

## **PETERBOROUGH DIOCESE EDUCATION TRUST'S APPROACH TO SAFEGUARDING**



## Introduction

*Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play (Keeping Children Safe in Education).*

Peterborough Diocese Education Trust (the Trust) is committed to safeguarding and promoting the welfare of all children within the Trust. Our [Safeguarding / Child Protection Policy](#) sets out how our Trust and each of the individual academies within the Trust will fulfil this commitment.

Safeguarding and promoting the welfare of children is defined as:

- 'protecting children from maltreatment;
  - preventing impairment of children's mental and physical health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.'
- (Keeping children safe in education).*

Our Trust fully recognises the contribution it can make to protect children and support pupils in the Trust; our pupils' welfare and safety is of paramount importance.

This document provides an overview of our approach to safeguarding within the Trust.



## **Academy self-evaluation and monitoring**

### **Process**

#### *Self-evaluation*

- Academies self-evaluate (Term 1) utilising the Trust's Safeguarding – self-evaluation form ([see Appendix 1](#)).
- Completed self-evaluation form submitted to Central Team (CT) to ensure no statutory compliance issues or other areas of concern (issues).
- CT investigate and follow up on any issues.
- Self-evaluation forms the basis of academies' Safeguarding Action Plans.

#### *Monitoring:*

- AIOs monitor Safeguarding Action Plans as part of their regular visits.
- Governors monitor any actions and safeguarding generally (Term 3) utilising the Trust's Governor's Safeguarding Monitoring Form ([see Appendix 2](#)).
- Governors report to AGC following monitoring and continue to monitor any outstanding actions.
- Governors report to CT if there are any areas of concern; CT follow up / take action as appropriate.

### **Validation**

- 2 PDET Headteachers undertake a validation exercise in relation to all academies' self-evaluation on a rolling programme (every other year.)
- For details of the validation process – see document entitled - Safeguarding Self-evaluation Validation ([see Appendix 3](#)).
- The CT is currently exploring, on behalf of the Trust, external validation of its approach to safeguarding.

### **Recording, reviewing and tracking safeguarding**

- All academies have MyConcen, a secure platform for academies to record, review and track safeguarding concerns, and have been trained on the system.
- MyConcern helps to eliminate risks associated with paper based systems and is a more efficient and safer method of producing documentation for CP cases and transfer of records.
- Documents setting out the relevant categories and flags to be used on Governor Hub ensure consistency of reporting.

### **Trust-wide analysis and reporting to the Board**

- MyConcern has a Trust level tool, Clarity, allowing reporting of safeguarding across the Trust. This allows for analysis of trends and identification of areas of concern / for improvement.
- An example report is provided at [Appendix 4](#).

- There is a statutory duty (arising out of the Education Act 2002 (Section 157)) to provide a safeguarding report to 'governors', which in the Trust is the Directors. The report, which will be on an annual basis, is to ensure that Directors can monitor academies compliance, highlight issues and plan for improvements. DSLs will prepare this report and deliver it to their AGC in September and will also supply a copy to the CT to allow for a consolidated report to the Board for the Board's September meeting.

### **Safer Recruitment**

- All Trust policies and procedures have to be followed in the recruitment process of staff, Directors and Governors, which includes carrying out all necessary checks e.g. DBS, s 128 etc.
- Compliance checks are made as part of the Validation process, referred to above, and by the CT through the Trust's Central HR system, Access.
- One of the Trust's Headteachers is accredited to deliver Safer Recruitment Training to all staff and governors involved in the process.
- All staff and governors involved in recruitment also have access to training via the Key.

### **Single Central Record (SCR)**

- Individual SCRs are checked regularly by Headteachers.
- The new HR system, Access, enables SCRs to be held centrally and checked by the CT on a regular basis rather than having to be checked by governors.

### **Sharing knowledge / expertise and providing support**

- DSL cluster groups have been established for these purposes, with a lead from each cluster feeding back to the CT to facilitate a coordinated approach to liaising with the LA and other stakeholders.
- There is a DSL model annual planner and a DSL checklist to help support them in ensuring they have carried out their role as specified in the Trust's Safeguarding Policy and Keeping Children Safe in Education 2021 ([see Appendix 5](#)).
- The Trust's safeguarding lead and CT provide support for all staff.
- Supervision is currently accessed by schools as and when required and the Trust is in the process of brokering a Trust-wide arrangement.

### **Policies**

- The Trust has a suite of **Safeguarding Policies** as follows:
  - Safeguarding / Child Protection
  - Staff Code of Conduct
  - Prevention of Radicalisation and Extremism
- There are also the following documents in relation to **on-line safety and remote education**:
  - Acceptable Use Policy
  - Clarification and Guidance in relation to the Acceptable Use Policy

- Bring Your Own Device (BYOD) Policy
- Remote Education: Guidelines for Parents / Carers and Pupils
- Remote Education: Online Safety (Safeguarding and GDPR Considerations) Guidance for Schools / Academies.
- All staff have to read the [Safeguarding / Child Protection Policy](#), Staff Code of Conduct and Part 1 of Keeping Children Safe in Education and must sign to acknowledge having read and understood the same.
- All Directors have to read Keeping Children Safe in Education.
- All governors have to read Part 1 of Keeping Children Safe in Education.

## **Training**

- All staff, Directors and governors undertake safeguarding training on an annual basis – for Directors and governors this is via the Key. Schools also use the Key’s training provision for their annual staff training at the start of term and for any new staff who join.
- The CT organise DSL training for all nominated PDET DSL staff.
- DSLs train staff and governors, as appropriate.
- Specialist training is brokered as required.
- Safer Recruitment training is delivered by an accredited PDET Headteacher.
- There is a wealth of other safeguarding training / materials on the Key that can be accessed by all staff, Directors Governors.

## **24 Hour support**

- This is provided by the Trust’s safeguarding lead and 2 PDET Headteachers.

**Appendix 1:**  
**Safeguarding – self-evaluation form**

# Safeguarding - self-evaluation

<b>Name of Academy:</b>
<b>Completed by:</b>
<b>Date of completion:</b>

## Instructions

Give each requirement a RAG (red, amber, green) rating to keep track of how compliant you are. This means:

- **Red** if you're not meeting the requirement at all
- **Amber** if you're meeting part of the requirement but not all of it
- **Green** if you're fully compliant and no further action is needed

In the 'Evidence of compliance' column, add where you can find evidence of your level of compliance, in case you're asked to provide this at a later date. We've suggested some sources of evidence, all highlighted in yellow – adapt them as required.

If you're not satisfied you're meeting all parts of a requirement, set out what you'll do to reach compliance in the 'Areas for improvement' column. Be sure to include:

- Who will take the action
- When it should be done by

## Sources

This audit is based on statutory safeguarding guidance [Keeping Children Safe in Education](#). It also draws on:

- [Working Together to Safeguard Children](#)
- [Prevent duty guidance](#)
- [Children missing education guidance](#)
- [EYFS statutory framework](#)

**[Keeping Children Safe in Education](#) sets out both legal requirements (“musts”) and expectations (“shoulds”). This audit contains both the statutory safeguarding requirements and the best practice “should”. This is because it will be hard for you to justify not meeting these.**

KCSIE is statutory guidance issued under Section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 – the latter applies to academies. Schools/academies must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

## 1. DSL and other safeguarding roles

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
1.1	We have a DSL, who takes lead responsibility for safeguarding and child protection (including online safety), and they are a senior member of staff from the leadership team	S	KCSIE p.27, para 89 & Annex C p.143	Staff list		
1.2	In terms of availability: <ul style="list-style-type: none"> <li>Our DSL (or a deputy) is always available during school hours to discuss safeguarding concerns</li> <li>There are arrangements in place for someone to cover the DSL role, including during out-of-hours or out-of-term activities</li> <li>In exceptional circumstances, where our DSL (or deputy) is not able to be on site, they will be available via [phone/video conference].</li> </ul>	S	KCSIE p.27, para 93 & Annex C p.143	Staff list (including names of deputies), cover rota		
1.3	Our DSL (and any deputies) has their role made explicit in their job description	S	KCSIE p.27, para 89 & Annex C p.143	Job descriptions		
1.4	Our DSL has made links with the local safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies.	S	KCSIE p.27, para 92 & Annex C p.144	Contact details of local partners, correspondence between you, messages sent out to staff informing them of training opportunities and local policies		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
1.5	Our DSL uses (and shares with teachers and the SLT) information about a child having a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes	S	KCSIE <i>p. 41, para 161 &amp; Annex B, p.100</i>			
1.6	Our DSL is fully aware of when to call the police and what to expect when they do	S	KCSIE <i>p.27, para 92</i>			
1.7	Our DSL: <ul style="list-style-type: none"> <li>• liaises with the HT to inform them of issues (where the DSL is not the HT)</li> <li>• liaises with staff on matters of safety and safeguarding</li> <li>• acts as a source of support, advice and expertise for all staff</li> </ul>	S	KCSIE <i>Annex C p.144</i>			
1.8	Our DSL (and any deputies): <ul style="list-style-type: none"> <li>• Has completed training that provides them with the knowledge and skills they need</li> <li>• Receives updated training every 2 years</li> <li>• Has their skills and knowledge updated at least annually (e.g. via e-bulletins, meeting other DSLs, taking time to read and digest developments)</li> <li>• Has completed training on the Prevent strategy</li> <li>• Has completed training in online safety</li> </ul>	S	KCSIE <i>p.27, paras 94 &amp; 95 &amp; Annex C p. 147</i>	<i>Training logs, certificates from courses, dates of training courses, subscriptions to e-bulletins, records of recent safeguarding developments</i>		
1.9	Our DSL (and any deputies):	S	KCSIE	<ul style="list-style-type: none"> <li>• <i>Child protection files</i></li> </ul>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>Understand the importance of information sharing with other schools/colleges on transfer</li> <li>Ensure information in child protection files is kept confidential and stored securely</li> </ul>		<i>p. 31 para 112 &amp; Annex C, p. 145-146</i>	<i>GDPR / information security policies and procedures</i>		
1.10	We have a designated teacher to promote the educational achievement of looked-after and previously looked-after children, and they've received appropriate training and have the relevant qualifications and experience	S	KCSIE <i>p.44, para 179</i>	<i>Staff list, training logs</i>		
1.11	There is someone at Trust board level to take leadership responsibility for our safeguarding arrangements and this person has the knowledge, skills and expertise needed to fulfil this role	S	KCSIE <i>p.24, para 80</i>	Margaret Holman – Chair of the Board		
1.12	There is someone at AGC level who takes the lead responsibility for our safeguarding arrangements, and this person has the knowledge, skills and expertise needed to fulfil this role	<i>(Trust Policy)</i>				

REF	NON-STATUTORY COVID-19 MEASURES	EVIDENCE	AREAS FOR IMPROVEMENT	RAG
1.13	<p>For situations where our DSL (or deputy) is not on site, we have a senior leader in place who's responsible for:</p> <ul style="list-style-type: none"> <li>Coordinating safeguarding on site</li> <li>Liaising with our off-site DSL/deputy</li> </ul>	<ul style="list-style-type: none"> <li><i>Staff list</i></li> </ul>		

REF	NON-STATUTORY COVID-19 MEASURES	EVIDENCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>Updating and managing access to child protection files</li> <li>Liaising with children’s social workers</li> </ul>			

## 2. Staff training

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
2.1	<p>All staff receive:</p> <ul style="list-style-type: none"> <li>Appropriate safeguarding and child protection training (including on-line safety) at induction, which is regularly updated and in line with advice from the local safeguarding partners</li> <li>Updated training regularly (e.g. an annual INSET session) that is integrated, aligned and considered as part of your whole school safeguarding approach.</li> <li>Safeguarding and child protection updates (e.g. via emails, e bulletins, or staff meetings) as required, but at least annually</li> </ul>	S	KCSIE p.31, paras 114 - 117	Training logs, certificates from courses, dates of training courses, examples of updates given		
2.2	Our regular safeguarding training has regard to the Teachers’ Standards, with the expectation that teachers manage behaviour effectively for a safe environment	S	KCSIE p. 32 para 118	Training resources that address this area		
2.3	At induction training, there is an explanation of our safeguarding systems, including:	S	KCSIE p.8, para 13	Training resources addressing these areas		

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>• Our child protection policy</li> <li>• Our behaviour policy</li> <li>• Our staff code of conduct</li> <li>• The safeguarding response to children who go missing from education</li> <li>• The role and identity of our DSL and any deputies</li> </ul>					
2.4	<p>At induction training, staff receive:</p> <ul style="list-style-type: none"> <li>• A copy of the above policies</li> <li>• A copy of <b>either</b> Part 1 of KCSIE (if they work regularly with children) <b>or</b> the condensed version of Part 1 found in Annex A (if they don't work directly with children)</li> </ul>	S	KCSIE p.9, para 13	<i>Copies of policies</i>		
2.5	<p>Induction and on-going training also covers:</p> <ul style="list-style-type: none"> <li>• The local early help process, staff members' role in it and the importance of sharing information with other practitioners</li> <li>• The process for making referrals to children's social care</li> <li>• The process for statutory assessments and the role staff may play in these</li> <li>• What to do if a child tells a staff member they are being abused or neglected, including how to: <ul style="list-style-type: none"> <li>○ Maintain an appropriate level of confidentiality</li> </ul> </li> </ul>	S	KCSIE p.9, paras 14 - 18	<i>Records of training given, resources from training addressing these topics, results from a staff audit demonstrating understanding and confidence in these topics</i>		

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>○ Involve only those who need to be involved (e.g. the DSL, children’s social care)</li> <li>○ Reassure victims they’re being taken seriously, supported and kept safe</li> <li>○ Avoid making the victim feel ashamed or like they’re causing a problem</li> <li>● The indicators of abuse and neglect including for specific safeguarding issues, such as child criminal and sexual exploitation</li> <li>● Expectations around peer-on-peer abuse, including: <ul style="list-style-type: none"> <li>○ Maintaining an attitude of “it could happen here”</li> <li>○ The indicators of different types of peer-on-peer abuse, and how to identify incidents</li> <li>○ Understanding that peer-on-peer abuse may be taking place, even if it’s not reported</li> <li>○ How to manage a report of peer-on-peer sexual violence or harassment</li> <li>○ The importance of challenging inappropriate behaviour between peers</li> </ul> </li> </ul>		<p><i>p.10-16, paras 20 -52</i></p>			

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>○ Understanding that peer-on-peer abuse can happen inside and outside of school, and online</li> <li>• Behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one</li> <li>• Online safety, highlighting that technology is a significant component in many safeguarding and wellbeing issues</li> <li>• Specific safeguarding issues, such as radicalisation, serious violence, child sexual exploitation and children missing education</li> <li>• The reporting requirements for known cases of female genital mutilation (FGM)</li> <li>• The risk factors that increase the likelihood of involvement in serious violence</li> <li>• How safeguarding issues may overlap with one another</li> <li>• The importance of considering the wider context within which safeguarding incidents and behaviours occur</li> </ul>					
2.6	We take a proportionate risk-based approach to deciding the level of information we give to temporary staff and volunteers	S	KCSIE p.26, para 87	<i>Evidence of information provided to temporary staff and volunteers, procedures for deciding how much information to provide</i>		

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
2.7	Staff receive regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time.			<i>Records of reviews and knowledge/skill audits</i> <i>Staff has undertaken The Key's self-assessment.</i>		

### 3. Child protection policy

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
3.1	Our policy is updated annually in accordance with local context	S	KCSIE <i>p.25, para 85</i>	<i>Date of last review, policy review schedule</i>		
3.2	Our policy is publicly available on our website	S	KCSIE <i>p.25, para 85</i>	<i>Relevant website page</i>		
3.3	Our policy describes procedures that are in accordance with government guidance	S	KCSIE <i>p.25, para 85</i>	<i>For the rest of this section, you could point to the specific parts of your policy that cover these requirements</i>		
3.4	We ensure that our Trust's policies and procedures, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff	S	KCSIE <i>p.24, para 81</i>			
3.5	Staff are given the opportunity to contribute to and shape safeguarding arrangements and child protection policy	S	KCSIE <i>p.31, para 116</i>			

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
3.6	Our policy contains references to locally agreed multi-agency arrangements put in place by our local safeguarding partners	S	KCSIE <i>p.25, para 85</i>			
3.7	Our policy includes a statement outlining a zero-tolerance approach to abuse and ensures staff are clear about the important role they play in preventing it	S	KCSIE <i>p. 37 para 145</i>			
3.8	Our policy reflects the fact additional barriers can exist when recognising abuse and neglect among children with special educational needs and/or disabilities (SEND)	S	KCSIE <i>p. 46 para 185</i>			
3.9	Our policy features guidelines specific to the EYFS and reflects the requirements of the EYFS statutory framework, including covering the use of mobile phones and cameras	S	KCSIE <i>p.4</i>			
3.10	Our policy covers our whole school approach to peer-on-peer abuse, including: <ul style="list-style-type: none"> <li>• Procedures to minimise the risk of peer-on-peer abuse</li> <li>• The reporting systems in place (which should be well promoted, easily understood and easily accessible)</li> <li>• Recognition that peer-on-peer abuse may be taking place even if it's not being reported</li> <li>• How allegations of peer-on-peer abuse will be recorded, investigated and dealt with</li> </ul>	S	KCSIE <i>p. 15, para 46 - 50</i>	Trust Level Policy		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>• Clear processes as to how victims, perpetrators and any other child affected by peer-on-peer abuse will be supported</li> <li>• A clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”</li> <li>• Recognition of the gendered nature of peer-on-peer abuse (i.e. that it's more likely that girls will be victims and boys perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously</li> <li>• The different forms peer-on-peer abuse can take, such as: <ul style="list-style-type: none"> <li>○ Sexual violence and sexual harassment (including upskirting)</li> <li>○ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm</li> <li>○ Abuse in intimate personal relationships between peers</li> <li>○ Sexting (also known as youth produced sexual imagery), and our school’s approach to it</li> <li>○ Causing someone to engage in sexual activity without consent</li> <li>○ Initiation/hazing type violence and rituals</li> </ul> </li> </ul>					

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>Online abuse such as abusive, harassing and misogynistic messages, non-consensual sharing of indecent images and videos, sharing of abusive or pornographic content to those who don't want to receive such content</li> </ul>					
3.11	<p>Our policy covers our approach to online safety, including the use of the internet on mobile phones, and this should include:</p> <p>A risk assessment that considers and reflects the risks your pupils face</p> <p>An annual review of your approach to online safety</p>	S	KCSIE <i>p. 33 para 126</i>			
3.12	There are clear systems and processes in place for identifying mental health problems, including routes to escalate, and clear referral and accountability systems	S	KCSIE <i>p.43, para 170</i>			

REF	NON-STATUTORY COVID-19 MEASURES	EVIDENCE	AREAS FOR IMPROVEMENT	RAG
• 3.13	<ul style="list-style-type: none"> <li>Our policy has been updated to reflect any coronavirus-related changes or new arrangements.</li> <li>(For example, to reflect your arrangements for keeping children not physically attending school safe and how to act on any concerns about these children)</li> </ul>	<ul style="list-style-type: none"> <li>Date of last review</li> <li>Point to specific parts of the policy that have been updated</li> <li>Alternatively, your evidence here might be a coronavirus-focused addendum to your</li> </ul>		

REF	NON-STATUTORY COVID-19 MEASURES	EVIDENCE	AREAS FOR IMPROVEMENT	RAG
		policy that you've created and kept updated		

#### 4. Recruitment checks and single central record (SCR)

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
4.1	<p>Our job adverts include:</p> <ul style="list-style-type: none"> <li>The safeguarding requirements and responsibilities of the role</li> <li>Our commitment to safeguarding and make clear that safeguarding checks will be undertaken</li> <li>Whether spent convictions and cautions need to be disclosed</li> </ul>	S	KCSIE <i>p. 48 para 192 – 193</i>			
4.2	<p>Our application packs include:</p> <ul style="list-style-type: none"> <li>A statement informing applicants that it's an offence to apply if they're barred from engaging in regulated activity relevant to children (if the role requires it)</li> <li>A copy of our child protection policy and practices</li> <li>A copy of our policy on employing ex-offenders</li> </ul>	S	KCSIE <i>p. 48 para 194 - 195</i>			

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
4.3	Shortlisted candidates are asked to complete a self-declaration of their criminal record / information that would make them unsuitable to work with children	S	KCSIE <i>p.49 para 198</i>			
4.4	We seek references for shortlisted candidates prior to interview	S	KCSIE <i>p. 50 para 203</i>	References		
4.5	We keep clear records of information provided during the recruitment process, and our decision-making	S	KCSIE <i>p. 51 para 208</i>	Recruitment records		
4.6	We make sure that at least one of the people conducting any interview has completed safer recruitment training <i>(Statutory requirement for maintained schools but still good practice for other types of schools)</i>	S	KCSIE <i>p.47, para 190</i>	Training records, interview records, procedures for making sure this happens		
4.7	We have at least one governor who has completed safer recruitment training.					
4.8	We complete all necessary pre-appointment checks on staff, governors, volunteers and contractors in line with Trust policy, and utilising Trust documentation.	S	KCSIE <i>p. 52 -53 , para 213</i>	Your SCR, recruitment and selection policies and procedures, personnel files		
4.9	If any staff member moves from a post that is not in regulated activity into a post that is, we carry out the relevant checks for regulated activity	S	KCSIE <i>p.78, para 327</i>	Your SCR, recruitment and selection policies and procedures		

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
4.10	We obtain DBS certificates as soon as practicable after appointment, including when using the DBS Update Service	S	KCSIE <i>p. 58 para 223</i>	<ul style="list-style-type: none"> <li>Personnel files</li> </ul> SCR		
4.11	Our SCR is updated regularly, and details of individuals no longer working at the school are archived	S	KCSIE <i>p.66 para 254</i>	Date of last review <ul style="list-style-type: none"> <li></li> </ul>		
4.12	Our SCR covers: <ul style="list-style-type: none"> <li>All staff who work at our school (including teacher trainees on salaried routes and supply staff, even if they only work for 1 day)</li> <li>All members of our AGC</li> </ul>	S	KCSIE <i>p. 65 para 251</i>	<ul style="list-style-type: none"> <li></li> </ul>		

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
4.13	<p>Our SCR records whether the following checks have been carried out/certificates obtained, where required, and the date each check was completed/certificate was obtained:</p> <ul style="list-style-type: none"> <li>• Identity check</li> <li>• Barred list check</li> <li>• Enhanced DBS check</li> <li>• Prohibition from teaching check</li> <li>• Further checks on people who've lived or worked outside the UK, including checks for teacher sanctions and restrictions imposed by an EEA regulating authority</li> <li>• Check of professional qualifications, where required (e.g. qualified teacher status)</li> <li>• Check to establish the person's right to work in the UK</li> <li>• Section 128 checks (where applicable)</li> </ul>	S	KCSIE p.65 & 66, paras 252	<p><i>Date of last review</i></p> <p><i>Your SCR, records of any specific SCR audit carried out</i></p>		

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
4.14	<p>We:</p> <ul style="list-style-type: none"> <li>In accordance with the Trust's retention policy destroy copies of DBS certificates after 6 months, where we choose to keep them</li> <li>Keep a record of the results of DBS checks and the recruitment decision taken, after the physical certificate has been destroyed.</li> <li>Keep copies of originals of other documents used to verify a successful candidate's identity, right to work and required qualifications on their personnel file</li> </ul>	S	KCSIE p.67, para 258	<i>Record disposal records, personnel files</i>		
4.15	<p>Our SCR records the following for supply staff:</p> <ul style="list-style-type: none"> <li>Whether written confirmation was received that the agency/business supplying the supply staff member has carried out the relevant checks/obtained the relevant certificates</li> <li>The date the confirmation was received</li> <li>Whether any original enhanced DBS certificate has been shown to the school in respect of the member of supply staff</li> <li>The date on which the DBS certificate was obtained</li> </ul>	S	KCSIE p. 69 & 70, para 268-269	<i>Your SCR, records of any specific SCR audit carried out</i>		

REF	REQUIREMENT	STATUTORY ?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
4.16	All appropriate checks in line with Trust procedures have been undertaken for the following people: <ul style="list-style-type: none"> <li>• Agency &amp; third-party staff</li> <li>• Contractors</li> <li>• Local Authority Staff</li> <li>• Self-employed providers</li> <li>• Volunteers</li> <li>• Governors</li> </ul>	S	KCSIE  <i>p.69, paras 268-270</i> <i>p.70, paras 272-276</i> <i>p.72, para 287-293</i> <i>p.73, paras – 295-298</i>			
4.17	When a member of supply staff arrives for work, we make sure they are the same person on whom checks have been carried out.	S	KCSIE <i>p. 70, para 271</i>	<i>Written procedures outlining how this happens, evidence of reception/office staff being aware of these procedures</i>		
4.18	We check the identity of contractors and their staff, volunteers, governors, self-employed and Local Authority staff when they arrive at the school.	S	KCSIE <i>p.70, para 277</i>	<i>Written procedures outlining how this happens, evidence of reception/office staff being aware of these procedures</i>		

## 5. Attendance and children missing from education

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
5.1	We enter pupils on the admission register at the beginning of the first day we've agreed, or been notified, that they will attend our school	S	<i>Children Missing Education para 16</i>	<i>Admission register</i>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
5.2	We monitor pupils' attendance through our daily register	S	<i>Children Missing Education para 17</i>	<i>Admission register</i>		
5.3	<p>We:</p> <ul style="list-style-type: none"> <li>• Inform our LA, within 5 days, when we add a pupil to the admission register at a non-standard transition point, and</li> <li>• Provide our LA with all the information held within the admission register about the pupil</li> </ul>	S	<i>Children Missing Education para 26</i>	<i>Examples of when you've done this, procedures in place to support this and tell relevant staff to do this</i>		
5.4	<p>When a pupil is to be removed from the admission register at a non-standard transition point, we provide the following to our LA:</p> <ul style="list-style-type: none"> <li>• The pupil's full name</li> <li>• The full name and address of any parent /carer with whom the pupil lives</li> <li>• At least one telephone number of the parent with whom the pupil lives</li> <li>• The full name and address of the parent the pupil is going to live with and the date they're expected to start living there, if applicable</li> </ul>	S	<i>Children Missing Education para 25</i>	<i>Examples of when you've done this, procedures in place to support this and tell relevant staff to do this</i>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>The name of the pupil's destination school and expected start date there, if applicable</li> <li>The grounds for deleting the pupil's name from the register</li> </ul>					
5.5	We inform our LA of any pupils who fail to attend school regularly, or who have been absent without the school's permission for 10 schools days or more, at intervals agreed with the LA	S	<i>Children Missing Education para 17</i>	<i>Examples of when you've done this, procedures in place to support this and tell relevant staff to do this</i>		
5.6	When a pupil is to be removed from the admission register due to continuous absence, we will only delete them if we've failed to establish their whereabouts after making reasonable enquiries jointly with our LA	S	<i>Children Missing Education para 34</i>	<i>Examples of when you've done this, procedures in place to support this and tell relevant staff to do this</i>		
5.7	When a parent notifies us that a pupil will live at another address, we record: <ul style="list-style-type: none"> <li>The full name of the parent with whom the pupil will live</li> <li>The new address</li> <li>The date from when it is expected the pupil will live at this address</li> </ul>	S	<i>Children Missing Education para 22</i>	<i>Admission register</i>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
5.8	<p>When a parent notifies us that a pupil is registered at another school or will be attending a different school in future, we record:</p> <ul style="list-style-type: none"> <li>• The name of the new school</li> <li>• The date when the pupil first attended</li> <li>• That we have confirmation that the child has started (verbal or written)</li> </ul>	S	<i>Children Missing Education para 23</i>	<i>Admission register</i>		

## 6. Record Keeping and responding to disclosures

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
6.1	<p>Our staff are aware that:</p> <ul style="list-style-type: none"> <li>• They should act on any concerns immediately, rather than waiting for a child to make a disclosure</li> <li>• They can ask children outright if they've been harmed, and what the nature of the harm was</li> <li>• Certain children may face additional barriers to making a disclosure (e.g. Because of disability, gender, sexual orientation)</li> <li>• A disclosure may only be the first incident reported, rather than a single incident</li> </ul>	S	<i>KCSIE p. 101 para 443</i>	<ul style="list-style-type: none"> <li>• <i>Training logs</i></li> </ul> <i>Child protection policy</i>		

	<ul style="list-style-type: none"> <li>• Trauma can impact memory, so children may not be able to recall all details or timeline of abuse</li> <li>• They can confiscate devices if necessary for evidence</li> </ul>					
6.2	Our DSL (and deputies) know what the early help process is and how and where to access support	S	KCSIE p. 106 para 451	<i>Training logs</i>		
6.3	<ul style="list-style-type: none"> <li>• We have clear record-keeping procedures in place, and these include: <ul style="list-style-type: none"> <li>• Recording all concerns, discussions and decisions made in writing</li> <li>• Use of the child's own language</li> <li>• Ensuring all records include: <ul style="list-style-type: none"> <li>○ A clear and comprehensive summary of the concern</li> <li>○ Details of how the concern was followed up and resolved</li> <li>○ A note of any action taken, decisions reached and the outcome</li> </ul> </li> </ul> </li> </ul>	S	KCSIE p. 20 para 71 p. 96 para 418	<i>Written procedures (might be included in your child protection policy)</i>		
6.4	Our DSL conducts a risk and needs assessment in response to any reports, and this considers whether there have been any other victims	S	KCSIE p. 103 para 444	<i>Risk and needs assessments</i>		

6.5	<ul style="list-style-type: none"> <li>We have clear procedures for next steps following a disclosure, and these include:</li> <li>How to balance the victim's wishes against our responsibility to protect other children</li> <li>Thinking about other related issues and the wider context</li> <li>[In cases of peer-on-peer abuse] Keeping the victim and perpetrator(s) a reasonable distance apart on school premises, including during before and after-school activities</li> <li>Regular reviews of the actions taken, including updating policies with lessons learnt</li> <li>Keeping up-to-date written records of follow-up actions</li> </ul>	S	KCSIE p. 103 para 447	<ul style="list-style-type: none"> <li>Written procedures (might be included in your child protection policy)</li> <li>Other related policies</li> <li>Written records</li> </ul>		
6.6	Our DSL (and deputies) know how and where to seek support for victims of abuse	S	KCSIE p. 113 para 459	Training logs		

## 7. Handling allegations against members of staff

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
7.1	We have procedures in place for reporting and handling concerns about or allegations against staff members (including the Headteacher, supply staff and volunteers) including 'low level' concerns	S	KCSIE p.25, para 74 & Part 4, p.81+	<p>Written procedures (might be included in your child protection policy)</p> <p>Trust Policy – See Managing allegations</p>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
7.2	<p>Our procedure sets out:</p> <ul style="list-style-type: none"> <li>The process</li> <li>Timescales for investigation</li> <li>What support and advice will be available to individuals against whom allegations have been made</li> </ul>	S	<p>KCSIE Part 4 p. 81+ p. 87 para 369-70</p>	<p><i>Written procedures (might be included in your child protection policy)</i></p> <p><i>Trust Policy – See Managing allegations</i></p>		
7.3	<p>We have procedures in place to:</p> <ul style="list-style-type: none"> <li>Inform the local authority designated officer (LADO) of all allegations of abuse made against staff within one working day</li> <li>Allow staff to directly report to the LADO where there may be a conflict of interest in reporting to the headteacher</li> <li>Refer historical allegations to the police</li> <li>Carry out an assessment of transferable risk, where appropriate</li> </ul>	S	<p>KCSIE p. 82 para 341</p> <p>p. 21 para 74</p> <p>p. 94 para 404</p> <p>p. 82 para 340</p>	<p><i>Written procedures (might be included in your child protection policy)</i></p> <p><i>Trust Policy – See Managing allegations</i></p>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
7.4	<p>We have procedures in place to make a referral to the DBS as soon as possible if a person meets the following criteria:</p> <ul style="list-style-type: none"> <li>We believe the individual has engaged in relevant conduct; or</li> <li>The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a relevant offence; or</li> <li>The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and</li> <li>The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left</li> </ul>	S	<p>KCSIE  <i>p. 36 para 142</i>  <i>p. 79 para 329</i>  <i>p. 90 para 383</i></p>	<p><i>Written procedures (might be included in your child protection policy)</i></p>		
7.5	<p>When using an agency, we inform the agency of our process for managing allegations, which includes inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about our policies.</p>	S	<p>KCSIE  <i>p.85, para 359</i></p>			
7.6	<p>We have an effective support system in place for staff against whom allegations are made</p>	S	<p>KCSIE  <i>p.87, paras 370</i></p>	<p><i>Details of support system</i></p>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
7.7	<p>We have procedures in place to deal with the outcomes of allegations, such as:</p> <ul style="list-style-type: none"> <li>• Having alternatives to suspending a member of staff, such as moving the child to a different class (if appropriate)</li> <li>• Not sharing information about the member of staff involved with other staff or parents not directly involved</li> <li>• Referring unsubstantiated, unfounded, false or malicious allegations to the DSL to decide next steps</li> <li>• Considering disciplinary action in line with our behaviour policy for reports found to be deliberately invented or malicious</li> </ul>	S	<p>KCSIE  <i>p. 86 para 364</i>  <i>p. 88 para 375</i>  <i>p. 91 para 389</i>  <i>p. 111 para 454</i></p>			
7.8	<p>Where the accused is a teacher, we abide by our confidentiality obligations under <a href="#">legislation</a> and ensure that other parties (including parents/carers) also understand these</p>	S	<p>KCSIE  <i>p.88 paras 375</i></p>	<p><i>Written procedures (this might be included in your child protection policy)</i></p>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
7.7	<p>We keep a clear and comprehensive summary of all allegations on the confidential personnel file of the accused (except those found to be malicious), including:</p> <ul style="list-style-type: none"> <li>• How the allegations were followed up</li> <li>• How the allegations were resolved</li> <li>• What action was taken</li> <li>• What decisions were reached</li> <li>• Where allegations are found to be malicious, these are removed from personnel files upon completion of any investigation.</li> </ul>	S	KCSIE p.93, para 397	<i>Templates to include in personnel files</i>		
7.8	We preserve records which contain information about allegations of sexual abuse for the <a href="#">IICSA</a> , for the term of the inquiry	S	KCSIE p.93, para 399	<i>Evidence of awareness from office staff, location of these records (if any)</i>		
7.9	We retain all other records of allegations at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer	S	KCSIE p.93, para 399	<i>Evidence of awareness from office staff, location of these records (if any)</i>		

## 8. Other safeguarding-related policies and procedures

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
8.1	<p>The following Trust policies have been implemented across the school:</p> <ul style="list-style-type: none"> <li>• Safeguarding: Child Protection Policy</li> <li>• Staff Code of Conduct</li> <li>• Whistleblowing Policy (including whistle blowing procedure)</li> <li>• Behaviour Policy that includes measures to prevent bullying including cyber bullying and prejudice-based and discriminatory bullying</li> <li>• SEND</li> <li>• British Values and the Prevention of Radicalisation and Extremism</li> <li>• Acceptable Use Policy (AUP)</li> <li>• Clarification and guidance in relation to the AUP</li> <li>• BYOD</li> <li>• Remote meetings and live teaching guidelines</li> <li>• Online safety and working remotely</li> <li>• Supporting Pupils with Medical Conditions</li> <li>• Recruitment and selection policies and procedures (covering safer recruitment)</li> </ul>	S	KCSIE p. 24 para 81 & 85	<i>Relevant website page for Safeguarding Policy and Whistleblowing as these must be on the website. Also include website page for any other policies on website.</i>		
8.2	We have procedures for ensuring visitors to school are appropriately supervised and where appropriate have ID and DBS checks completed,	S	KCSIE p. 71, para 283-4	<i>The rest of the requirements in this section could be part of your child protection policy</i>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
8.3	We have procedures for ensuring that visiting speakers to the school are suitable and appropriately supervised	S	KCSIE <i>p.71, para 285</i>			
8.4	We have procedures to keep children safe from the dangers of radicalisation and extremism	S	KCSIE <i>Annex B, p.132</i>			
8.5	We have procedures in place for protecting children at risk of radicalisation	S	KCSIE <i>Annex B, p.132</i>			
8.6	We have a policy on the use of mobile technology in our school, as part of our whole-school approach to online safety	S	KCSIE <i>p.33 para 126</i>			
8.7	We have procedures in place for responding to children who go missing from education, to help identify the risk of abuse and neglect and prevent the risk of them going missing in future	S	KCSIE <i>p.41, para 164</i>			
8.8	We have procedures in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems	S	KCSIE <i>p. 43, para 170</i>			
8.9	We have policies on special educational needs and/or disabilities (SEND) and supporting pupils with medical conditions, and these reflect safeguarding	S	KCSIE <i>p. 46 para 185</i>			

REF	NON-STATUTORY COVID-19 MEASURES	EVIDENCE	AREAS FOR IMPROVEMENT	RAG
8.10	We have procedures in place to maintain contact with children (and their families) who are at home because they're following clinical and/or public health advice (e.g. if they're self-isolating)	<p><i>Details of dates and times when DSL/teachers/pastoral staff do this</i></p> <p><i>Written procedures (might be included in your updated child protection policy or addendum)</i></p>		
8.11	<p>We have procedures in place for supporting mental health for pupils who are at home because they're following clinical and/or public health advice, for example:</p> <ul style="list-style-type: none"> <li>• Delivering support over the phone</li> <li>• Getting help from relevant specialist support services</li> </ul>	<p><i>Written procedures (might be included in your updated child protection policy or addendum)</i></p>		
8.12	We have provided information for parents/carers on how pupils can stay safe online, particularly while pupils are learning at home	<p><i>Examples of information sent out to parents</i></p>		
8.13	<p>We have explained to pupils how to report back to the school about concerns with online safety and made them aware of further sources of support, such as:</p> <ul style="list-style-type: none"> <li>• <a href="#">Childline</a></li> </ul>	<p><i>Examples of how you've done this</i></p>		

REF	NON-STATUTORY COVID-19 MEASURES	EVIDENCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>The <a href="#">UK Safer Internet Centre</a></li> <li><a href="#">Child Exploitation and Online Protection command (CEOP)</a></li> </ul>			

## 9. Pupils' experience of safeguarding

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
9.1	We have systems in place for children to express their views and give feedback about the measures in place to protect them	S	KCSIE p.25, para 83	<i>Details of these systems, examples of pupil feedback</i>		
9.2	We always take the child's wishes and feelings into account when determining what action to take and what services to provide in response to a safeguarding concern	S	KCSIE p.25, para 83	<i>Record of this being covered in training, examples of this happening</i>		
9.3	We teach pupils about safeguarding, including online safety, as part of the curriculum (and this is adapted as appropriate for vulnerable children, victims of abuse and some SEND)	S	KCSIE p.32, paras 119	<i>Curriculum plans, pupil work produced during these lessons, pupil feedback on these lessons</i>		

## 10. Protecting vulnerable children

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
10.1	<p>While recognising that <b>any</b> child may benefit from early help, we are particularly alert to the potential need for early help for a child who:</p> <ul style="list-style-type: none"> <li>• Is disabled and has specific additional needs</li> <li>• Has special educational needs (whether or not they have a statutory education, health and care plan)</li> <li>• Has a mental health need</li> <li>• Is a young carer</li> <li>• Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups</li> <li>• Is frequently missing/goes missing from care or from home</li> <li>• Is at risk of modern slavery, trafficking or exploitation</li> <li>• Is at risk of being radicalised or exploited</li> <li>• Has a family member in prison, or is affected by parental offending</li> <li>• Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse</li> </ul>	S	<p>KCSIE p.9, para 19</p> <p><i>EIF Leadership &amp; management para 29</i></p>	<p><i>Evidence of monitoring children in these categories, examples of early help measures put in place</i></p>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>• Is misusing drugs or alcohol themselves</li> <li>• Has returned home to their family from care</li> <li>• Is at risk of 'honour'-based abuse such as FGM or forced marriage</li> <li>• Is a privately fostered child</li> <li>• Is persistently absent from education, including persistent absences for part of the school day</li> </ul>					
10.2	We assess the risk of pupils being drawn into terrorism, including support for extremist ideas	S	KCSIE Annex B p.133	<i>Examples of assessments</i>		
10.3	We have suitable internet filtering and monitoring systems in place to keep pupils safe, including from terrorist, extremist and other inappropriate material while at school	S	KCSIE p.34, para 128	<i>Details of systems</i>		
10.4	For looked-after children: <ul style="list-style-type: none"> <li>• We give appropriate staff the information they need, including the child's: <ul style="list-style-type: none"> <li>○ Legal looked-after status</li> <li>○ Contact arrangements with birth parents or those with parental responsibility</li> </ul> </li> </ul>	S	KCSIE p.44, para 177	<i>Examples of information given, records of social worker and virtual school head contact details, correspondence or meetings with virtual school head</i>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<ul style="list-style-type: none"> <li>○ Care arrangements and the levels of authority delegated to the carer by the authority looking after them</li> <li>• Our DSL has details of each looked-after child's social worker and the name of the virtual school head at the LA that looks after them</li> <li>• Our designated teacher works with the virtual school head to: <ul style="list-style-type: none"> <li>○ Discuss how pupil premium funding for looked-after children can be best used to support the progress and meet the needs of these pupils</li> <li>○ Promote the educational achievement of previously looked-after children</li> </ul> </li> </ul>		<i>p.44, para 179</i>			
10.5	<p>For care leavers, our DSL:</p> <ul style="list-style-type: none"> <li>• Has details of the local authority personal advisor appointed to support them</li> <li>• Liaises with the personal advisor regarding any issues of concern</li> </ul>	S	KCSIE <i>p. 46 para 184</i>	<ul style="list-style-type: none"> <li>• <i>Records of contact details</i></li> </ul> <p><i>Correspondence or meetings with personal advisors</i></p>		
10.6	Our DSL helps to promote educational outcomes by sharing relevant information about the welfare, safeguarding and child	S	KCSIE, <i>Annex C, p.145</i>	<i>Examples of this happening</i>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	<p>protection issues that children are experiencing, or have experienced, with teachers and leaders as appropriate. For example, they:</p> <ul style="list-style-type: none"> <li>• Make sure relevant staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them</li> <li>• Support teaching staff to identify the challenges that children might face and the additional academic support and adjustments they could make to support them</li> </ul>					
10.7	<p>Where pupils have a social worker, our DSL always considers this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it informs decisions about:</p> <ul style="list-style-type: none"> <li>• Responding to unauthorised absence or missing education where there are known safeguarding risks</li> <li>• The provision of pastoral and/or academic support</li> </ul>	S	KCSIE <i>p. 41, para 161-2</i>	<i>Examples of this happening</i>		
10.8	<p>All staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe</p>	S	KCSIE <i>p.44, paras 176</i>	<i>Details of any relevant training given, results of staff audits</i>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
10.9	If we become aware that a pupil under the age of 16 (or 18 if they have a disability) may be in a private fostering arrangement, we ensure the local authority is notified	S	KCSIE p.77, paras 321	<i>Details of any procedures in place, awareness of this practice among relevant staff</i>		

REF	NON-STATUTORY COVID-19 MEASURES	EVIDENCE	AREAS FOR IMPROVEMENT	RAG
10.10	We have procedures in place to protect vulnerable children who are at home because they're following clinical and/or public health advice (e.g. if they're self isolating)	<i>Written procedures (might be included in your updated child protection policy or addendum)</i>		
10.11	We have members of staff who are responsible for maintaining safe arrangements for our IT systems (like filtering and monitoring systems), and we have contingency arrangements in place in case our IT staff are unavailable	<i>Staff list</i>		

## 11. Multi-agency working for safeguarding

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
11.1	We co-operate with the published arrangements of our local safeguarding partners	S	KCSIE p.21 & 22, paras 74-81	<i>Policies and procedures that align with published arrangements</i>		
11.2	We contribute to multi-agency working in line with <a href="#">Working Together to Safeguard Children</a>	S	KCSIE p.27 para 96	<i>Policies and procedures that align with this guidance</i>		
11.3	We allow access to the school by children's social care to conduct, or consider whether to conduct, statutory assessments	S	KCSIE p. 29 para 104	<i>Examples of when this has been done</i>		
11.4	We have arrangements clearly setting out the process and principles for sharing information within our school/trust, and with local safeguarding partners and other organisations, agencies and practitioners as required.	S	KCSIE p. 29, para 106.	<i>Policies and procedures in place, such as privacy notices</i>		
11.5	Our DSL: <ul style="list-style-type: none"> <li>• Transfers child protection files as soon as possible to a child's new school when they leave our school</li> <li>• Does this transfer securely and separately from the main pupil file</li> <li>• Obtains a confirmation of receipt from the new school</li> <li>• In addition to the child protection file, also considers whether it would be appropriate to share any</li> </ul>	S	KCSIE Annex C, p. 145 and p.314, paras 112-3	<i>Examples of when this has been done, details of the system for doing this transfer, receipts from new schools</i>		

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
	information with the new school in advance of a child leaving					
11.6	We are particularly alert to the importance of sharing information when a child moves to another local authority	S	KCSIE P. 31, para 112	<i>Examples of when this sort of data sharing has been done</i>		
11.7	We have due regard to the data protection principles that allow us to share personal information, and the processing conditions that allow us to store and share information for safeguarding purposes (including 'special category' data)	S	KCSIE P. 29, para 109	<i>Evidence from data protection documents, such as privacy notices or records of processing activities</i>		
11.8	When a decision is made to share or withhold information, we record who has been given the information and why	S	KCSIE p. -29 para 109	<i>Location and examples of records</i>		

## 12. Work experience and host family placements

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
12.1	We consider the need for those supervising children under 16 on work experience placements to undergo DBS checks with barred list information	S	KCSIE p 76 para 312	<ul style="list-style-type: none"> <li><i>Records of this being considered</i></li> </ul> <i>Evidence of DBS checks</i>		
12.2	Where our school arranges a host family placement, we request an enhanced DBS check with barred list information for the adult(s) who will be looking after the child. For placements abroad, we check whether	S	KCSIE Annex E	<i>Evidence of DBS and other checks</i>		

	equivalent checks for the country in question have been or could be undertaken.					
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### 13. Use of MyConcern

REF	REQUIREMENT	STATUTORY?	REFERENCED	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
13.1	We fully utilise MyConcern to help us in managing safeguarding and child protection					
13.2	All staff know how to log a concern or who to pass their concern to for logging					

### Reflection

LESSONS LEARNT	
OTHER THINGS SCHOOL COULD DO TO IMPROVE	

**Appendix 2:**  
**Governor Monitoring Form**

## Governor Monitoring

### Safeguarding

**Academy name:**

**DSL:**

**Deputy DSL:**

**Safeguarding Governor:**

**Date of monitoring visit(s):**

**Monitored by:**

This monitoring form should be used in conjunction with the [Trust's Policy and Procedures on Safeguarding / Child Protection](#), in particular Appendix B2 of the Safeguarding/Child Protection Policy Appendices, which details the AGC's specific responsibilities.

No.	Focus	Sub-questions	Comments / list evidence seen	Actions	Follow up
1	Review the academy's self-evaluation document	<ul style="list-style-type: none"><li>• When was the self-evaluation completed?</li><li>• Are all statutory actions complete?</li><li>• Are there any other outstanding actions?</li></ul>			

2	<b>Safeguarding information around the academy and on the website</b>	<ul style="list-style-type: none"> <li>• Is the academy’s safeguarding policy clearly visible on their website?</li> <li>• Is there other safeguarding information on the website (in particular in relation to e safety) to assist parents/carers?</li> <li>• Is the information up to date?</li> <li>• Is there information on safeguarding clearly visible for visitors in the entrance?</li> <li>• Are visitors given information on safeguarding at the start of their visit (e.g. who DSL is, how to raise a concern)?</li> <li>• How?</li> <li>• Is it clear and effective?</li> </ul>			
3	<b>Identity checks</b>	<ul style="list-style-type: none"> <li>• Does the academy check the identity of all new staff, volunteers, visitors, contractors?</li> <li>• How?</li> <li>• What do they record?</li> </ul>			
4	<b>Single Central Record (SCR)</b>	<ul style="list-style-type: none"> <li>• Does the Headteacher check the SCR regularly?</li> <li>• Is it up to date?</li> </ul>			
5	<b>IT arrangements</b>	<ul style="list-style-type: none"> <li>• What filtering and monitoring systems are in place to monitor staff and pupil internet usage?</li> </ul>			

		<ul style="list-style-type: none"> <li>• How often is a report of usage produced?</li> <li>• Who reviews the report?</li> <li>• When was it last reviewed?</li> <li>• Were any actions identified?</li> <li>• If so, have they been actioned?</li> </ul>			
	<b>Online safety</b>	<ul style="list-style-type: none"> <li>• How are pupils taught about online safety?</li> <li>• Is there an Acceptable Use Policy (AUP) for pupils?</li> <li>• Have they signed it and do they understand what it means?</li> <li>• Has the school undertaken the online safety self-review tool on 360 safe website?</li> <li>• If so, were there any actions as a result of this and have they been implemented?</li> <li>• Has the academy got effective mechanisms to identify, intervene in, and escalate any online incident where appropriate?</li> <li>• Is information about online safety provided to parents and carers?</li> </ul>			
<b>6</b>	<b>Site safety</b>	<p>Undertake a site visit.</p> <ul style="list-style-type: none"> <li>• Is there a secure site boundary?</li> <li>• Are emergency exits kept clear and accessible?</li> </ul>			

		<ul style="list-style-type: none"> <li>• Are all premises inspections up to date e.g. legionella?</li> <li>• Are fire drills undertaken regularly (at least each term) and the results recorded?</li> <li>• Are fire management checks carried out as required (including weekly fire alarm tests, monthly emergency lighting and exit checks and fire extinguisher checks)?</li> <li>• Are the results acceptable?</li> <li>• Are there any outstanding maintenance issues that could affect the safety of pupils or staff?</li> <li>• Any other site observations?</li> </ul>			
<b>7</b>	<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Does the academy have at least 1 person with a paediatric First Aid certificate (required if have EYFS) on site at all times?</li> <li>• Does the academy have appropriately stocked first aid box(es), equipment and facilities?</li> <li>• Is the first aid box clearly labelled and accessible?</li> <li>• Is first aid provision available at all times on site and off (school visits)?</li> </ul>			

		<ul style="list-style-type: none"> <li>• What arrangement does the academy have for medicines? e.g. inhalers</li> <li>• How does school record any medication administered?</li> <li>• Are records up to date?</li> </ul>			
8	<b>Talking to pupils re: safeguarding</b>	<p>Talk to pupils.</p> <ul style="list-style-type: none"> <li>• Do they feel safe at school?</li> <li>• Do they know what to do if they felt unsafe?</li> <li>• Do they know how to raise a concern (in particular in relation to peer-on-peer sexual violence/harassment/abuse)?</li> <li>• Is there any way they could raise concerns/worries anonymously?</li> <li>• Who would they talk to at school?</li> <li>• Do they know how to stay safe online? (<i>if response is just 'yes' – follow up with how?</i>)</li> <li>• Is there a school council and do they discuss safety in their meetings?</li> </ul>			
9	<b>Talking to staff re: safeguarding</b>	<p>Talk to staff.</p> <ul style="list-style-type: none"> <li>• What safeguarding training have they received?</li> <li>• Were they involved in developing the 'Academy Specific Details' part of the S/G policy?</li> </ul>			

		<ul style="list-style-type: none"> <li>• Do they know who the DSL and DDSL is?</li> <li>• Do they know how to report a concern?</li> <li>• Do they understand the new emphasis on peer-on-peer sexual violence and sexual harassment and how to respond to a report and risk assess?</li> <li>• Do they know what to do if a pupil tells them they are being abused or neglected?</li> <li>• Do they know who to go to if they have a safeguarding concern regarding a member of staff?</li> <li>• Do they understand who the more vulnerable children are and why (e.g. LAC etc.)?</li> <li>• Do they know who is responsible at school for LAC and previously LAC?</li> <li>• What do they understand their duty to be under Prevent?</li> <li>• Do they know who the SPOC is?</li> <li>• Does the DSL regularly update staff on safeguarding issues, in particular contextual ones?</li> </ul>			
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10	<b>Children Missing Education</b>	<ul style="list-style-type: none"> <li>• What process does the school have in relation to absence and how do they follow up on persistent absence?</li> <li>• How do school endeavor to ensure children do not go missing from education?</li> </ul>			
11	<b>Training</b>	<ul style="list-style-type: none"> <li>• How does the school keep a record of safeguarding training?</li> <li>• Is the DSL and DDSL training up to date?</li> <li>• Have all staff received safeguarding training within the last 12 months?</li> <li>• Who is safer recruitment trained and when?</li> <li>• What safeguarding training have governors received and when?</li> <li>• Are first aid qualifications up to date?</li> </ul>			
12	<b>Covid implications</b>	<ul style="list-style-type: none"> <li>• Who is responsible for making welfare calls when pupils are not in school due to covid reasons?</li> <li>• Where are they recorded?</li> </ul>			
<b>General comments / feedback / recommendations:</b>					

## **Appendix 3:**

# **Safeguarding self-evaluation Validation**

## Safeguarding Self-Assessment Validation

### **Rationale:**

The Trust has overall accountability for safeguarding, but day to day responsibility for safeguarding in each academy/school has been delegated to the Headteacher. Part of this responsibility involves ensuring that:

- their academy/school is statutorily compliant;
- they are following National and Trust guidance and policies;
- they are annually undertaking self-assessment (following the Trust's prescribed format).

As part of the Trust's system of safeguarding controls, auditing of SCRs, checking of CP files and auditing websites will be undertaken centrally but validation of self-assessment will be undertaken by Katy Walker (Headteacher at Ryall CE Primary School) and Sonia Clews (Headteacher at St Luke's CE Primary school), the Lead Headteachers for Safeguarding, on behalf of the Trust.

The purpose of the validation exercise is one of support, working with Headteachers, enabling them as current DSLs to quality assure the safeguarding processes and procedures in their academy/school. It also provides an opportunity to enhance current procedures and practice and ensure consistency across academies/schools.

Visits to academies/schools will be half termly with 12 academies visited over a 12 month period.

### **The Process:**

The process will consist of a preliminary discussion, a half day visit to the academy/school and a written record of the visit.

#### Prior to the Visit:

The Lead Headteachers will:

- Undertake an initial discussion with the HT/DSL in the academy/school and request a copy of their safeguarding self-assessment and evidence of governor monitoring of actions arising.
- Agree a clear focus for the visit and discuss any elements with which the academy/school would welcome support e.g. preventing radicalisation, general safeguarding compliance.
- Review the academy/school website to ensure statutory compliance.
- Agree the range and depth of the safeguarding evidence to be gathered.
- Agree the design of the day – timings, staff availability etc.
- Send to the Headteacher the agreed timetable of the day based on the preliminary discussion.

#### During the Visit:

The Lead Headteachers will:

- Tour the academy/school site to consider safeguarding management.

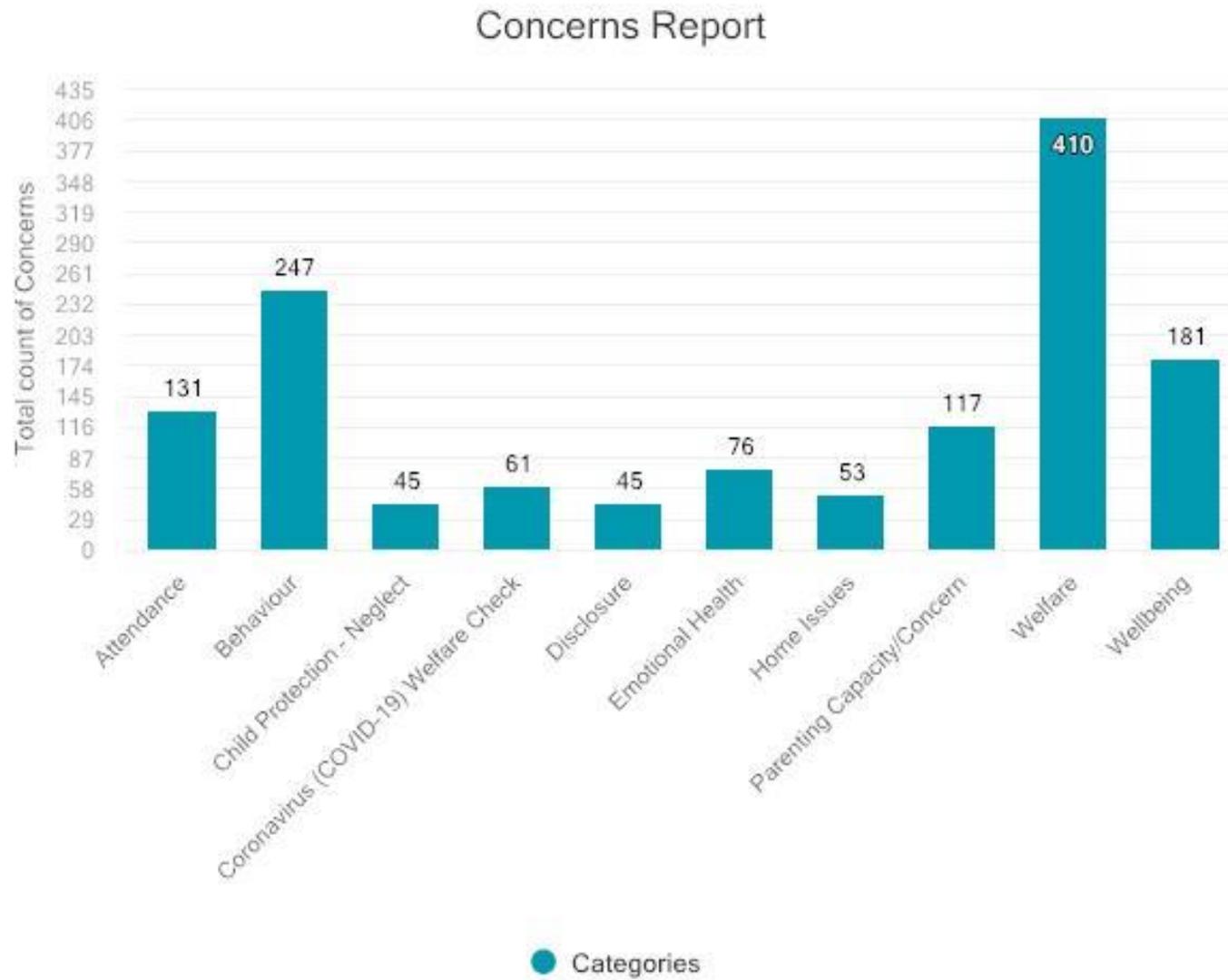
- Hold a discussion with 2 groups of pupils (HT to select) to gain pupil voice regarding the safeguarding culture of the academy/school; this will include gathering evidence of online safety; the PSHE curriculum, conflict resolution, the teaching of good behaviour etc.).
- With the DSL & at least one DDSL, talk through processes for Early Help i.e. identification, academy/school strategies in place to support, management, etc.; track one child through as a case study (including scrutiny of redacted evidence from MyConcern, as appropriate).
- Meet with 2 members of support staff to discuss safeguarding procedures and the culture of the academy/school.
- Meet with the person who manages the SCR e.g. school administrator to talk through systems and processes.
- Meet with the person who manages the safer recruitment procedures and administration, to talk through systems and processes.
- Discuss with the HT:
  - Allegations management
  - Parental concerns regarding safeguarding
  - Absence management of pupils (following scrutiny of attendance data)
  - Bullying/discriminatory incidents log (MyConcern records or other)
  - Behaviour/exclusions
  - Open cases with multi-agency plan
  - Prevent procedures
- Discuss with the HT the academy/school's safeguarding self-evaluation.
- Provide supportive feedback including areas of best practice and suggested next step actions as appropriate.

#### **Record of Visit:**

- A draft written record of the visit will be completed by the Lead Headteacher for Safeguarding and sent to the Safeguarding Lead in the Central Executive.
- The draft record will be sent to the HT for a factual accuracy check.
- The final record will be sent to the HT and the PDET administrator for filing.

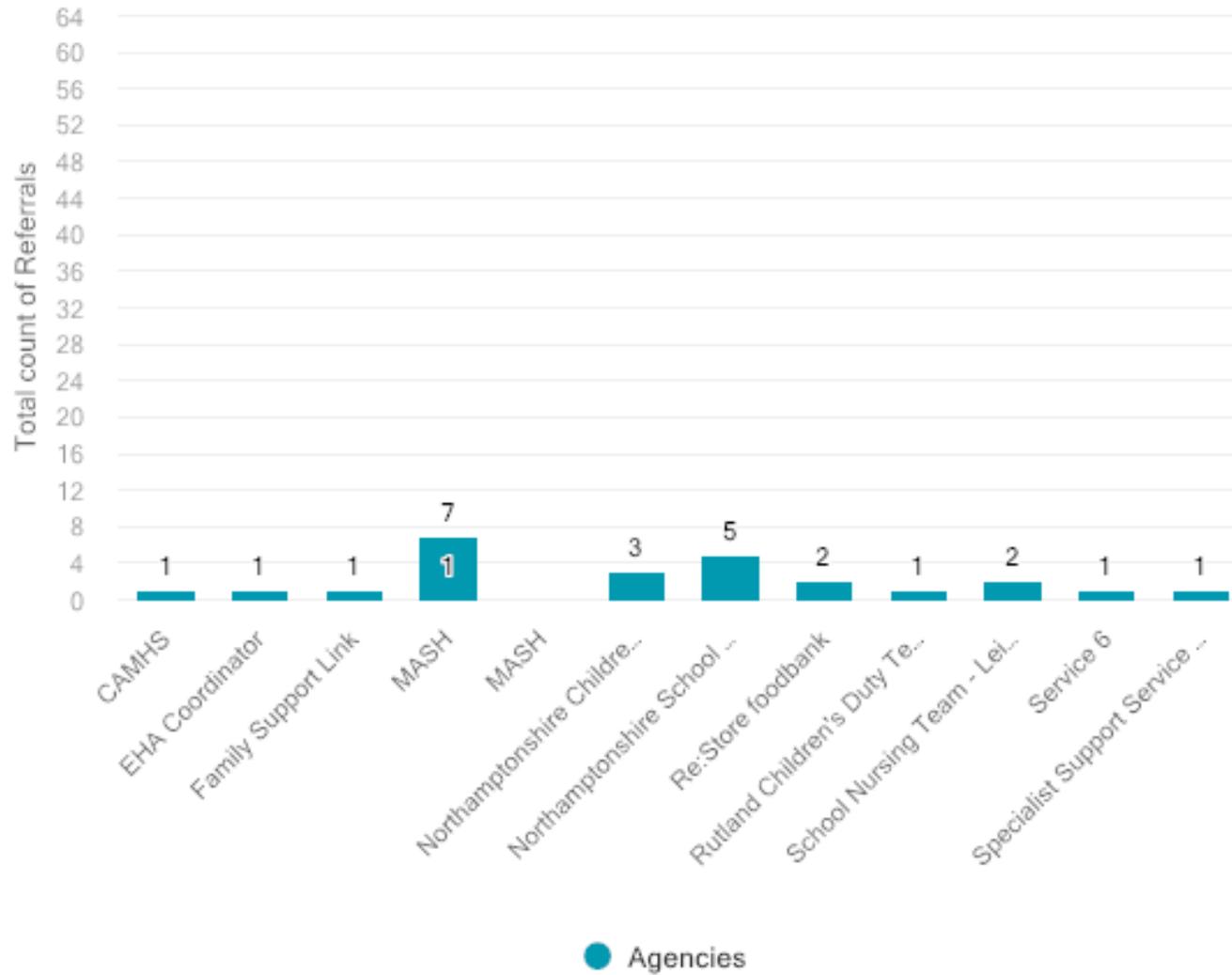
**Appendix 4:**  
**Example Reports from Clarity (My Concern)**

Categories with the highest number of concerns logged by PDET academies since 1.9.20



Referrals made (logged) by PDET academies since 1.9.20

### Referrals Report



**Appendix 5:**  
**Safeguarding Annual Planner & DSL checklist**

## A year in the life of safeguarding 2021 / 2022

### A best practice annual plan

*This plan has been designed to support schools to develop a culture of safeguarding. It is fully editable and **must be personalised** to your own school context, calendar and school holiday periods. It is important to note that this is a best practice plan – some aspects are statutory and some are suggestions.*

September	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Policies</b>	Update <i>the Academy Specific Details part of the Safeguarding/Child Protection</i> policy in conjunction with all staff.	
	Present Safeguarding and Child Protection policy to AGC.	
	Upload Safeguarding and Child Protection policy to school website and ensure printed copies are available as necessary.	
	Present to AGC other policies related to safeguarding which have been reviewed/updated by the Trust, and present and obtain any necessary approval to any academy level policies related to safeguarding that have been reviewed/updated.	
	Audit school website to ensure that it is compliant with statutory and PDET requirements in relation to safeguarding. ( <i>See Governor Hub for PDET audit document</i> ).	
<b>Training</b>	<p>Thoroughly induct all <b>new</b> members of staff and ensure that they have received appropriate safeguarding and child protection training, including training on the Code of Conduct and safer working practice. Explain the following to them as part of this training:</p> <ul style="list-style-type: none"> <li>• The Safeguarding and Child Protection Policy (including procedures for minimising and responding to peer on peer abuse)</li> <li>• “Keeping children safe in education - Statutory guidance for schools and colleges” – September 2021 Part one;</li> <li>• The Behaviour Policy</li> <li>• The staff Code of Conduct</li> <li>• The school’s procedures for children missing education</li> <li>• The role of the DSL (including the name of the DSL and DDSLs) – for details of role <i>see Appendix B1 of S/G Policy Appendices</i></li> </ul>	

September	What to do	RAG
	<ul style="list-style-type: none"> <li>• Acceptable Use Policy (AUP) (and Clarification and Guidance relating to the AUP);</li> <li>• Bring Your Own Device (BYOD) Policy;</li> <li>• Whistleblowing Policy;</li> <li>• The Prevent Duty 2015</li> <li>• British Values and Preventing Radicalisation and Extremism Policy</li> <li>• PDET’s Approach to Safeguarding document.</li> </ul> <p>and provide copies of policies and a copy of Part one of “Keeping children safe in education” 2021</p> <p>Deliver safeguarding annual refresher training to all staff (including online safety training) utilising the resources on the Key.</p> <p>Deliver safeguarding training to the AGC and ensure they undertake the relevant training on the Key.</p> <p>Review training and information shared with agency staff, contractors and volunteers to ensure that it is up to date and fit for purpose.</p> <p>Review information shared with visitors to the school (e.g. leaflet handed out at reception) and make sure that it is fit for purpose and handed out to every visitor.</p> <p>Sign up to relevant safeguarding newsletters, including</p> <ul style="list-style-type: none"> <li>• NSPCC CASPAR</li> <li>• Contextual Safeguarding Network</li> <li>• Safeguarding in Education Service Monthly Briefing</li> </ul> <p>Sign up to Local Authority DSL Forums for this term and any other training sessions that will enhance safeguarding practice.</p>	
<b>Documentation and record-keeping</b>	<p>Provide <b>new</b> staff with copies of the policies and documents referred to above.</p> <p>Keep a record to evidence that the above documents have been shared with new staff, they have read and understood them and attended training where they have been explained to them. .</p> <p>Ensure <b>all staff</b> have read the following documents and copies have been given to them as necessary:</p> <ul style="list-style-type: none"> <li>• The Safeguarding and Child Protection Policy</li> <li>• “Keeping children safe in education - Statutory guidance for schools and colleges” – September 2021 Part one;</li> <li>• The Behaviour Policy</li> </ul>	

September	What to do	RAG
	<ul style="list-style-type: none"> <li>• The staff Code of Conduct</li> <li>• The school’s procedures for children missing education</li> <li>• The role of the DSL (including the name of the DSL and DDSLs) – for details of role <i>see Appendix B1 of S/G Policy Appendices</i></li> <li>• Acceptable Use Policy (AUP) (and Clarification and Guidance relating to the AUP);</li> <li>• Bring Your Own Device (BYOD) Policy;</li> <li>• Whistleblowing Policy;</li> <li>• The Prevent Duty 2015</li> <li>• British Values and Preventing Radicalisation and Extremism Policy</li> <li>• PDET’s Approach to Safeguarding document.</li> </ul> <p>Ensure that, where relevant, staff have read all of KCSIE (DSL, senior leaders, governors etc.).</p> <p>Keep a record to evidence that the above documents have been shared with staff, they have read and understood them and attended training where they have been explained to them. .</p> <p>Check that all new pupil safeguarding files have been received, uploaded to MyConcern and receipts provided to the sending school including nil-returns. (<i>Action to be repeated throughout the year to cover mid-year starters</i>).</p> <p>Check pupil contact details to make sure that you have at least one and ideally two contact numbers for parents/carers.</p>	
<b>Promoting educational outcomes</b>	Share relevant information about vulnerable children with class teachers and other support staff where relevant and those with a social worker in order to promote educational outcomes for this cohort. See <a href="#">Keeping Children Safe in Education (2021)</a> , page 41 and 141 for further details.	
<b>Alternative Provision</b>	Check list of pupils attending alternative provision and make sure you have all necessary paperwork relating to safeguarding and safer recruitment.	
<b>Planning ahead</b>	<p>Plan topics covered in collective worship throughout the year. Link this to cultural calendar and PHSE curriculum.</p> <p>Plan topics to be covered in parent newsletters throughout the year to match topics covered in collective worship.</p>	
<b>Communication with parents</b>	<p>Share safeguarding information in the parent newsletter and on the school website/[<i>add any other means e.g. parentmail, in main entrance and on external notice boards</i>].</p> <p>Suggested topics:</p> <ul style="list-style-type: none"> <li>• Introduction to the pastoral and safeguarding team</li> </ul>	

September	What to do	RAG
	<ul style="list-style-type: none"> <li>• How to report safeguarding concerns in school</li> <li>• Travelling to and from school safely</li> </ul>	
<b>National events this month</b>	<ul style="list-style-type: none"> <li>• None relevant for primary this month</li> </ul>	

October	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Training</b>	Suggested topics to cover in staff training or briefings this month: <ul style="list-style-type: none"> <li>• The role of Early Help</li> <li>• Peer on peer abuse (including sexual violence and sexual harassment)</li> <li>• Low level concerns and allegations against staff</li> </ul>	
	Review training records for safeguarding team. If anyone has missed any DSL training or is to be a new DSL – refer to Trust Central Team re training. Ensure all staff who missed refresher or inductions training have completed this and records have been updated.	
<b>Self-evaluation</b>	Complete the Trust’s Self-Evaluation and return to the Central Team (annual). Complete the Section 175 Local Authority Safeguarding Audit (bi-annually) and provide a copy to the Central Team.	
<b>Pupil Voice</b>	Hold elections for pupil council or hold a meeting. Set dates for the rest of the year. Include safeguarding as a standing item on the agenda. Consider other ways to use pupil voice – including seeking feedback on child protection systems.	
<b>Safer Recruitment</b>	Arrange for the Headteacher to check the Single Central Record on a regular basis (at least once a term (x6) and when a member of staff leaves/joins etc.).	
<b>External Providers</b>	Liaise with any external providers using the school site to ensure that they are aware of safeguarding policies and procedures and meet all necessary requirements.	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter/on the school website / <i>add any other means e.g. parentmail, in main entrance and on external notice boards</i> . Suggested topics: <ul style="list-style-type: none"> <li>• Road safety and staying safe during the winter months</li> <li>• Online safety</li> </ul>	

<b>National events this month</b>	<ul style="list-style-type: none"><li>• Black History Month</li><li>• World Mental Health Day</li><li>• ADHD Awareness Month</li><li>• International Day of the Girl Child (UNICEF)</li><li>• Anti-slavery Day</li></ul>	
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November	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Training</b>	Suggested topics to cover in staff training or briefings this month: <ul style="list-style-type: none"> <li>• Radicalisation and Extremism – go through the Trust’s policy and update training (see training on The Key and / or free online training here: <a href="https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html">https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html</a>)</li> <li>• Online safety</li> </ul>	
	Check that the DSL and DDSLs have all attended Prevent-specific training within the last two years and book onto relevant training if necessary.	
	Ask relevant staff to complete cyber-security training <a href="https://www.ncsc.gov.uk/information/cyber-security-training-schools">https://www.ncsc.gov.uk/information/cyber-security-training-schools</a>	
	Test staff on understanding of Keeping Children Safe in Education (based on training delivered in September).	
<b>Parents</b>	Review the school’s approach to parental engagement. This could include; <ul style="list-style-type: none"> <li>• Parent council or PTA;</li> <li>• Ofsted parent survey (see link for materials to promote this: <a href="https://parentview.ofsted.gov.uk/link-to-us">https://parentview.ofsted.gov.uk/link-to-us</a>); and/or</li> <li>• Parent contact audit (to ensure all parents have been contacted once so far this term).</li> </ul>	
<b>Site Safety</b>	Complete a Health and Safety site walk with the appropriate governor/s. Check any actions from Plumsun H&S audit have been completed.	
	Audit the school site from a safeguarding perspective. <ul style="list-style-type: none"> <li>• Check safeguarding information is visible around school as necessary.</li> <li>• Check for insecure data – unlocked computers, printed data on desks, medical information etc.</li> <li>• Include the pupil council and seek views on where children feel safe and where they don’t feel safe.</li> <li>• Observe entry and exit from school and consider if any changes or improvements are required.</li> </ul>	
<b>Record-keeping</b>	Audit pupil safeguarding files (which should be on MyConcern) to ensure all actions have been added and files are complete.	

<b>Documentation</b>	Review Prevent risk assessment and update using local profile.	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter/on the school website / <i>[add any other means e.g. parentmail, in main entrance and on external notice boards]</i> . Suggested topics: <ul style="list-style-type: none"> <li>• Parent survey and parent voice</li> <li>• Anti-bullying and cyber bullying</li> </ul>	
<b>National events this month</b>	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> <li>• Men’s Health Awareness Week (Movember)</li> <li>• Road Safety Week</li> <li>• Universal Children’s Day</li> </ul>	

December	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Training</b>	Suggested topics to cover this month: <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Domestic abuse and violence</li> </ul>	
	Sign up to Local Authority DSL Forums for this term.	
	Prepare training slides/resources for January INSET days / staff development sessions.	
<b>Vulnerable children</b>	Review vulnerable children list and provide relevant children with additional information about sources of support over the holidays.	
	Contact social workers as necessary to update them with any concerns prior to the Christmas holidays.	
	Review alternative provision placements and progress towards re-integration.	
	DSL to meet with the Designated Teacher for Looked After Children to review progress and discuss any concerns.	
<b>Promoting educational outcomes</b>	Review progress and attainment of vulnerable children and children with a social worker.	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter / on the school website / [ <i>add any other means e.g. parentmail, in main entrance and on external notice boards</i> ]. Suggested topics: <ul style="list-style-type: none"> <li>• Sources of support for families over Christmas</li> <li>• Helplines for the Christmas holidays (<a href="#">include domestic abuse support</a>)</li> <li>• Accident prevention at home</li> </ul>	
<b>National events this month</b>	<ul style="list-style-type: none"> <li>• Christmas Jumper Day (Save the Children)</li> </ul>	

January	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Training</b>	Suggested topics to cover this month: <ul style="list-style-type: none"> <li>• Refresher on four types of abuse, signs and symptoms of abuse and processes for referral. Ensure staff know how to identify children who may benefit from early help as well as those that may be at risk of significant harm.</li> <li>• Peer on peer abuse refresher</li> <li>• Include local/national updates</li> </ul>	
<b>Promoting educational outcomes</b>	Share relevant information about vulnerable children and those with a social worker to promote educational outcomes for this cohort. See <a href="#">Keeping Children Safe in Education (2021)</a> , page 41 and 141 for further details.	
<b>Curriculum</b>	Review Relationships, Sex and Relationships and Health Education curriculum following implementation and seek feedback from pupils.	
<b>Mental Health and Wellbeing</b>	Review support and provision for children experiencing mental health issues and implement any necessary changes.	
	Review systems for identifying and referring mental health issues.	
	Include a mental health update in the next report to the AGC.	
<b>Planning ahead</b>	Review training opportunities for staff over the course of this term and book onto any relevant training/book external training providers.	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter/on the school website / <b>[add any other means e.g. parentmail, in main entrance and on external notice boards]</b> . Suggested topics: <ul style="list-style-type: none"> <li>• Healthy living</li> </ul>	
<b>Self evaluation</b>	Use resources from the Contextual Safeguarding Network to review your approach to harmful sexual behaviour and extra-familial harm ( <a href="https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools">https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools</a> )	

<b>National events this month</b>	<ul style="list-style-type: none"> <li>• Brew Monday (Samaritans)</li> </ul>	
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February	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Training</b>	Suggested topics to cover this month: <ul style="list-style-type: none"> <li>• Child Sexual Exploitation</li> <li>• Online Safety and cybercrime</li> </ul>	
<b>Pupil Voice</b>	Carry out a pupil safeguarding survey, analyse results and implement any necessary changes.	
<b>Planning ahead</b>	Check that all relevant staff have had safer recruitment training and liaise with the Central Team regarding training.	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter/on the school website / <i>[add any other means e.g. parentmail, in main entrance and on external notice boards]</i> . Suggested topics: <ul style="list-style-type: none"> <li>• Online Safety</li> <li>• Looking after your child's mental health</li> </ul>	
<b>National events this month</b>	<ul style="list-style-type: none"> <li>• Sexual Abuse and Sexual Violence Awareness Week</li> <li>• LGBT History Month</li> <li>• Children's Mental Health Week</li> <li>• NSPCC Number Day</li> <li>• Safer Internet Day</li> </ul>	

March	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Training</b>	Suggested topics to cover this month: <ul style="list-style-type: none"> <li>• Child Criminal Exploitation and Serious Violence</li> <li>• Children with additional vulnerabilities (SEND, LGBTQ+, Young Carers)</li> </ul>	
<b>Pupils</b>	Ensure transition day plans are in place. Plan how you will organise and approach meetings with parents or relevant staff at feeder schools (if applicable) to share SEND and safeguarding information appropriately in the summer term.	
	Review mental health and wellbeing support for young people completing statutory tests this year.	
<b>Vulnerable children</b>	Review vulnerable children list and provide relevant children with additional information about sources of support over the holidays.	
	Contact social workers as necessary to update them with any concerns prior to the Easter holidays.	
	Review alternative provision placements and progress towards re-integration.	
<b>Promoting educational outcomes</b>	Review progress and attainment of vulnerable children and children with a social worker.	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter/on the school website/ [ <i>add any other means e.g. parentmail, in main entrance and on external notice boards</i> ]. Suggested topics: <ul style="list-style-type: none"> <li>• Online Safety</li> <li>• Looking after your child's mental health</li> </ul>	
<b>National events this month</b>	<ul style="list-style-type: none"> <li>• Eating Disorders Awareness Week</li> <li>• No More Week (Domestic Violence and Abuse)</li> <li>• Young Carers Day</li> <li>• Stop CSE Day</li> <li>• Family Safety Week (March/April)</li> </ul>	

April	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Training</b>	Suggested topics to cover this month: <ul style="list-style-type: none"> <li>• Children missing education</li> <li>• Homelessness</li> </ul>	
	Sign up to Local Authority DSL Forums for the summer term.	
	Review safeguarding team training and book any relevant courses before the end of the year.	
<b>Promoting Educational Outcomes</b>	Share relevant information about vulnerable children and those with a social worker in order to promote educational outcomes for this cohort. See <a href="#">Keeping Children Safe in Education (2021)</a> , page 41 and 141 for further details.	
<b>Vulnerable children</b>	Review vulnerable children list, follow up any outstanding referrals (use the NCC/LLR escalation policy if necessary) and ensure records are up to date.	
<b>Looked-after and previously looked-after children</b>	DSL to meet with the Designated Teacher for looked-after and previously looked-after children to review progress and discuss any concerns.	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter/on the school website / <i>[add any other means e.g. parentmail, in main entrance and on external notice boards]</i> . Suggested topics: <ul style="list-style-type: none"> <li>• Attendance</li> </ul>	

May	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Training</b>	Suggested topics to cover this month: <ul style="list-style-type: none"> <li>• Children in the court system and children with family members in prison</li> <li>• Community safety incident</li> </ul>	
<b>Online Safety</b>	Review the school's approach to online safety, including; <ul style="list-style-type: none"> <li>• Remote education</li> <li>• the curriculum</li> <li>• filtering and monitoring systems</li> <li>• sharing information with parents/carers</li> <li>• cyber security</li> <li>• peer on peer abuse</li> </ul> <p><a href="#">Use a tool such as 360 Safe if you wish.</a></p>	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter/on the school website / [ <i>add any other means e.g. parentmail, in main entrance and on external notice boards</i> ]. Suggested topics: <ul style="list-style-type: none"> <li>• How the school keeps children safe online</li> <li>• Mental Health Awareness Week</li> </ul>	
<b>National events this month</b>	<ul style="list-style-type: none"> <li>• Mental Health Awareness Week</li> </ul>	

June	What to do	RAG
<b>Safeguarding Team</b>	Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.	
<b>Training</b>	Suggested topics to cover this month: <ul style="list-style-type: none"> <li>• Female Genital Mutilation</li> <li>• So called 'honour-based' abuse and forced marriage (see link to free Home Office training here: <a href="https://www.virtual-college.co.uk/resources/free-courses/awareness-of-forced-marriage">https://www.virtual-college.co.uk/resources/free-courses/awareness-of-forced-marriage</a>)</li> </ul>	
<b>Record-keeping</b>	Complete an audit of safeguarding and child protection files.	
	Begin to prepare outgoing pupil safeguarding files for transfer.	
<b>Transition</b>	Begin to hold meetings to share safeguarding information (as necessary) prior to pupil transition.	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter/on the school website / [ <i>add any other means e.g. parentmail, in main entrance and on external notice boards</i> ]. Suggested topics: <ul style="list-style-type: none"> <li>• Transition</li> <li>• Child safety in the home</li> </ul>	
<b>National events this month</b>	<ul style="list-style-type: none"> <li>• Child Safety Week</li> <li>• Pride Month</li> <li>• Carers Week</li> </ul>	

July	What to do	RAG
<b>Safeguarding Team</b>	<b>Hold a Safeguarding Team meeting (DSL/DDSLs) to review new/open cases, levels of need and those being monitored.</b>	
<b>Training</b>	Suggested topics to cover this month: <ul style="list-style-type: none"> <li>• Private fostering</li> <li>• Safer Working Practice</li> </ul>	
<b>File transfer</b>	Prepare all school leaver records for transfer in September (will need to be transferred within five days of child joining new school). Transfer all records as necessary for school leavers and obtain a receipt from the receiving school or college.	
	Delete or archive record as necessary, in line with the Records Retention policy.	
<b>Vulnerable children</b>	Review vulnerable children list and provide relevant children with additional information about sources of support over the holidays.	
	Contact social workers as necessary to update them with any concerns prior to the summer holidays.	
	Review alternative provision placements and progress towards re-integration.	
	DSL to meet with the Designated Teacher for Looked After Children to review progress and discuss any concerns.	
<b>Planning ahead</b>	Review draft version of Keeping Children Safe in Education in preparation for September (if applicable).	
	Plan how the school will meet requirements under new guidance and legislation.	
	Plan DSL rota for summer holidays (if necessary) and share relevant information with social workers/MASH.	
<b>Promoting educational outcomes</b>	Review progress and attainment of vulnerable children and children with a social worker.	
<b>Communication with parents</b>	Share safeguarding information in the parent newsletter/on the school website / [ <i>add any other means e.g. parentmail, in main entrance and on external notice boards</i> ]. Suggested topics: <ul style="list-style-type: none"> <li>• What's on in the local area over the summer</li> <li>• Sources of support during the school holidays</li> </ul>	
<b>National events this month</b>	<ul style="list-style-type: none"> <li>• Samaritans Awareness Day (The Big Listen)</li> </ul>	

### DSL checklist (based on role as described in KCSIE 2021)

(This is for DSLs to use to assure themselves that they are undertaking all that is required / expected of them in this role)

Tasks / expectations	Yes/No	Notes
<b>Manage referrals</b>		
Refer cases: <ul style="list-style-type: none"> <li>• of suspected abuse and neglect to the MASH as required and support staff who make referrals to LA children’s social care;</li> <li>• to the Channel programme where there is a radicalisation concern and support staff who make referrals;</li> <li>• where a person is dismissed or left die to risk / harm to a child to the Disclosure and Barring Service;</li> <li>• where a crime may have been committed to the Police as required (<i>see NPCC – when to call the police</i>).</li> </ul>		
<b>Working with others</b>		
Act as a source of support, advice and expertise for all staff.		
Act as a point of contact and liaise with the three safeguarding partners and work with other agencies (in line with Working Together to Safeguard Children).		
Provide information to the NSCP/local authority on safeguarding and child protection, including co-operating with other agencies and supporting with MASH enquiries (including during evenings/holidays where required).		
Liaise with the AGC and the local authority on any deficiencies brought to the attention of the AGC and how these should be rectified without delay.		
Liaise with the headteacher (where not the DSL) to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.		
Liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member (including supply staff and contractors).		
Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and SENCOs) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.		

<p>Liase with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.</p>		
<p>Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.</p>		
<p>Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at the Academy. This includes the school and its staff:</p> <ul style="list-style-type: none"> <li>• know who these pupils are</li> <li>• understand their academic progress and attainment</li> <li>• maintain a culture of high aspirations for this cohort</li> <li>• are supported to identify the challenges that such pupils might face and the additional academic support and adjustments that they could make to best support them.</li> </ul>		
<p><b>Information sharing and managing the CP file</b></p>		
<p>CP records are:</p> <ul style="list-style-type: none"> <li>• maintained;</li> <li>• monitored;</li> <li>• regularly reviewed and</li> <li>• only accessed by those who need to see them.</li> </ul> <p>Individual concerns, patterns of concerns or complaints are monitored and acted upon.</p>		
<p>Where children leave the Academy (including in year transfers) the child protection file is transferred to the new school/academy as soon as possible, separate to the main pupil file ensuring:</p> <ul style="list-style-type: none"> <li>• secure transit</li> <li>• confirmation of receipt is obtained</li> </ul>		

<ul style="list-style-type: none"> <li>consideration is given to whether it would be appropriate to share any additional information with the new school/academy in advance of the pupil leaving to help them put in place the right support to safeguard the pupil.</li> </ul>		
<b>Raising awareness</b>		
Every member of staff has access to, understands and uses appropriately, the Safeguarding / Child Protection Policy and procedures.		
Following review of the Trust’s safeguarding/child protection policy, procedures are updated and reviewed regularly and implemented.		
Complete the section on Academy Specific Details in the policy.		
The school’s website provides a range of safeguarding information for parents / carers and makes it clear that referrals about suspected abuse or neglect may be made and the role of the school in this.		
Link with the safeguarding partner arrangements to ensure staff are aware of: <ul style="list-style-type: none"> <li>any training opportunities</li> <li>latest local policies on local safeguarding arrangements</li> </ul>		
Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and the Academy leadership staff.		
Every member of staff knows how recognise and log a concern on MyConcern.		
<b>Training, knowledge and skills</b>		
Knowledge and skills are refreshed on a regular basis.		
DSL and DDSLs undertake Prevent awareness training		
Understand the local assessment process for providing: <ul style="list-style-type: none"> <li>early help</li> <li>statutory intervention</li> </ul> This includes understanding: <ul style="list-style-type: none"> <li>the “Signs of Safety” approach</li> <li>local criteria for action</li> </ul>		

<ul style="list-style-type: none"> <li>• LAs children’s social care referral arrangements</li> </ul>		
<p>Have a working knowledge of how LAs conduct a CP case conference and a CP review conference.</p> <p>Confident to attend and contribute to these effectively.</p>		
<p>Understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children.</p>		
<p>Understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.</p>		
<p>Alert to the specific needs of:</p> <ul style="list-style-type: none"> <li>• CIN</li> <li>• children with SEND</li> <li>• young carers</li> </ul>		
<p>Understand the importance of information sharing, within the academy and with others e.g. three safeguarding partners.</p>		
<p>Understand and support the school with regards to Prevent duty.</p> <p>Can advise and support staff on protecting children from the risk of radicalisation.</p>		
<p>Understand the unique risks associated with online safety.</p> <p>Have the relevant knowledge and up to date capability to keep children safe whilst online at school and when working remotely.</p> <p>Recognise the additional risks that children with SEND face online and have the capability to support them to stay safe online.</p>		

Obtain access to resources and attend any relevant or refresher training courses.		
Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures put in place by the school to protect them.		
<b>Providing Support to Staff</b>		
Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to: <ul style="list-style-type: none"> <li>• ensure that staff are supported during the referrals processes; and</li> <li>• support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.</li> </ul>		
<b>Understanding the views of children</b>		
Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.		
<b>Holding and sharing information</b>		
Understand the importance of information sharing, both within the Academy, and with other schools/academies on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.		
Understand relevant data protection legislation and regulations.		
Keep detailed, accurate, secure written records of concerns and referrals on MyConcern.		
Understand how MyConcern operates and be able to operate it effectively in line with Trust guidance		
Ensure all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise.		

<p>Ensure all staff are given, read, and sign to acknowledge having read and understood:</p> <ul style="list-style-type: none"> <li>• Safeguarding/Child Protection Policy;</li> <li>• <b>KCSIE – Part one</b>;</li> <li>• the Staff Code of Conduct;</li> <li>• Acceptable Use Policy (AUP) (and Clarification and Guidance in relation to the AUP);</li> <li>• Bring Your Own Device (BYOD) Policy;</li> <li>• Behaviour Policy;</li> <li>• Remote Education: Online safety (Safeguarding and GDPR considerations) – guidance for schools/academies</li> <li>• “Prevent Duty 2015, updated 2021”;</li> <li>• British Values and Preventing Radicalisation &amp; Extremism Policy; and</li> <li>• Whistleblowing Policy;</li> </ul>		
<b>Availability and Deputy Designated Safeguarding Leads</b>		
<p>Always available during school hours for staff to discuss any safeguarding concerns.</p>		
<p>Adequate and appropriate cover arrangements are made for any out of hours / out of term activities.</p>		
<p>DDSLs are trained to the same standard as the DSL.</p>		