Cambridgeshire County Council

The Leadership of Safeguarding Review 2020/21

Date: 22.06.21 **School:** Hampton Hargate Primary School

Safeguarding is:

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

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

Within the context of this review:

Evidence will be needed for the assurance of a 'green (effective)' judgement.

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

Updated in line with KCSIE 2020

Diane Stygal and Phil Nash,

September 2020

Content:

A: Safeguarding Policies and Website Compliance:
- **Essential Documents on File**
- **Knowledge Hub**

B: Monitoring of Vulnerable Groups:
- **CP Files**
- **Referral Processes**
- **Pupil Premium Grant**
- **Attendance**
- **PRIDE**
- **PREVENT**
- **Training**

C: Health and Safety:
- **Inner Site**
- **Outer Site**
- **Risk Assessments**

D: Safer Recruitment:
- **Single Central Record**
- **Recruitment Checklist**
- **Employment Files**
- **Training**

E: Complaints and Allegations:
- **Effective Communication**
- **Policy and Procedure**
- **Training**

F: Wider safeguarding culture:
- **Curriculum**
- **British Values**
- **Pupil Voice**
- **Staff Voice**
- **Website and Signposting**
- **Visitor Management**
- **Behaviour Management**
- **Medical**
- **Display**

A	Safeguarding Policies and Website Compliance	School RAG	School evidence	Prompt questions and examples to enhance practice
i.	Does the school have an up to date and appropriate Safeguarding and Child Protection policy in place which is: • Consistent with current guidance and local arrangements • Personalised to the setting and needs of the school • Reviewed at least annually • Available on the school website? What date was the policy ratified by governors and when will it be reviewed? Does your policy include:		The school uses the CCC model Safeguarding (SG) and Child Protection (CP) policy which has been personalised for the school. This is dated September 2020 and is on the school website. This forms part of a reading agreement where staff sign to say they have read and understood key documents, which include: • SG and CP policy • KCSIE Part 1 • Whistleblowing policy • Guidance for Safer Working Practice (GSWP) • IT User agreement These are uploaded onto MyConcern **1.**The school were advised in future to update the wording of the reading agreement, so that staff sign to say they have read, understood, and agree to implement the details in the documents. **Action: to be updated from Sept 1st 2021**	Reading Agreement undertaken by all staff every September to show ALL have **read, understand and intend to implement** policies and protocols. Agreements signed and stored – for reference and for possible reference in Performance Management meetings, grievance, disciplinary hearings. Steps being taken to prevent peer on peer abuse in the school – for example curriculum and raising staff awareness. How will victims and perpetrators be supported/ EP/AC *My Concern asked to add in the words, '…and implement the details within the documents' to the message displayed.*
	• Prevention of Peer on Peer Abuse	Y		
	• Dealing with Sexual Violence and Sexual Harassment between children	Y		

		• Children with Disabilities, Additional Needs or SEND	Y		
		• Young Carers	Y		
		• Children at Risk of Child Sexual Exploitation	Y		
		• Children at Risk of Criminal Exploitation	Y		
		• Children at risk of Honour Based Violence including FGM	Y		
		• Children at Risk of Radicalisation	Y		
		• Children Living with Domestic Abuse	Y		
		• Gang activity	Y		
		• Children Misusing Drugs or Alcohol	Y		
		• Children living with Substance Misusing Parents/Carers	Y		
		• Children Frequently Missing Education	Y		
		• LA Inspection improvement priorities	Y		
		• Children showing signs of Abuse or Neglect	Y		
		• Children who have Family Members in Prison	Y		
		• Children who have returned home to their family from care	Y		
		• Privately Fostered Children	Y		
		• Guidance for staff safeguarding including use of mobile phones and online safety	Y		
	ii.	Essential Documents on file:			How does the school refresh and update all staff's **understanding** of KCSIE?
		• Keeping Children Safe in Education 2020	Y		
		• Keeping Children Safe Part 1 issued to all staff and centrally recorded	Y		

	• Working Together to Safeguard Children 2018	Y		
	• Information Sharing What to do if you are worried about a child being abused 2015	Y	Staff also have the whole DSL information booklet to refer to if necessary.	
iii.	When was the Child Protection and Safeguarding policy last drawn to the attention of staff?		September 2020 as well as updates during the year through Covid.	Can you evidence that it has been read and **understood**?
iv.	Does the school use Guidance for safer Working Practice 2019? If the school uses a different code of conduct, is it benchmarked against this national guidance? When the policy was last reviewed? When was it last drawn to the attention of all staff and its issue centrally recorded? Can you evidence that it has been read, understood and will be implemented? All staff and volunteers are aware of their Abuse of Position of Trust responsibilities under the Sexual offences Act 2003?	Y Y	September 2020 This is on the reading list for staff.	How is understanding of the code refreshed? Suggestion: verbal survey by governors to ensure the contents of the Staff Code are remembered. Is it part of the new staff induction process? Will staff know they have been given a code of conduct if asked? Is there a separate code for pupils, parents, governors?
v.	Does the school have the following related policies, procedures or protocols in place? Some of these are discussed in detail elsewhere in the review:		The school has a review cycle for all school policies.	
	• Anti-Bullying Policy	Y	This is included within the Behaviour policy.	Is there a policy renewal cycle?
	• Behaviour Management	Y	2019	Governing Body working parties for renewal.
	• Attendance and Absence/Children Missing Education	Y	2020	
	• Physical Intervention and Restraint/Use of Reasonable Force	Y	2021. The school has recently had Team teach and Steps training.	
	• Management of Allegations against staff or volunteers	Y	2021	
	• Pupil Wellbeing and Pupil Voice	Y	2.The school is in the process of writing a policy on this, as part of a	

			well-being award (including mental health). The school also has lots of information on the website in this area. **Action: policy complete and in place Sept 2021.**	**EP/AC** *DONE. Policy on website.*
	• Complaints procedure	Y	2020	
	• Online safety and acceptable use of ICT and Mobile Phones (both pupils and staff)	Y	E safety policy 2019 Mobile phone policy 2019	
	• Photography and Video Recording	N	The school doesn't have a specific policy in this area. A consent form for pupil's photographs goes out at the start of the year. Regarding parents taking photos at events, a slide is put up for parents at start of assembly. **3.** The school were advised to develop a policy in this area – this could be included within a broadened pupil mobile phone policy if required. **Action: policy complete and in place Sept 2021**	**AL** *Done* https://www.gov.uk/government/publications/school-and-college-security/school-and-college-security
	• Whistleblowing	Y	2021	
	• Intimate Care Policy	Y	2020	
	• Supporting Pupils with Medical Needs and the Administration of Medicines	Y	2020	
	• First Aid	Y	2019. **4.** The school were advised to add this to the website. **Action: added to website July 12th 2021**	**AL** *Done*
	• Substance Misuse	N	**5.** The school were advised they could consider a policy in this area if they feel it is required.	

			Discussed and considered. Decided specific policy not currently necessary at this time but will be reviewed annually.	
	• Site security policy and plan including site boundaries	Y	The school has a draft policy in place.	
	• Management and supervision of visitors including contractors	Y	Procedures are in place. The school use the Inventry system.	
	• Lunchtime and break time supervision arrangements	Y		
	• One to One Working	Y	This is noted within GSWP. One to ones are outlined in pupil plans – eg EHCP's.,	
	• Lone Working	Y	**6. The school will review this with the new Site Manager** **Action: To be reviewed in September 2021.** Update: Policy in place. New site manager to be appointed Jan/Feb 2022 and reviewed again at this point.	**AL/site manager** *Done*
	• Use of toilet shower and changing facilities	N/A	No swimming pool	
	• Protocol for children not collected at the end of the day/activity	Y		
	• Safer Recruitment	Y	The school use the EPM model policy.	
	• Codes of conduct – governors, volunteers and pupils	Y	Volunteers have an induction process and use GSWP as their code of conduct. Pupils have a home school agreement and the Behaviour policy.	
	• Health and Safety	Y	2020. The school notes this needs to be updated annually.	
	• Equality policy	Y	2021.	
	• Staff HR policies - specifically discipline and grievance	Y		

	• Lettings with specific reference to safeguarding	Y	This includes reference to safeguarding.	
vi.	How does the governing body ensure that safeguarding is embedded within all policies and procedures?	Y	The HT believes this is the case, and Governors view SG as underpinning all policy areas. They have a confident understanding of their role within safeguarding. Evidence includes: • FGB mtgs • Regular updates and reports • Mtgs with safeguarding leads • Details included in policies • Review of procedures • Visits into school – question/ challenge staff to evidence robust processes. • Understanding and use of My Concern. • Annual safeguarding training. All policies go to the Full Governing Body (FGB).	Do staff and governors understand that these policies contribute to the safeguarding culture of the school?
	Are all the school's policies and procedures ratified by the <u>whole governing body</u> and evidenced within the minutes? If not what other arrangements are used for school policies and procedures ratified?	Y		
vii.	Are the school's policies and procedures fully embedded across the school? Explain how you know this is implemented in line with the current OFSTED framework.		Staff meetings, Team meetings and Inset days are used to introduce and discuss key policies. All staff have a duty to be monitoring for any safeguarding concerns and to report accordingly. Policies are embedded – this is evidenced in a range of ways including: • SLT carry out lesson visits, learning walks, lesson observations, conversations with pupils.	Examples to include: <u>Implementation and monitoring</u> Against the OFSTED 2019 framework headings. <u>Effectiveness</u> • Staff Meetings • Safeguarding data and complaints – as a means of judging effectiveness. • SEF

			• Ongoing monitoring. Unannounced visits. • Governors carry out visits and this includes safeguarding during their visits. • All classrooms are regularly visited by staff and also by visitors which provides further visibility and transparency.	

Additional information/prompts:

Policy documents also available:
- Hardcopy in classrooms, office and staffroom.
- Electronic copy in 'Shared Area/Drive'.

The Education Inspection Framework (EIF) has four judgements:
- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

Personal Development includes:
- British values
- Spiritual, moral, social and cultural development
- Relationships and sex education
- Health education, including safety
- Mental health awareness and support

Knowledge Hub has resources in the library to support the above.

B	Monitoring of Vulnerable Groups	School RAG	School evidence	Prompt questions and examples to enhance practice
i.	Who is the Designated Safeguarding Lead (DSL) in your school? Who are the Deputy Designated Safeguarding Leads? (DDSL)		The Headteacher (HT) is the DSL. There are 3 x DDSL's in place.	Cluster Group work – regular meetings between DSLs to exchange best practice.

	Are they members of the Senior Leadership Team and do they have sufficient authority to carry out their role? Are they known to **all staff** and governors?	Y Y		
ii.	Have the DSL and DDSLs received in-depth training from the Education Safeguarding Team to enable them to fulfil their role and responsibilities? If so, do you have a copy of their certificates of attendance? Is their knowledge and skills refreshed at least annually? Does the Designated Safeguarding Lead/or do all DDSL's have the responsibility outlined in their Job Description? Do the DSL and DDSLs have sufficient resources and time to enable them to discharge their responsibilities?	Y Y Y Y Y	Training is up to date	Every two years once trained. Appendix B of KCSIE outlines the DSL role.
iii.	What arrangements are in place when the DSL is not available? Are the named DDSLs designated as deputies and is this explicit in their JD? Are the contingency arrangements published in the Safeguarding and Child Protection Policy?	Y Y	Arrangements are in place. Staff would speak to a member of SLT who would contact one of the DSL team, or take advice from social care.	Are there opportunities for joint training updates?
iv.	When was the DSL / school's last contact (if any) with Children's Services in relation to a child or family? Describe your working relationships with teams supporting children and families: Social Care Early Help Family Workers EP's Health professionals SEND Others?		A referral was made last week. The school has regular contact with social care over some pupils. The school has lots of Early Help open, with 44 children on Early Help plans at present. The school has excellent working relationships with agencies outside of the school.	Evidence of 'priority documentation': • Referrals • Logs of concern • Emails to multi-agencies weekly/daily when reports/mins. not received. • Correspondence with Social Care • Case Studies where progress is less than expected

	What arrangements are in place to ensure the school always provides a written report for these meetings?		Arrangements are in place to provide these.	
v.	How does your school ensure that **all staff** receive adequate child protection training to undertake their roles and responsibilities? Child Protection Training for all: How is this evidenced?			How does the school record details of training and induction? Is staff training delivered by external facilitators or in-house?
	• CP Training every two years for all staff –	Y	This is done annually at the start of each year for all staff.	
	• Update training for all staff and leaders at least annually (in keeping with KCSIE 2020 and the Safeguarding Partnership)	Y		
	• CP training including the Safeguarding Policy for all new staff as part of a robust induction	Y		
	• Does induction also cover the staff code of conduct / staff behaviour policy and whistleblowing as a minimum?	Y	These are all included.	
	• Central record of completion of Induction training	Y	**7. The school have been updating this.** **Action: A more formal and electronic version of recording in place Sept 2021**	SH DONE
	• Appropriate CP training and induction for volunteers		Volunteers are sent a range of paperwork and have an interview. They have SG training, and DBS checks are done.	Training in other areas suggested linked to SEND: • Autism • ADHD • Dyslexia, etc.
	• What other safeguarding training have staff had (e.g. restraint, e-safety, FGM, intimate care, safe working practice)?		Staff have recently had training in areas including: • Team Teach • FGM • Prevent. Staff did a range of online training during lockdown.	Foetal Alcohol Syndrome E-safety Restraint
	• Appropriate induction and CP training for agency, third party and self-employed staff.		Third party staff are: • Stanground Academy • JMP Music • Supply (via Textbook teachers)	

				They each do their own SG training and provide letters of assurance.	
	• Do all staff know who the DSL and DDSLs are?	Y			
	• How to identify the signs of abuse and neglect?	Y			
	• How to pass on and record concerns? That they all have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DDSLs.	Y	This is done via MyConcern – logs are often followed up verbally.		
	• That they have a responsibility to provide a safe environment in which children can learn	Y			
	• Where to find the Multi-Agency Procedures on the Safeguarding children Partnership website	Y	The SG flowchart is on display.		
	• Their role in the Early Help process	Y			
	• The process for making a referral to Children's Social Care?	Y			
vi.	Is any additional training undertaken by staff and governors, e.g. Education Child Protection and CPIN meetings?	Y	Governors have the same training as staff. They've also done training on MyConcern and Prevent, and many have done Safer Recruitment training.	Is this recorded? Where and by whom. How is its impact evidenced?	
vii.	Are there any other groups associated with the school that have child protection training, e.g., breakfast clubs, holiday clubs and /or sports providers?		The Breakfast and after school club is run by the school and so comes under school procedures. **8. The school has a Holiday club (Kick off) – the school noted they will need to check their SG procedures.** **Action: followed up immediately and completed end July 2021**	Is there a protocol in place should there ever be other groups associated with the school? How will the school check what training these third party providers provide to their staff? JM DONE	
viii.	Do you have a safeguarding noticeboard for staff?	Y	There are three boards!	Where: • Staffroom	

		Y/N		
	Are the safeguarding contacts in the Safeguarding and Child Protection policy on display or easily accessible?	Y		• Reception • Safeguarding noticeboards • Next to Photocopiers How often are these updated? How often is staff attention drawn to them?
	Are LA referral routes on display?	Y		
	Are LADO contacts on display?	Y		
	How is it updated regularly?		This is updated when anything new comes out	
ix.	What are the school's arrangements to safeguard pupils accessing school activities that take place outside of normal school hours? (This includes on site as well as off-site activities.)	Y	The school use Evolve for the trip planning and risk assessment process. Trips take First Aid kits, contact details and the 'emergency cards' with them.	EVOLVE + risk assessments First Aid Mobile Phones for emergency contact Grab packs – eg with contact details, school mobile etc?
x.	How does the governing body ensure that all who are involved in delivering other services are aware of and comply with safeguarding policy, procedures and good practice? E.g. before & after school care, peripatetic teachers, visiting sports coaches, workshop leaders etc.		The link Governor for SG is involved in this.	Who and how do the Governing Body checks this? How do they know what they are checking for? How do they report this?
xi.	Where services or activities are provided separately by another body, do you have a copy of the organisation's Child Protection Policy?	N	**9.** As noted above the school will ensure they have these details from the holiday club provider. **Action: all residential establishments to be asked to provide.**	E.g. ski trips, outdoor adventure trips, summer school, etc. Addressed
xii.	Does your governing body have a named governor for safeguarding?	Y		Succession planning?
	Does the named governor meet regularly with the appropriate members of the safeguarding team to discuss the leadership and management of safeguarding across the school?	Y		
xiii.	How does the governing body ensure that the nominated governor has the skills and expertise to undertake the role?	Y	The SG Governor has skills from his professional role.	Shadowing experienced Safeguarding Governors in other schools.
	Has the named governor attended training?	Y		
	Do they have a governing body job description?	Y	The SG Governor has a role description	NGA Audit tool.
	Have all governors undertaken training, appropriate to their level of need on safeguarding?	Y		

xiv.	Do minutes of the governing body record when safeguarding is discussed? Are the governing bodies responsibilities stated in the Safeguarding and Child Protection Policy? Does the governing body ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website?	Y Y Y	This is a standing item on agendas and is a point on Governor visit forms too. The school website has a detailed section on safeguarding including: • Details of their responsibilities • CP and SG policy • E safety links and resources • Safeguarding questions for parents to ask (DfE) • A range of other related information and resources.	Safeguarding featuring on **every** Governor visit proforma, not just that of the Safeguarding Governor. Is safeguarding a standing item on the agenda? Is there evidence that the safeguarding governor is given time to report to the governing body?
xv.	Can the Governing Body describe their co-ordinated offer of early help? *This refers to everything a school might do to intervene and solve problems before they escalate into full blown CP referrals to social services.*	Y	This is covered in training, but 10. Governors might benefit from revisiting to ensure? Maybe provide handout of examples etc) **Action: Included as part of presentation for annual CP/Safeguarding training with governors. Early Help offer will be revisited in FGB mtg.**	How is this evidenced? • Mins. of meetings • Questionnaires • Safeguarding Governor • Interview evidence. AC DONE

xvi.	Can the Governing Body show how the school's safeguarding data is used to review and monitor the effectiveness of the CP policy?
	
	Do governors interrogate safeguarding data to identify trends and patterns for vulnerable and disadvantaged pupils?
		Y
		
		Y
			Governors receive a range of data from the HT including:
			• Attendance data
			• Exclusions
			• Behaviour (logged on Integris)
			• Bullying
			• Racist incidents.
			
			Governors look at First Aid logs separately.
			
			A review of a sample of Full Governing Body minutes showed that safeguarding was a feature of all the meetings. Governors
				What safeguarding data does the school use?
				
				• Attendance
				   ○ Unauthorised
				   ○ Authorised
				   ○ Vulnerable groups
				• Exclusions
				• Behaviour Logs
				• Bullying Logs
				• Prevent referrals
				• Pride referrals
				• Reward data
				• First Aid logs

		Y	demonstrate a concern for safeguarding and there is evidence of Governors questioning information in the HT reports. **11.** The school is advised to continue to ensure that Governors demonstrate their approaches to interrogating data and asking appropriate questions to identify patterns for vulnerable and disadvantaged pupils. **Action: Already in place. Further emphasis will be incorporated to encourage additional scrutiny of data.**	• Incident logs • Links to deprivation Factor. Do mins of meeting clearly note the challenge and response to that challenge? (Questions emboldened or highlighted). Done
	Can governors describe the impact of Pupil Premium (PP) Funding on outcomes for eligible pupils?		Yes. The school also has a Link Gov for PP.	
xvii.	Can you evidence that all volunteers are appropriately briefed on child protection, safe practice and confidentiality as part of their induction?	Y		How? • Safeguarding Leaflet given out. • Meeting with staff. • General induction • Use of EPM volunteer pack.
xviii.	Is there a PREVENT lead and have they had training to identify children or others who have been, or are at risk of, radicalisation and make appropriate referrals?	Y	The HT is the Prevent Lead	When were they trained? How do they keep up to date?
	Is Prevent guidance available and visible?	Y		
	Is there a published action plan?	Y	The school have a plan, but this isn't published.	
	Is the Prevent Action Plan appropriate and fit for purpose?		**12**. The school were advised to add this to the website. **Action: in place 12ᵗʰ July 2021**	AL Done
	Have all staff received training on the Prevent duty and signs & indicators of radicalisation? What PREVENT	Y	This is part of annual SG training. Teaching staff/TA's have also	

	training have governors undertaken and what has been the impact of this training? How is governor training delivered? Is this recorded?	Y	completed the Home Office Online Prevent training Governors have also completed the Home Office Prevent training.	
xix.	Do staff know their responsibilities for reporting Prejudiced Related Incidents and PRIDE)? Have appropriate staff had training on PRIDE?	Y Y	This is recorded.	When were they trained? How do they keep up to date? Is information displayed for staff reference?
xx.	How does the school promote a positive practice and ethos in relation to safeguarding? This includes:			Recommended management system Record 'follow up' on back of logs Colour coded register to show previous HT logs.
	• Effective paper or electronic recording systems and management of concerns	Y	The school use My Concern for legging concerns.	
	• Evaluation of outcomes following intervention	Y		
	• Monitoring and review systems for vulnerable pupils	Y	The DSL team meet regularly to review actions and interventions for specific pupils.	
	• Effective partnership working and sharing of information	Y		
	• Records and personal and sensitive information are maintained and stored in accordance with the Data Protection Act 1998 and in accordance with the school Safeguarding and Child Protection Policy	Y	Any paper files are stored in a locked cupboard in a locked office.	
	Child Protection Records:			
	• Records are clear, accurate and complete • Records record discussions that have taken place with parents or if a decision has been made not to discuss it with parents the reason why has been recorded.	Y Y		
	• Records stored securely	Y		
	• Shared appropriately with agencies in line with Working Together 2018.	Y		

	• Appropriate actions are taken by the school	Y		
	• CP records are transferred (and received) securely and a receipt obtained from the receiving school in accordance with KCSIE 2020	Y	Receipts are kept.	
	Has the school had a recent external CP audit? Has the school recently audited their CP records? DPs respond to any learning from Serious Case Reviews by implementing required changes.	Y	An audit of MyConcern files was done in October 2020.	
	Does the school have named teacher who promotes the educational achievement of LAC pupils?	Y	This is the Assistant HT.	
xxi.	**Attendance** The school has an up to date admissions register.			Links to EWO Service.
		Y		
	Does the school hold more than one emergency contact for each pupil/student?	Y		
	The school records attendance of all groups, including vulnerable groups, and tracks this against performance and child protection records.	Y		
	The school has appropriate safeguarding responses to children who go missing from school.	Y	The school liaised with the attendance service	
	The school is fully aware of the education arrangements for pupils on their roll but educated elsewhere	Y		

Additional Information/prompts:

Child Protection Records:
- Considered use of/training with MyConcern software proscribed by ECPT.

Knowledge hub has resources in the library to support all of the above

C	Health and Safety	School RAG	School evidence	Prompt questions and examples to enhance practice
i.	**Policies and risk assessments** Does the school have a: • Health and safety Policy • Site Security Policy and plan? Does the school have Risk Assessments relating to:	Y Y		https://www.gov.uk/government/publications/school-and-college-security/school-and-college-security
	Outer Site, e.g. • Boundaries • Fields and Playgrounds • Roofing/flat roofing • Swimming Pools • Special Garden Areas	Y	The school has a range of site-specific risk assessments in place – eg playground, Contractors, play equipment, Forest school. These are updated regularly.	
	Inner Site, e.g. • Hall • Admin Areas • Corridors • Classrooms • IT Suites • Rooms specifically adapted for curriculum use, e.g., art, cooking, etc.	Y	These are in place for all categories of rooms.	
	Curriculum Areas, e.g. • Science • DT • Food Technology • Other –	Y	These are in place as required.,	
	Activities other than usual classroom subjects, e.g. • Special themed events • Plays and productions • Events to which parents and visitors are invited.	Y	These are in place	
	Staff, e.g. • Maternity Leave	Y	These have been developed and used as required.	

	• Assessments pertaining to specific staff health issues?			
	Pupils, e.g. • Risk Reduction Plan • Pastoral Support Plan • Education Health Care Plans	Y	These are in place as required. – eg Behaviour plans, individual evacuation plans, and individual healthcare plans.	
	• Allergy protocols	Y	Allergy protocols are in place – including liaison with the catering team.	
ii.	**Security and Safety** Has the school had a recent security review? If yes what actions have been taken since the review? Has the school reviewed the DFE guidance on Site security planning and risk assessments? Does the school have a security risk assessment? Are the following in place to ensure the security and safety of the school site including grounds:	N	However, the site is modern and secure and school does not have any security concerns at present.	Date? https://www.gov.uk/government/publications/school-and-college-security/school-and-college-security
	• Site access and boundaries	Y	Site manager checks boundaries	
	• CCTV	Y		
	• Signing in procedures	Y	Inventry is used for this	
	• Identifying staff, visitors, governors	Y	New lanyard colours from Sept 2021 will support this further.	
	• Completion of Health and Safety Audits	Y	The Site Manager does a weekly walk around. There is a termly walk around with a Governor.	
	• Managing building and contractual staff on site	Y		
	• Vehicle and pedestrian movement	Y	This is safe and secure.	
	• Arrangements for managing visitors and site access	Y	There are electronic access gates for pedestrians and visitors.	
	• A lunchtime and break supervision plan?	Y		

	• A system for recording suspicious incidents	N	**13.** The school were advised to keep a record in the office in case of any patterns developing. **Action: in place from July 2021**		**AL** Done
	• Other				
iii.	**Residential Trips and School Visits** Do you use Evolve? Are all school trips robustly risk assessed and approved by a senior person? Can you show that risk assessments are reviewed regularly and updated? Are trips evaluated?	Y Y Y	The school has a trained Educational Visits Coordinator (EVC). The school use Evolve and do pre-visits to plan the trip. Risk assessments are approved by the HT.		EVC training attended. Certificates obtained and on file? Advice taken from Outdoor Education Adviser Formal evaluations and de-briefs.
iv.	**Critical and Major Incidents and Business Continuity** Is there a Critical and Major Incident and Business Continuity plan? Does the school have regular evacuation drills? How Often? Does the school have regular invacuation drills? How Often? School Closure – do your staff and parents know and understand your local procedure.	Y Y N Y	These are done half termly as a minimum. Staff are aware of procedures – **14.** however the HT will review and refresh this issue with staff. **Action: INSET Sept 2021 will be revisit of procedure & actions. Actual drill not taking place with children present due to upset and worry it will cause pupils.**		Grab Packs Are evacuations and invacuations evidenced? What has the school learnt from invacuation drills? Recorded and evaluated? AL/Site Manager DONE. Review at least annually
Additional information/prompts: **Knowledge Hub has resources in the library to support all of the above.**					

D	Safer Recruitment Preventing unsuitable people from working with children	School RAG	School evidence	Prompt questions and examples to enhance practice
i.	Do procedures for safe recruitment and vetting of staff take account of the most recent DFE guidance in Keeping Children Safe 2020?	Y		Does the school use a safer employment checklist?
	How do governors monitor this?	Y	This is via FGB meetings.	Do Governors check employment files and cross match them with the SCR?
	Does the school have a written recruitment and selection policy/procedure in place?	Y		Is this recorded?
	Employment files include a copy of records used to verify identity, right to work and required qualifications.	Y		Are employment offers conditional?
	Do employment files show that all of the recruitment, selection and pre-employment vetting checks have been carried out?	Y		
	What procedures does the school use to check self-employed staff who cannot apply for their own DBS check?	N/A		
ii.	**Training** Have all staff and governors responsible for the recruitment of staff or volunteers completed appropriate Safer Recruitment training (face to face or online)?	Y	However, a refresh is planned for Sept 2021 for key staff and governors.	Is this updated?
	Do you have evidence of this and is it recorded in the Safeguarding and Child protection Policy?	Y	Certificates are on display in the foyer and details are logged on the SCR.	Dates?
iii.	**Single Central Record (SCR)** Can you evidence that all vetting checks have been undertaken?	Y	PN will send the school, the list of recommended columns for the SCR as an excel spreadsheet.	Is there an appropriate policy for DBS renewals?
	Is the SCR complete and with **no** gaps or omissions?	Y		

	In the case of a MAT, does the SCR allow for details for each individual academy to be provided separately?			
	Is there a named person for compiling the SCR?	Y	3 staff have access, but it is overseen by the School Business Manager (SBM).	
	Does the SCR include the name of the person who carried out the checks and the date?	Y	It has initials and the date	
	Describe the Security of SCR.		The SCR is password protected on office drive.	Is the SCR monitored at least termly by a governor?
	Governor monitoring of SCR – schedule and method.			
	Statutory section to include:			Do school leaders fully understand the KCSIE description of Regulated activity (page 30)?
	• Identity verification.	Y		
	• Qualifications verified and qualifications noted where appropriate.	Y		
	• Checks on Right to Work in the UK	Y		
	• A Prohibition from Teaching check for all staff carrying out teaching work.	Y	This is done for teaching staff and HLTA's.	Prohibition and Section 128 can be checked using the Secure Access site..
	• Barred List check	Y		Same site for verifying professional qualifications, QTS and Induction
	• Enhanced DBS disclosure before appointment or risk assessment including Barred List check and supervision.	Y	These checks are in place. **15. However, there was an inconsistency in the recording of the dates for these checks prior to 2017. This will be addressed by the SBM.** **Action: previously three members of staff took responsibility for checking different detail in relation to SCR requirements. This is not recommended and has not occurred since June 2017. Issue addressed.**	**JM** Done

• Risk assessment completed and filed for DBS checks with a positive trace.	Y	Yes, where required.	
• Overseas Records check e.g. Certificate of Good conduct if appropriate	Y		
• Verification of mental and physical fitness	Y	This is not a statutory element of the SCR but does need to be verified, as follows. KCSIE paragraph 154 says: *When appointing new staff, schools and colleges must … verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.*	
• Assurances are sought that all staff not directly employed by the school have been checked by their employer e.g. supply teachers	Y		
• Independent School 128 management check if applicable	N/A		
• Employment files match the SCR records	Y		
• Trainee Teachers in Regulated Activity are Enhanced DBS checked.	Y		
• All adults who are paid to work in the school appropriately recorded.	Y		Information shredded?
• All agency staff (LA, Health, music, sports coaches etc...) who work in the school are appropriately recorded	Y		SCR amended Archived copy of previous record?
• Identity checks carried out for all adults including volunteers who work in the school, but who are not directly employed in the school.	Y		
• Volunteers in Regulated Activity have an Enhanced DBS check	Y		

		Content		Notes
		• Unchecked volunteers are appropriately supervised		If so adding a column to the SCR is strongly recommended.
		• Unsupervised contractors with the opportunity for contact with children are Enhanced DBS checked	Y	
		• All governors have an Enhanced DBS check recorded and have been checked against the TRA section 128 Barred List	Y	
		Have you noted the 3.9.18 changes to Disqualification by association? How have you managed this?	Y — This has been noted	
		How do you create a culture where staff would inform the Headteacher/Principal if they were in a relationship with, or had a family member who may pose a risk to children as part of safeguarding best practice?	This is noted in GSWP and is on staff contracts.	
		Do you need to check if any of your staff or managers are Disqualified from Childcare?	Y — This is asked by EPM, and is recorded on the SCR.	
		Have any members of staff changed role to regulated activity?		
		If yes have the appropriate checks been done?		
	iv.	Non-statutory section to include:	The school has these records, but they are not kept on the SCR.	Does the school have any other specific training that it could include so the SCR becomes the 'list of lists'?
		• Two references or risk assessments	Y — This is kept in files.	
		• Induction	Y — The school keeps a separate list for this – this will go onto Integris.	Read, understood and will implement Full dates and refresher dates can be recorded in the column to show the "story" of training.

		• Staff signing for:
		  o KCSIE 1
		  o Code of Conduct
		  o Other relevant documents
			Y — These records are held on MyConcern.	

		• Training dates including refreshers for:
		  o Child Protection
		  o PREVENT
		  o PRIDE
		  o Physical restraint
		  o First Aid
			The SCR includes SG training dates; other training records are held on Integris.	

		o Safer Recruitment o Allegation Awareness o DFE numbers included			
v.	Can you evidence, for every appointment made, which member of the interview panel held the SR certificate?	Y	This would be evident from interview records. The school has a significant number of people trained in safer recruitment. **16.**The school were advised that many schools have this as a box at the top of the interview question sheet to record this clearly. **Action: addressed. All interview records will indicate who is safer recruitment trained from July 2021**	Included in interview notes? **AL/SH** Done
vi.	During the recruitment process for **all** staff and volunteers, are questions asked about attitudes to and knowledge of safeguarding?	Y		Please provide examples.
vii.	Has PREVENT and/or the duty to promote fundamental British values been incorporated into your recruitment procedures?	N	Not specifically. **17** The school were advised this could be included as a separate question or it could be included as part of probing in interview. **Action: now included as specific question within recruitment process**	**AL/SH** DONE
viii.	Is there a procedure in place to vet visiting speakers to ensure they do not pose a risk of radicalisation to staff or pupils?	Y	The school ask for details of what they will be speaking about ahead of any visit. Staff would always be present with a visiting speaker.	What does this look like? How is it recorded? Who monitors it and how often?
ix.	How do you ensure that appropriate DBS and/or other vetting checks have been undertaken for employees of services external to the school staff? E.g. Alternative Provision Providers, Work Experience Providers and Education Transport Contractors? Where services or activities are provided separately by another body, has the school liaised with that organisation about child protection issues and reporting arrangements?	Y	The school have letters of assurance in place.	Evidence: • Letters of Assurance • ID checks • Chaperones – communication with school staff for vulnerable groups. How is this recorded?

		School RAG	School evidence	Prompt questions and examples to enhance practice
x.	For visiting professionals / providers, is their identity always verified by the school?	Y		Is the signing in book checked and monitored – how often and by whom?

Additional information/prompts:

Employment Files:
Recommended Sections:
- Contract and Salary Information
- Interview details, advert, Job Description, etc.
- Qualifications
- ID Checks and Safeguarding checks
- References
- Medical and Leave of Absence requests
- Induction, training, performance management

Knowledge Hub has resources in the library to support all of the above, as well as a dedicated wiki page.

E	Complaints and Allegations	School RAG	School evidence	Prompt questions and examples to enhance practice
i.	Does the school have a Management of Allegations Against Staff or Volunteers procedure that is consistent with KCSIE 2020 guidance, the Safeguarding and Child Protection Policy and the relevant Safeguarding Partnership procedures?	Y		Are the school staff aware that the Child Protection and Safeguarding policy references allegations?
ii.	Is there a written procedure in place to manage allegations against pupils which reflects LA arrangements?	Y		
iii.	Has a member of the governing body been identified to liaise with the local authority and partner agencies in the event of an allegation being made against the Head Teacher?	Y	This would be the Chair of Governors.	Is the chair aware of this role and where they can access assistance I required?
	Do they have the contact details of the LADO and a copy of the Safeguarding and child Protection policy flowchart?	Y		

iv.	Do members of the SLT and governing body know how allegations against staff are managed?	Y		Was this covered during CP training? Is the process explained during induction, especially for staff new to working with children?
v.	Staff are confident to challenge leaders over safeguarding concerns and know how to use the school's whistleblowing policy.	Y	Staff would definitely challenge.	Is the new 2019 Whistleblowing Poster on display? Is there an internal protocol for whistleblowing?
vi.	How does the school promote ongoing vigilance and ensure that staff and volunteers are aware of the school's whistleblowing policy and are supported if they raise concerns about poor or unsafe practice?		Staff have frequent reminders about this. This is included within training, and the whistleblowing posters are displayed in the toilets.	• Staff bulletins • Newsletters • Daily briefings either verbal or electronic.
vii.	Are pupils, parents and staff listened to and complaints taken seriously? Do parents know how to raise a concern and is the complaints procedure available on the school website?	Y Y		How is this evidenced?
viii.	Is the complaints procedure fully understood by all staff? Is the difference between a complaint, grievance and an allegation of professional abuse clearly defined and understood?	Y		How is this evidenced? Safeguarding Governor to survey staff and issue report.
ix.	If you are aware of any Ofsted Complaint Investigations; what are you doing in preparation for Ofsted as a result of the complaints received?		None aware of.	

Additional information/prompts:

Prevention rather than cure:
- Use of Surveys:
  - Staff
  - Parents
  - Pupils
- Parent Protocol
- Communications Code

Knowledge Hub has resources in the library to support all of the above, as well as a dedicated wiki page.

F	Wider Safeguarding culture	School RAG	School evidence	Prompt questions and examples to enhance practice
	How does the school make clear its commitment to safeguarding children and promoting the welfare and well-being of its pupils to staff, parents, carers, volunteers and governors.	Y	This is evidenced in a range of ways – for example: • Website. • Policies. • New intake meetings. • Welcome Meetings each Sept. • RSE • Cambs PSHE scheme. • Posters around school. • NSPCC parent meetings. • E safety parent meetings. • Nurture provision in place. • Day to day lessons. • Prospectus. • Anti-Bullying Week	• Parent View • Questionnaires and surveys • Parent workshops • Parents on policy update working parties • Communication Codes and Parent Protocol Packs
	Curriculum How does the school provide information activities and opportunities to pupils that helps them to stay safe from abuse in all contexts: o Curriculum provision o Relationship Education o Learning styles o Cyber-bullying o e-safety o personal safety o accessing information and support from external agencies o Appropriate filters and monitoring systems are in place to protect pupils from harmful online material.		The school use the Cambs PSHE scheme which covers a range of ways related to keeping safe. The school participated in mental health and well-being week and anti-bullying week. NSPCC come in for visits and workshops. E2BN support E safety.	• Pupil Code of Conduct • Pupil Ambassadors • School Council • Playground Buddies • Peer Mentoring • School Values • British Values
	Pupil Voice Can pupils identify who they would speak to if they have any worries?	Y Y	In a recent pupil survey 99.7% said they felt safe in school and there was always an adult they could	

	How do you know that children and young people feel safe in school?
	Do they report that staff listen to them?
	
	Describe arrangements to collect and report back on pupil views e.g. School Council, pupil questionnaires etc.
		Y	speak to. These issues are discussed regularly with pupils – eg who are safe adults, keeping safe etc. In the most recent parental survey 99.5% of parents said their child felt safe and happy in school. There is a School Council in place, and there are 'worry boxes' and 'monsters' in classrooms.	Can the pupils articulate that they know how to keep safe and are kept safe?
				   o Anti-bullying
				   o Problems on transport

	Medical Does the school have enough appropriately qualified first aid staff?	Y	All staff have basic first aid training, and the school has Paediatric First Aid trained staff also.	How is first aid training refreshed and kept up to date?
	Does the school have an accident record keeping system?	Y		What has the school learnt from its monitoring of accident records?
	The school regularly monitors accident records, looking for patterns and trends, particularly in relation to vulnerable groups.	Y	This is reviewed by Governors.	Is there an issue for vulnerable groups?
	Explain your arrangements for the administration of medicines – both prescribed and non-prescribed.		Procedures are in place; consent forms are signed etc.	
	Behaviour and Physical Incidents Does the school have a physical intervention recording system (Blue Book)?	Y	This information is recorded onto Integris.	Do Governors monitor this? Schedule and method?
	Have any staff had any training in positive handling and safe restraint?	Y	As noted above the school has recently had Team teach and Steps training. Any physical restraint is seen as a last resort. Parents will be made aware if it is used.	
	Are individual plans in place to minimise the likelihood of challenging behaviour?	Y	These are put in place as required.	
	Data Protection General Data Protection Regulation:		The school are now accessing data protection support from Ark ICT solutions (Joe Lee) – the school	
	• Data Protection Officer in place	Y		
	• Registered with Information Commissioner	Y		

	• Information Asset Manager	Y	are in the process of changing from the IT service. Ark will do a new audit of procedures etc, in the near future.	www.theictservice.org.uk/service/is-your-school-gdpr-ready/management
	• Privacy Notices/Consent/Data Breaches/Impact and Risk Assessments/Review of Contracts	Y		

Additional information/prompts:

Parents and safeguarding:
Leaflets or website links signposting parents to other agencies to support them with areas such as:
- Bereavement
- Sexting
- Domestic abuse
- Hate Crime
- Coercive control

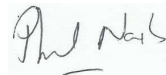**Communication with parents via Social Media**:
- Facebook
- Twitter
- Social Media risk assessment

Data Protection Key Tasks:
- Key Task 1. Registering with the ICO and paying a Data Protection fee
- Key Task 2. Creating/updating an Information Asset Register (IAR)
- Key Task 3. Reviewing/Creating Privacy Notices
- Key Task 4. Reviewing use of consent
- Key Task 5. Data Protection Officer
- Key Task 6. Procedures for when someone exercises their rights
- Key Task 7. Data breach procedures
- Key Task 8. Data Protection Impact Assessments
- Key Task 9. Review your contracts
- Key Task 10. Making good use of technology
- Key Task 11. General review, training and awareness

Knowledge Hub has resources in the library to support all of the above, as well as a dedicated wiki page.

Signed: Phil Nash, Leadership Adviser   phil.nash@cambridgeshire.gov.uk

Date: 5.7.21