Parents came to school before he started to train staff and		

		we are undated about their condition regularly.		
5.6	How do we ensure privacy for the child without leaving children and staff vulnerable to allegations of abuse?	Staff tell DSL and First Aider they respond on a needs to know basis. Nothing to be discussed in open areas. 2 staff present for personal needs work.		
5.7	What is the impact of the primary PE and sport budget on children in the school? E.g. obesity, mental health. See link How do you know?			
5.8	What insurance cover do we have in the event of a claim being made against the employer/school?	Employers Liability Certificate which is renewed each year it is unlimited insurance.		

6	Behaviour management	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
6.1	How and when is the behaviour and anti-bullying policy, within school and beyond the school gates, monitored and evaluated? What part do pupils take in the process?	All students, staff and governors involved in setting the new policy for behaviour. This was via consultation. Policy launched this year via assemblies, school council. Policy signed off by the governors and reviewed as and when changes are required. This is done annually. Pupils are asked views via school		

		counsel and behaviour consultation and student voice		
6.2	When was this policy last revised? By whom? How? What were the findings and what action was taken?	Previously looked at at staff briefing in February 2019. Reviewed by governors. Policy was adapted via consultation towards the end of the last academic and start of this year.		
6.3	How are incidents of bullying and racism logged? Who monitors the process? What did the latest analysis tell you? What was done about that? Impact?	These are monitored by Andy Ratcliffe (racist incidents) Bullying incidents are logged and monitored by ARA and HOYs in line with school policy. Trends are identified based on cause of incident, type of student and whether they are in school or online. The school then uses this data to plan appropriate interventions with students, staff and parents. T		
7	Data protection	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
7.1	What has the school done to ensure that it complies with the tightened GDPR legislation?	Safe Code of Conduct and internet usage document. A. Ratcliffe/S Patel only deal with safeguarding records for staff. IT department control access to data on SIMS.		
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?	Information is sent to A.Ratcliffe and S Patel n who keeps the records in a central location under lock and key. Files sent between schools are either collected personally and sign for or are sent via secure mail. Letters sent to original schools asking for any SG information		

7.3	How effective is the transfer of information about pupils transferring to this school?	The we get transfer of docs from primary school with historic SG concerns. There can be a time delay in this though		
8	Parents and carers	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
8.1	How does the school ensure that parents/carers know about the school's role in child protection and safeguarding?	Parent Information Evenings, website information, parents evenings.		
8.2	How do staff create and use opportunities to encourage all parents/carers to communicate about issues that concern them? To what extent are domestic violence and mental health an issue with parents?	Parentmail, phone calls, letters, meetings, e-bulletin. Sign in reception. We now have more cases of parents phoning in to report concerns they have about other pupils.		
8	Parents and carers	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
8.3	How does the school inform parents/carers of support available within the school and the community?	Phone calls, meetings, use of other agencies. Information like parenting course shared through the e-bulletin and directly sent to some families		
8.4	How does the school gather information from parents/carers about their views on children's safety?	Parent information evenings, communication with SLT, school council, P.T.A. Survey.		
8.5	What guidance does the school offer, and how frequently, to parents/carers on e-safety? Prevent? FGM? Knife crime? County lines? What about parents/carers who don't attend workshops? Are there resources on the website? Do parents find them useful?	E-safety at Parent Information Evenings. Presentations are shared parentmail yes		
8.6	How many complaints were logged by the head in the past term?	1		

	What issues relating to safeguarding did the analysis raise? What if any changes in practice ensued?	1 Changes to the location of the school's attendance office		
9	Curriculum			
9.1	What procedures are in place to ensure the safe use of the internet and other electronic media in school? The link to E safety audit tool is http://www.360safe.org.uk/ The link to childnet resources is http://www.childnet.com/resources Guidance about sexting can be found at link	School has many 'firewalls' to filter out specific materials.		
9.2	Which member of staff has defined responsibilities re E safety? What training and support do staff receive about E safety? E safety internet day – school participation? Who checks that there are effective filters and monitoring systems to protect learners from harmful online material?	D Bonehill supported by Health Link worker. Yes Checked by IT lead and IT staff		
9	Curriculum	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
9.3	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.) See list at appendix 2 Relationships Education (Primary), Relationships and sex education (Secondary), and PSHE? What resources have been accessed?	Assemblies, PDW, meetings. Curriculum. There is a Sexual Health drop In weekly run by School nursing team. Regarding sexting police visit all years to explain E Safety each year/Healthy Relationships.		

9.4	<p>How does the school deal with the Prevent duty? See https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty https://www.gov.uk/government/publications/channel-guidance</p> <p>How many staff have been trained? How many governors have been trained? How many referrals to Channel have been made? What was the response?</p>	<p>Referrals are made to . Whole school training by outside specialist</p> <p>All staff Five governors 1 1 in the last two years Student case brought to panel and allocated appropriate support</p>		
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10	Governors	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
10.1	<p>Who are the designated governors with responsibility for safeguarding and child protection? Have they got a job description? What does their role entail? What training have these governors undertaken in the last year? Has the whole board received general safeguarding training? When?</p>	<p>Vicki Jones and Emma Francis.</p> <p>Emma - Safeguarding the GB's role 22 Oct 2019 Ben - Safeguarding the GB's role 10 March 2020</p>	<p>To create Safeguarding Link description.</p> <p>Vicki Jones booked on level 3 safeguarding training</p>	<p>March 2021 VJ</p> <p>22 March 2021</p>

		<p>Vicki - Safeguarding the GB's role 10 March 2020, Online safeguarding Feb 2020, Safer Recruitment 11 Jan 2021</p> <p>Aranee Manoharan - Safeguarding training 29 September 2020</p> <p>Lisa Quinn - Safeguarding the GB's role 12 Jan 2021</p>	<p>Whole board receiving Safeguarding update September 2019 as well as Keeping Children Safe in Education training.</p> <p>New governors to do AfC safeguarding training.</p>	
10.2	<p>How and when does the DSL report on Safeguarding and child protection to the Board? 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>Half termly meeting with governors. Head teachers report. Governors check and approve SG policy. Lead SG governor checks the SCR every ½ term. SG report presented at committee and full governing body. Governors follow up on actions every committee meeting; this includes asking for case numbers and SG themes and what our response is to them</p>		
10.3	<p>Is there a schedule for the monitoring, evaluation and review by the board of statutory policies and procedures regarding safeguarding and child protection? Is it being followed? 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>Governors Yes/Yearly Safeguarding/Child Protection last reviewed September 2020. Circulated to governors for comments and opportunity for discussion at SBA and FGB. Small number of changes - included Hollyfield's priorities. Reviewed annually. Regular item on SBA committee</p> <p>FGB</p>		

10.4	How do Governors ensure that safeguarding arrangements are compliant with statutory duties?	Through challenge during committee meetings, monitoring and HT's report.		
10.5	How do you ensure that the SG governors respect the confidential nature of their work?	They are aware that reports are and must be anonymised and that information is on a need to know basis.		
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?	Half termly reports to the governors by ARA. Attendance report and action plan by MW		
10.7	How do governors know if pupils feel safe and know which adults to approach if they have any concerns?	Pass Survey Governors have met students - school visit 2019/20	School visit planned for next school term	
10	Governors		Actions to be taken	By whom? By when?
10.8	How does the board promote the wellbeing of the head?	Through challenge, monitoring and HT's report.		
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?	Two governors trained in safeguarding.		
10.10	Have all new governors, since September 2018, been checked to identify if they are barred under Section 128 See annex 1.	Yes all DBS and section 128 checks have been completed 15/12/20 (Jo Thompson)		
10.11	Are your governors scrutinising the exclusions data and assuring themselves of your schools practices around all exclusions and off rolling?	Yes, data comes to SBA committee. Vicki Jones involved in KRSCP Exclusion Group as well as attending AfC training on exclusions.		

11	Allegations against Staff, governors and children	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
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?	YesF		
11.2	How many staff have been the subject of an allegation by a pupil in the past year? What was the process followed? What was the outcome?	0 Any allegation would follow LADO consultation and referral Ongoing investigations		
11.3	Have there been any allegations of child on child sexual abuse? If so how were they managed? NB This must be covered in the CP policy together with sexting.	None		
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?	Written within the SG policy		
11.5	Which member of the board is designated to follow the procedure in the event of an allegation against the headteacher?	The chair of governors and CEO of Trust		
11	Allegations against Staff, governors and children	What's in place? Evidence of impact	Actions to be taken	By whom? By when?
11.6	How do you ensure that your procedures for reporting such allegations to the LA are followed?	LADO training completed by DSL, consultation with the LADO if needed before referral.		
11.7	What does the school do to reduce the likelihood of allegations against staff and volunteers?	Information of arrival. Paired with staff if not DBS checked		
11.8	Who is trained in restraining students? How are incidents recorded? How frequently is the data analysed to identify patterns or trends?	DSL. Serious incident reports completed and stored. Termly analysis of data		

	Did any lead to an allegation that a member of staff harmed a child?	No		
12	Site maintenance and security			
12.1	What steps are taken to manage public access to the site and buildings? What is the lockdown procedure and are children familiar with it? What is the fire evacuation procedure and are children familiar with it?	Perimeter fence is maintained. Manual and Electric gates are only opened at specific times or via access control. Yes Y7 to Y13 have all had practice of this and know what to do Yes all years have evacuation practice and know where to assemble		
12.2	Where there are CCTV cameras, how are the monitors positioned?	CCTV cameras located around the site have increased . The location is reviewed and adjusted if required		
12.3	What areas of weakness in site security have been identified and how are they addressed?	Reviewed regularly and if areas identified as a weakness this is then addressed		
12.4	How frequent are health and safety inspections of the site? Who does them? Are pupils consulted/involved? How are governors involved?	New H&S carried out constantly, official weekly H&S inspections contract instigated. List of concerns made and signed off once completed.		
12.5	How are defects recorded? How often is the log checked and by whom?	In H&R report as above. Constantly monitored by Premises Manager		
12.6	When the school hosts or organises extended curriculum activities what steps are taken to ensure compliance with safeguarding policy and practice?	All events are planned in advance and security of site is maintained.		

Appendix 1

Complying with Safeguarding requirements

Pre appointment checks of successful applicant			
		<i>Fully in place</i>	<i>Partly in place</i>
1	Identity. Retained docs. Addresses, DoB		
2	DBS Enhanced check for all who will be in regular but supervised contact with children, including governors		
3	DBS Enhanced check and barred list check for all who will be in regulated (unsupervised) 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. NB See point 8		
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. N.B. Also check applicants for TA posts		
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		

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

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

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

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>
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			
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: 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).

1. The welfare of children is paramount. They must be able to keep themselves safe.
2. Parents and carers should understand that our first priority is always the welfare of the child.
3. 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.
4. 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.
5. Staff should understand their responsibilities to safeguard and promote the welfare of pupils
6. Those raising concerns should be kept informed about progress within the constraints of maintaining confidentiality
7. 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
8. 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.
9. 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
10. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
11. 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
12. 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).
13. Staff and managers should continually monitor and review practice to ensure this guidance is followed
14. 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

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.