

Safeguarding Checklist for schools and colleges 175/156

School/College	Academic Year
Audit triangulated: 10/2/2022	2021-2022
Completed by: Cath Legg	Shared with Governing Body/Alternative on: Shared with Safeguarding Gov on 10/2/2022. To b shared with Governing body.

Requirement

This document is to support education providers to fulfil their statutory safeguarding requirements under section 175 of the 2002 Education Act. It is based upon the statutory safeguarding guidance for schools: Keeping Children Safe in Education (DfE 2021). The Multi-Agency Safeguarding Arrangements require annual assurance in relation to the discharge of safeguarding responsibilities across education providers. In order to provide assurance, it is expected that education providers complete this template or an equivalent alternative and submit as requested by the safeguarding in education team.

Guidance notes

This document should be completed via a meeting(s) between the nominated governor for safeguarding, head teacher and the designated safeguarding lead. It is an opportunity for leadership and management to assess and ensure that the school has effective safeguarding arrangement in place and/or identify area(s) which require further development.

A RAG rating should be applied to all rows as below, actions with clear timescales and identified responsibility should be agreed. The nominated safeguarding governor should then ensure these actions are completed in the agreed timescales.

Focusing RED	Indicates that this safeguarding requirement is not in place and needs to be developed as a matter of urgency in order for statutory requirements to be met and the safeguarding to be effective. Gaps in this area are likely to be problematic at any inspection.
Developing AMBER	Indicates that processes are in place, but they need to be reviewed or further improved.
Embedded/Enhanced GREEN	Indicates that the establishment meets the standard fully with all requirements in place and up to date, at least to the required minimum.

Part 1: Safeguarding information for all staff

Criteria	How do you know this?	Green Amber Red	Actions/owners/timeframe
Do all staff understand and discharge their safeguarding responsibilities, including understanding the policy and processes of the school/college?	<p>All staff read an Annual policy update and any amendments through the year. A log of this is kept on SMARTLOG will follow up for outstanding documents.</p> <p>Process reminders in ebulletin and face to face training. Check question on Quizzes through the year.</p> <p>Keeping Children Safe in Education – DfE document Part One and Annex A</p> <ul style="list-style-type: none"> <input type="checkbox"/> School's ICT and Acceptable Use Policy <input type="checkbox"/> Whistleblowing Policy <input type="checkbox"/> Safeguarding Policy (contains role of DSL and Deputies) <input type="checkbox"/> BPS Code of Conduct <input type="checkbox"/> Confidentiality Policy <input type="checkbox"/> Social Media Policy 		<p>Annually and as any updates dictate via SMARTLOG. -Hilary</p> <p>Ongoing-Quizzes and Ebulletin-Cath</p> <p>To introduce a check questioning system over Summer term-ad hoc unplanned such as "Who would you speak to if..." or "What would you do if..." to further check understanding of staff.</p> <p>Recap of Key points or policies via INSET-Cath</p> <p>Numerous policies are required to be read annually. Staff are reminded that they are available to read in paper form as well as electronically should a refresher be needed. -All staff</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> Policy & Procedure for Handling Complaints of Bullying & Harassment for All Employees in schools <input type="checkbox"/> Education Violence and Aggression Policy & relevant Risk Assessment to your role <input type="checkbox"/> Health & Safety Policy <input type="checkbox"/> Declaration of Business Interest Form <p>Behaviour policy was added in Sept 2021 following previous Safeguarding audit.</p> <p>INSET delivered by DSL (face to face and remote) for all staff</p> <p>Duties and responsibilities are constant reminders in the weekly bulletin.</p> <p>Staff encouraged to refer to as needed. Paper copies available in staff room</p>		
Have all staff read Part 1 of KCSIE (2021) as appropriate to their role	<p>All staff read KCSIE and relevant updates in September (or as part of induction for new staff). Record kept on SMARTLOG of those who have read KCSIE.</p> <p>Key updates around Peer on Peer, CSE, CCE and recording shared as part of Sept 2021 INSET, all staff to have</p>		<p>Part of Induction for new staff- Cath/Michelle/Hilary/Satinder/Petra</p> <p>Continue checking knowledge via termly quizzes- Cath</p> <p>Staff that are outstanding are followed up- Cath and Hilary.</p>

	<p>attended or read the briefing. Cath has list of staff to record this.</p> <p>Reminders in ebulletin and face to face training. Check question on Quizzes through the year.</p>		
All staff understand and have appropriate training in Prevent and know how to respond to concerns of extremism	<p>PREVENT forms part of the SMARTLOG training that all staff complete.</p> <p>11/10/2021 and 22/11/2021-Ebulletin covered terror threat level and emerging types of threat i.e., incels.</p> <p>Knowledge check through termly quizzes.</p>		<p>Whole staff refresher planned for Summer term (July 2022) INSET-Cath</p> <p>Quizzes and ebulletin-Cath</p> <p>Amber (as whole staff refresher required due to number of new staff)</p>
All staff understand their place within the multi-agency safeguarding arrangements	<p>Key messages in training, quizzes, face to face conversations, bulletins and INSET (Sept 2021)-Safeguarding is everyone's responsibility. (100% of respondents in Quiz answered correctly).</p> <p>Posters around the school of key staff to contact, key phone numbers and what to do if....</p> <p>Quizzes to check staff's understanding and relevant support then in place if required</p>		All staff
Learning from local reviews is shared with staff and practice reflection is undertaken	Via bitesize in E-Bulletin, INSET and through quizzes. INSET Spring 2022 will use Luton CSPR of Oliwer Sept 2021.		INSET on CSPR Oliwer planned for Spring term 2022-Cath

			Any local updates will be shared as they arise-Cath
Has the school/college signed up to Operation Encompass? Are parents aware?	The school is part of Operation Encompass. Letters went to parents and information is on the school website.		Cath to ensure information is updated as required. Missing Persons training to be undertaken and disseminated as appropriate to staff via ebuletin. Notification system to be included as category on CPOMS-Cath.
Is the schools Early Help offer mapped and understood by all staff?	Staff are aware of the change to Family Partnership and sharing of concerns and the different responses by the school and LA. Shared via ebuletin 17/1/2022. Staff are aware of the schools varying responses according to need. Our ethos of meeting individual needs as best we can...This may include pastoral support from Family Worker, social skills, or emotional wellbeing sessions for example. Quiz question around change of name in Sept 2021 quiz. Formal mapping of Early help offer is not in place.		Question to be included in Feb 2022 quiz-Cath Cath to look at mapping the schools Early Help offer and also publishing on website (website is currently under review and being update)-By July 2022. Cath emailed Ella Sealey for guidance on 24/01/2022, awaiting guidance.
Can staff identify children who would benefit from early intervention or family partnership?	Staff regularly share their concerns verbally and record this on CPOMS. Key staff then ascertain response and appropriate service or referral. Staff views sought and discussion is entered on CPOMS file if appropriate		Cath (DSL/Family Worker)/Naz (Family Worker) to refer children/families in line with Threshold document. To seek advice from MASH where level of intervention needs clarity. Ongoing-all staff

	where a staff member feels “more” support is needed.		
What are the DSL arrangements?	Cath Legg is Designated Safeguarding Lead and member of SLT Petra Sutton and Satinder Bains are Deputy Safeguarding Leads.		Cath is seconded as DSL until August 2022 pending the recruitment of a new Head Teacher. DSL arrangements to be reviewed on recruitment.
Is safeguarding covered within a staff member’s induction and does this cover the early help support from school?	Safeguarding is part of every staff members induction. There is a recap as part of the probationary period. Within this the various support mechanisms are explained both in and out of school. Knowledge is assessed through quizzes and questioning at INSETS.		Cath meets with new staff on starting and as part of the Probationary review. The line manager has to check and sign that training and meeting DSL has happened.
Do all staff have safeguarding training appropriate to their role?	All staff access the same level of safeguarding training across the spectrum of roles. They all complete SMARTLOG, INSET sessions, Quizzes and are sent the E-Bulletin. DSL and Deputy DSL have completed Working Together Training and additional multiagency training. Family Worker (Naz) has also completed Working Together Training.		Cath is due refresher training for DSL Role on 11/2/2022-Child to Parent Violence (half day and another to be booked to ensure requirement is met). DSL role specific training booked for 3 rd March. Petra and Satinder are due refresher training for Deputy DSL role in October 2022
Do staff know how to refer if necessary? This includes referrals to the LADO.	Information included in ebulletin. Information in the Whistleblowing Policy which is available in the staffroom for all staff to access at any time. There have been two occasions		Check via Quiz-Cath and all staff

	where staff have followed process, advice was sought from HR and LADO.		
Are all staff aware of indicators of abuse and neglect including criminal exploitation and CSE?	Shared via ebulletins indicators of abuse- 18/9/2021, key KCSIE update points-13/9/2021, Sept 2021 INSET.		Continue to check knowledge through quizzes and key questioning as part of INSETs-Cath All Staff
Do staff understand extra familial risk / contextual safeguarding and how to respond to this?	Covered as part of Sept 2021 INSET in relation to CCE, CSE and Peer on Peer abuse. Two ebulletins on Grooming 29/11/2021 and 6/12/2021.		Further elements around Contextual Safeguarding and Extra Familial risk to be included in ongoing training to plan in tandem with PREVENT refresher in Summer term 2022.
Are all staff aware of risks posed by technology and how the school mitigates and responds to such issues? Are online safety measures in place on site?	<p>Risks of technology have been highlighted in INSET Sept 2021 in relation to CSE, CCE and Peer on Peer abuse as mechanism for grooming, recruitment, and abuse.</p> <p>Filtering is controlled via our internet provider LGFL this is monitored each week by us in school and adjusted, as necessary. This is also tested monthly to make sure that all is still working how it should.</p> <p>Filtering is also controlled via the Wi-Fi login, if you are logged into Student Wi-Fi it is restrict content. If something has been attempted to be viewed or downloaded, then the IT department are informed via email.</p> <p>Staff are requested to read and abide by IT acceptable use policy.</p> <p>Staff are also involved in the e-safety lessons taught during class with the children.</p>		<p>Summer staff INSET to include risks posed by technology broadly but also linking to PREVENT and Contextual Safeguarding/Extra Familial-Cath</p> <p>Maintenance of online filtering –Network manager.</p> <p>Respond to parental concerns on a needs led basis.</p>

	Where a parent raises a concern around e-safety (outside of school) each case is explored on an individual basis. Where there may be a common theme this is explored as a class through an e-safety and/or PSHE lesson depending on theme. We have currently addressed one issue in Y6 as a whole class around appropriate messaging, online persona, and behaviour.		
Are staff aware of FGM and the mandatory reporting duties?	In the last quiz this was one of the questions and 100% of respondents were correct in the mandatory reporting duty of Teachers. This includes all staff. Shared in ebulletin		
Do all staff understand that children can abuse other children (peer on peer) and that even if this is not reported it does not mean that is it not happening?	Peer on Peer abuse, CCE and CSE focus of Sept 2021 INSET, ebulletin bitesize 13/9/2021. Grooming focus of two bite sizes in ebulletins of 29/11/21 and 6/12/21. We have a Peer-on-Peer abuse policy, recently ratified by governors. Added as a heading on CPOMs and used by staff adding concerns since inclusion. Policy to be shared with staff and parents.		Cath-Ongoing as a new area of knowledge to develop with staff and a challenging concept for some. Recap in tandem with PREVENT refresher in Summer term and through Spring Quiz. Peer on Peer abuse policy is being shared with Staff on SMARTLOG. To be shared with parents via website.
Do staff understand information shared in the most recent Ofsted review looking at Peer on Peer abuse?	SEPT 2021 INSET focused on key changes in KCSIE focusing on CSE, CCE and Peer on Peer abuse. All staff have accessed this material in person or electronically.		OFSTED review and further material to be shared with staff-Cath

	New subject knowledge so developing staff knowledge and understanding is ongoing.		
Do you provide an appropriate curriculum offer that supports children to identify and respond to peer on peer abuse?	<p>We have a Values based curriculum that promotes the ethos of the school. We have a weekly Value, themes cover friendship difficulties, helping hand safety network, acceptable of differences, healthy relationships, what to do if you are worried.</p> <p>There is also scope for teachers to focus on any current issues that may be occurring within their class.</p> <p>See PSHE long term plan.</p>		Look at impact of teaching, student questionnaire-Summer Term-Teachers/TA's/SLT.
Appropriate referrals are made in relation to contextual safeguarding including the submission of multi-agency forms where appropriate	Currently the majority of referrals are for Safeguarding or Family Partnership via the online form which includes a variety of themes that fall within contextual safeguarding.		Ongoing-Cath and Naz or any other staff member that refers to services.
Is the voice of the child listened and responded to?	<p>Children are always asked who they are happy talking to and to identify staff in school they can share their thoughts with. On occasions where a specific piece of work is required by Cath or Naz this is explained to them.</p> <p>Their voice is captured through a variety of means using strategies like the Three Houses or Magic Wand scenario. Where a child has additional needs the most appropriate member of staff is identified and the best method to capture the voice is considered. Where</p>		All staff. Ongoing.

	a child shares their thoughts/feelings etc this is recorded on CPOMS, and pictures/files can be uploaded as a record as well.		
Do staff understand and challenge inappropriate behaviours that could be viewed as “banter/having a laugh”	Covered in Sept 2021 INSET as part of Peer-on-Peer abuse training. This will be reaffirmed across the academic year as it is a new theme to Safeguarding for many staff.		Reinforce understanding that inappropriate behaviours is not just “banter” etc-Cath-Ongoing via bulletin, INSET and Quizzes.
Do you have a peer-on-peer policy and do staff understand and apply this?	<p>We have adopted the Luton Model policy. This has been adapted to our school and shared with all staff and logged on SMARTLOG. There has been the use of the Peer-on-Peer category on CPOMS since its introduction in September.</p> <p>At next Safeguarding Policy review to consider incorporating Peer on Peer policy.</p>		<p>Continue to develop this theme and understanding in school with staff-Cath</p> <p>Recap in tandem with PREVENT refresher in Summer term and through Spring Quiz.</p> <p>Peer on Peer abuse policy is being shared with Staff on SMARTLOG. To be shared with parents via website.</p>
Is there an attitude of it could happen here?	<p>Key messages at all training is that “It could happen here”. Where appropriate in training an anonymised example of “it is happening here” is used. Sept 2021 INSET included key message of it could happen here plus example of Peer-on-Peer abuse that was happening.</p> <p>“In Safe hands” training by Paul James on 4/1/2021.</p>		<p>Important message to keep at for front-Ongoing</p> <p>All staff/Cath</p>
Is recording keeping, robust, accurate, timely and appropriate? How are staff provided outcomes or summaries to concerns recorded?	Every file on CPOMS is audited three times an academic year to ensure actions are completed and follow up as necessary.		Ongoing as several new staff members this academic year.

	<p>Case supervision happens termly, and records are noted on children's files on CPOMS.</p> <p>SEPT 2021 INSET had a focus on record keeping on being factual, accurate, timely. Staff can discuss the content of the recording and how best to phrase a comment with Cath/Petra/Satinder/Naz.</p> <p>Staff are added for updates on CPOMS, and verbal feedback given. Where staff cover several classes, they are automatically added for alerts in addition to Safeguarding Team and Class Teachers.</p> <p>Staff are given time to record concerns, where there are difficulties with this it is explored on an individual basis,</p>		Reminders on record keeping via quizzes, bulletin, and training sessions-Cath.
Are processes in place for staff to challenge recording?	<p>Staff are encouraged to discuss recording and often have discussions around what and how to record-such as use of wording, terminology etc.</p> <p>No formal process to challenge recording. Staff would be encouraged to use to complaints or whistleblowing procedures.</p>		<p>Cath to liaise with Safeguarding in Education Team for advice around this area. - by Easter 2022. To look at in Safeguarding Policy review Sept 2022.</p> <p>Cath asked via the bulletin what staff would do around challenging recording, their feedback was to speak to DSL or Deputy or use the Whistleblowing/Complaints procedure.</p>
Are the processes to report concerns about staff members clear and understood by all?	Whistleblowing policy forms part of annual policy review and is available electronically and printed copy in staff room.		Policy to continue forming part of annual policy update-Admin Team

	<p>Quiz check knowledge of who to report to. Last quiz stats</p> <p>Concern re Headteachers 94% respondents correct</p> <p>Concern re an adult 77% respondents correct</p> <p>A number of new staff have been employed. Reminder in ebulletin.</p>		<p>Cath to provide updates on policy-ongoing via INSET, ebulletin and quiz.</p> <p>When 77% increases to 90%+ will be green.</p>
Is whistle blowing understood and strong across the school/college?	<p>See above</p> <p>Where staff are not clear they indicate they would re-read policy or ask line manager/DSL/Joint Acting Head teachers (depending on who concern was about).</p>		See above
Safeguarding case supervision is in place, is recorded and links to any recording system currently in place	<p>Termly supervision for Cath as DSL and manages Safeguarding/CP cases. Notes made on individuals files on CPOMS under Supervision category. Cath also has an electronic record of whole meeting discussion.</p> <p>CPOMS is audited three times a year (Winter/Spring/Summer) to ensure actions are being followed through.</p>		Ongoing practice-Cath/Satinder/Petra Termly

Part 2: The Management of Safeguarding – responsibility of Governing Body, Proprietors & Management Committees

Criteria	How do you know this?	Green Amber Red	Actions/owners/timeframe
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Is there a whole school/college approach to safeguarding?	<p>It is an expectation that Safeguarding is everyone's responsibility and a key message shared at various times in the year.</p> <p>All staff regardless of their position receive the same whole school safeguarding training.</p> <p>Training Plan for the academic year in place detailing INSET, Quiz, bulletin plans.</p>		Cath-Ongoing
How are the child's wishes/feelings taken into account when deciding what action to take/services to provide?	<p>The school has an ethos that children can talk to any member of staff they feel comfortable with, this does not have to be a member of their immediate staff i.e., it could be a former teacher or TA.</p> <p>Where there is ongoing work or support the child is asked to identify a person, they feel most comfortable talking to. This member of staff is then supported should they need to be to complete a piece of work for another service i.e. Three Houses.</p> <p>We bear in mind the communication and additional needs of our children and find the person that may understand their needs the best to help them express themselves to their fullest so we can hear their wishes and feelings.</p>		<p>Safeguarding Team-Support children to identify their key person to talk to.</p> <p>All staff to uphold ethos.</p>

	Where it may need the expertise of the Safeguarding Lead or other member of the team this is dealt with as sensitively as possible with follow up support from their identified person after such as having some time out for a walk, colouring or using an iPad.		
Are safeguarding and related policies/procedures in place and understood?	<p>Staff are required to read annually policies below which are reviewed in a timeframe usually annually. There are a lot of policies and staff can refer back to electronic or paper copies as the need arise.</p> <ul style="list-style-type: none"> • School's ICT and Acceptable Use Policy • Whistleblowing Policy • Behaviour Policy • Safeguarding Policy (contains role of DSL and Deputies) • BPS Code of Conduct • Confidentiality Policy • Social Media Policy • Policy & Procedure for Handling Complaints of Bullying & Harassment for All Employees in schools 		<p>Policies to remain in place and be reviewed and developed as need in line with Statutory timelines or relevant updates-Cath, Joint Acting Head Teachers, SLT.</p> <p>All staff to read and check understanding where required.</p>

	<ul style="list-style-type: none"> Education Violence and Aggression Policy & relevant Risk Assessment to your role Health & Safety Policy <p>Staff encouraged to re-read if required.</p>		
How are CP files/safer recruitment/emergency contact numbers overseen?	<p>Two emergency contact numbers are required for children.</p> <p>CPOMS files audited termly and recorded on files.</p> <p>Where there are paper files, these are kept in a locked filing cabinet in Family Room.</p> <p>Safer recruitment training completed DSL, Deputy DSL, Michelle Bithrey and Helen Bassett for Safer Recruitment. 1/10/2020.</p> <p>Transfer of files either in person, via electronic transfer on CPOMS/pdf via Egress or recorded delivery.</p>		<p>Cath-CPOMS file audit termly</p> <p>Office-Ensure two contact number on data form for new starters or any change of details.</p> <p>Check when Safer Recruitment training needs refreshing-Cath/Hilary.</p>
Is the DSL a member of senior leadership (SLT)?	Cath has been seconded to the SLT to fulfil role of DSL; this arrangement is to be reviewed in August 2022 pending recruitment of Head Teacher.		Cath remains DSL until August 2022.
How are you assured that the school/college contributes to multi-agency working as set out in Working Together 2018	Our ethos is to work with any agency that a child requires either in person or remotely.		Cath, Naz, Petra, Satinder and all relevant staff.

Does the school/college understand their role within local safeguarding arrangements?	School understands its place and facilitates multi-agency or single agency working, visits and provides relevant information as required.		
Is the importance of information sharing understood and principles applied?	<p>Information is shared in a timely manner following government guidance. Decision and outcome recorded on CPOMS.</p> <p>The importance in sharing information for external agency assessments is paramount, where it does not put a child at risk of significant harm this is also shared with a parent (unless directed by Social Care not to).</p>		<p>Cath, Naz, Petra and Satinder.</p> <p>Other staff where required.</p> <p>Ongoing</p>
Are processes in place for the effective transfer of safeguarding files?	<p>There are processes in place for both electronic and paper files. Cath sends a letter to the receiving/sending school followed up with a phone call.</p> <p>Where the other school uses CPOMS an electronic trail is evident once child is on SIMS and the authorisation is given to send or receive.</p> <p>Where there are paper files or incompatible system, Cath will write a brief summary noting the concerns, support in place on CPOMS or create a pdf and send securely via EGRESS.</p> <p>Files are not transferred until a child is confirmed as attending school, however information sharing via phone call will still happen.</p>		<p>Cath-Ongoing for any file transfers.</p> <p>Office-ensure new starter details are given to Cath-ongoing</p>

	Where a school is out of the country or fails to return a confirmation email or letter this is followed up. There are occasions no response is given especially for schools outside of the UK.		
Do all staff receive an appropriate safeguarding induction?	Cath completes an induction that covers the structure of the safeguarding team, how to respond to a concern, CPOMS use, SMARTLOG training and overview of bulletin, quiz and INSET.		Cath-Ongoing for new starters and follow up on Probationary period review. Cath to feedback to Hilary once completed.
Is effective safeguarding case supervision in place?	Cath has supervision every term and the notes are recorded on both the children's individual files but also a separate overview document. Copy held by Petra/Satinder/Cath		Cath, Petra and Satinder-termly, ongoing
Is there a training offer for all staff in place, including annual updates?	All staff complete Annual SMARTLOG Training. All staff complete INSET training, Quiz, are sent ebulletin. These include local and National updates and any additional updates as required.		Cath to organise training, INSET, Quiz and ebulletin. Ongoing
Are children taught about online safety while avoiding over blocking and filtering?	This is explicitly planned across the year groups in the PSHE curriculum and through Computing lessons too. Teachers will address any current issues too. Where there any individual concerns these are addressed on a case-by-case basis. Where required parents are involved in education.		
Are there processes in place to manage concerns or allegations against staff including 'lower level' concerns?	We follow the LA's policies, including the policy and procedures on managing		Ongoing-Hilary Wilson, Petra Sutton, Satinder Bains.

	<p>low level concerns Advice is sought from HR and the LADO.</p> <p>All staff are sent Whistleblowing, Complaints policy at the start of each academic year to read and refresh via SMARTLOG which records when they have read them.</p>		<p>Line managers as appropriate.</p> <p>All staff to read Allegations/Whistleblowing Policies.</p>
Is peer on peer and the school/colleges response to this well understood and applied?	<p>Staff had INSET in Sept 2021 around Peer-on-Peer abuse and follow up questions in quiz.</p> <p>There is a category on CPOMS which is being used by staff where they are feeling that Peer-on-Peer abuse is happening. Since the inclusion on CPOMS we have 20 recorded incidents (not all separate incidents) of concern where staff have used the category of Peer-on-Peer abuse. This would indicate this is becoming present in staff thought processes.</p> <p>We have one safety plan in place due to concerns around one child which is accessible on CPOMS and has been shared with key staff. Any temporary staff or new to class are spoken to.</p>		<p>Cath to continue via bulletin, quiz and INSETS. New theme for staff so understanding is developing but progress is evident.</p>
How is reasonable force understood and managed?	<p>We have two members of staff who are Sherwood Trained. Our ethos is to diffuse verbally, give time and space. Parents are always informed, and recording takes place. There is always a</p>		<p>Ongoing all staff</p> <p>Sherwood refresher to be booked.</p>

	discussion with SLT on how incidences are managed		
Is the site is let/rented? Are there assurance measures in place including requesting safeguarding policies and procedures to external agencies using the school site?	<p>Yes. We have lettings.</p> <p>Safeguarding Policies and Risk assessments for each letting</p> <p>DBS for Taekwondo and A Stars received.</p> <p>Inventry signing in process.</p>		<p>Hilary/Jayne to follow up with new lettings for their Safeguarding policy.</p> <p>SMARTLOG to be set up to follow up Annually.</p> <p>Hilary has contacted HR re DBS for certain external letting and if they should be included in Single Central record.</p> <p>Fun Fest to be asked for a letter of declaration that staff are DSB checked.</p>
Are responses to children missing education robust and well understood?	<p>Our Attendance officer and admin staff understand the procedures and liaise with the EWO. We follow LBC CME policy/guidance. Advice sought on case by case as often complex. CME form submitted as required and logged on CPOMS.</p> <p>Initially absence text, followed up by phone call, text followed up by email, home visits, joint visit with EWO or relevant professional, EWO visit, CME form.</p> <p>One CME form completed and sent one to LA this academic year so far.</p>		<p>Louise Rudland, Cath Legg, Gulnaz Altaf, Petra Sutton and Satinder Bains. Ongoing.</p>
Is the approach to Elective Home Education understood and applied?	<p>Yes. We liaise with the EWO and EHE team where we have requests for EHE. School liaises closely with parents to identify any measures in school that could be in place to resolve a reason for Home Educating. The necessary</p>		<p>Cath/Satinder/Louise/Naz</p> <p>Ongoing as required.</p>

	documents are completed if parents request EHE. Where the child has an EHCP the school will liaise with SENAT.		
Are there systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral systems?	<p>Link with CAMH School Liaison team to seek advice, referral if required. Discussion with parental consent. Advice can be sought by referring to a concern for Child X.</p> <p>Cath is Mental Health First Aider can look at specific support around sexual abuse, self-harm as needed.</p> <p>In House support via Family Worker around emotional wellbeing, self-esteem and mental health. Short intervention or longer pieces of work depending on needs of children.</p> <p>Referrals to additional support services i.e., CHUMS for bereavement support or Young Carers.</p> <p>Staff can access support via Employee Assistance Programme.</p> <p>Cath has supported members of staff by signposting to Luton Wellbeing, having times to meet and discuss their concerns/feelings, signposting to GP. On one occasion seeking advice from Crisis Team.</p>		<p>Cath undertaking Senior Mental Health Lead Training.</p> <p>Cath/NAZ/Satinder to liaise with CAMH School Teams.</p> <p>Cath/Naz/Satinder to make referrals as required.</p>
Do staff understand the importance of the early identification of SEND and take	INSET on Meeting individual needs 4.1.22. Staff share concerns with SENCo verbally/ through evaluations. SENCo		All staff to share concerns.

appropriate action including obtaining advice / referral where necessary?	observes, carries out assessments, liaises with parents. External advice is sought/ referrals made where required		Satinder to lead on appropriate referrals that may be undertaken when identified.
Do staff have the skills and knowledge/understanding to keep Looked After Children safe?	<p>Information and strategies are shared with staff working with/ involved with the child.</p> <p>CAMHs delivered training on attachment in 2019/2020 With new staff, we could update training on attachment and impact.</p> <p>Staff have completed ACEs training (new staff yet to complete).</p>		Organise training on attachment. New staff and teachers to complete ACEs training
Is there an appointed Designated Teacher?	Yes.		Satinder Bains is DT for LAC

Part 3: Safer recruitment

Criteria	How do you know this?	Green Amber Red	Actions/owners/timeframe
Are there robust recruitment procedures in place? Is this process followed at all times?	<p>Follow LBC Policy and Procedures including advertising all posts, shortlisting, interview and scoring.</p> <p>All ID and References checks and appropriate declaration prior to interview. Start delayed until all relevant checks completed</p> <p>2 references and written risk assessment in emergency situation i.e., TA recruitment for SEND child</p>		Hilary Michele Satinder/Petra

Are appropriate staff trained in safer recruitment as set out in KCSIE (2021)?	<p>Petra, Satinder, Michelle, Helen B and Cath completed Safer Recruitment training in Oct 2020.</p> <p>Four Governors are also trained in Safer Recruitment. Alex College-Orr, Barbara Robinson, Lucy Seaton and Lisa Dolan</p>		Check on refresher training time frame.
Does the process clearly set out the commitment to safeguarding?	Statement in advert, questions at interview around safeguarding.		
Independent schools/academies/free schools – undertake Section 128 checks for any person taking up a management position	N/A	N/A	N/A
Are checks made to ensure any teaching applicants are not subject to a prohibition order?	As part of reference and checks prior to interview and employment.		Hilary and Michelle
If providing childcare, are checks carried out to ensure individuals are not disqualified?	N/A	N/A	N/A
Are regulated and unregulated activity understood?	<p>Appropriate checks for level of position.</p> <p>Where unclear advice sought from HR Traded Services</p>		HW MB
Is the single central record in place as set out in KCSIE (2021)?	<p>Use LA Template.</p> <p>Queries and support from HR when needed</p>		Hilary Michelle
Is the single central record regularly audited? Are personnel files up to date?	<p>Regularly audited –4/6 Weeks by Hilary.</p> <p>Governor’s audit-6 monthly.</p> <p>Audited after every new staff member and to check new staff personnel file/details is up to date.</p> <p>Historical files have risk assessment where information is absent, and advice</p>		Hilary and Michelle Governing body.

	sought via HR on rectifying historical information.		
Multi-Academy Trusts Can the single central record be separated by academy without delay if requested?	N/A		N/A
Are documents kept in line with retention guidance?	<p>YES.</p> <p>Securely stored on secure drive. Paper copies in locked cupboards.</p> <p>Government guidance on differing retention dates followed.</p> <p>Where an allegation is founded, records kept until the person's normal retirement age or 10 years from the date of the allegation whichever is the longer then REVIEW. Note allegations that are found to be malicious should be removed from personnel files. If found, they are to be kept on the file and a copy provided to the person concern</p>		Hilary and Michelle
Are appropriate checks in place where applicants have lived or worked outside the UK?	Sought and recorded on SCR, checks prior to employment.		Hilary and Michelle
Are Agency/Third party staff checking arrangements in place?	DBS numbers and ID check assurance from agency on safer recruitment. Qualification details and photo ID from agency to check against record. ID seen and recorded on SCR.		<p>Hilary and Michelle</p> <p>Ongoing.</p>
Are arrangements in place for: Contractors	As above for Contractor/Agency.		<p>Hilary and Michelle</p> <p>Paula and Hilary- students</p>

<p>Trainee/student teachers</p> <p>Visitors</p> <p>Volunteers</p> <p>Work experience</p>	<p>Trainees/Students- Written confirmation of course, liaise with college to risk assess and check insurance.</p> <p>Complete induction and risk assessment. Interview and application form process. DBS for long term placements.</p> <p>All read Volunteer policy and agreement.</p>		<p>Ongoing</p>
<p>Has appropriate clearance been obtained for governors as set out in statutory guidance?</p>	<p>All governors have S128, ID and DBS entered on SCR. All complete pecuniary interests etc.</p>		<p>Hilary and Michelle</p> <p>Ongoing</p>
<p>Are Sec 128 checks in place for school governors?</p>	<p>All governors have S128, ID and DBS entered on SCR. All complete pecuniary interests etc.</p>		<p>Hilary and Michelle</p>
<p>If using an Alternative Learning Provision, is assurance obtained that appropriate recruitment processes have been followed and adhered to?</p>	<p>Child at Lantern Provision-Whitefield's. Cath has made contact with Denise Ben Kedder (Head of Provision. As per the service level agreement, safer recruitment is delegated to Whitefield. All staff are DBS checked and this is monitored through procedures at The Lantern.</p> <p>The Lantern have recently had a safeguarding audit, conducted by the local authority, who have scrutinised our procedures.</p>		<p>Checks to made whenever a child accesses an ALP.</p> <p>Cath to check with Whitefield regarding their Safer Recruitment.</p> <p>6 week review meeting booked. Visit to provision to be planned-Satinder/Cath.</p>

	Outreach support is checked via our in-school processes.		
If a Private Fostering arrangement comes to the attention of the school/college, processes are in place to notify the local authority?	School to follow LBC procedures and check for guidance/advice if required. Contact MASH for advice/guidance/record a Private Fostering Agreement.		Cath
There is a culture of ongoing vigilance?	The school fosters a “It could happen here” ethos across all areas of safeguarding concerns inc adults and children.		All staff.
The duty to refer to the Disclosure & Barring Service / Teaching Regulation Agency is understood and applied	DBS numbers recorded, sight of original number. School to follow LBC procedures.		Hilary and Michelle

Part 4: Management of Allegations

Criteria	How do you know this?	Green Amber Red	Actions/owners/timeframe
Are there procedures for dealing with concerns/allegations against those working in or on behalf of the school/college – including low level concerns?	School have adopted and followed the LA policy. Shared with staff via SMARTLOG and paper copy in staff room.		Petra, Satinder, Hilary As required.

	<p>There have been 2 occasions where these procedures have been followed. There is record keeping that shows this.</p> <p>Advice from HR as needed and LADO for clarity</p>		
Is transferable risk understood and considered?	Staff are required to read and accept our Staff Code of Conduct and Social Media Policy and Internet Acceptable Use and Mobile Phone policy. Breaches of this would trigger the disciplinary process.		SLT, Petra/Satinder.
Are procedures in place to liaise with the local authority designated officer (LADO) in line with guidance?	<p>Yes. Joint acting heads have contacted the LADO when allegations have been made to seek clarity on actions.</p> <p>Contact details in staff room and in allegations/whistleblowing policy.</p>		Petra and Satinder Hilary
Are roles within the process well understood by all staff? What input is provided to staff around the role of the designated officer?	Training, policies, bulletin, and quizzes outline the processes. The quizzes reflect staff's understanding of processes. Paul James INSET on Keeping Safe Jan 2020.		<p>All staff</p> <p>Check on processes via quizzes and reminders in INSET and bulletin.</p>
Are the local authority arrangements for the management of allegations understood?	Policy is followed and advice from HR and LADO sought. Flowchart included in policy available on SMARTLOG and in staff room.		All staff
Do all staff know how and who to raise concerns with, including those related to SLT/Governance arrangements?	Training and bulletin cover this. Quizzes reflect understanding.		<p>Cath-Quizzes, bulletins and face to face training reminders.</p> <p>Policies sent out via SMARTLOG annually-Hilary</p>
Is there confidence that all staff are able to identify harmful behaviours from adults which may pose a risk to children?	There have been 2 occasions where these procedures have been followed. There is record keeping that shows this.		<p>All staff</p> <p>Reminders in bulletin, face to face training-ongoing-Cath, Satinder, Petra.</p>

Is record keeping appropriate, confidential and stored for the appropriate length of time?	<p>In line with LBC Policy and guidance.</p> <p>Personnel records are retained for 6 years after their employment ceases. They are securely stored in locked cupboards in the office and the foyer.</p> <p>Where allegation is made and founded, records are kept 10 years from the date or the person's normal retirement age whichever is longer.</p>		Michelle and Hilary
Is welfare support in place to meet the Duty of Care to employees?	<p>Employee Assistance Program available to all and staff regularly reminded about its availability.</p> <p>Occupational Therapy can be accessed if appropriate.</p> <p>1:1 support for staff such a mental health check ins on a needs led basis.</p> <p>Governors to do welfare checks on staff</p>		<p>Petra/Cat/Satinder/Hilary-relevant staff members.</p> <p>Governing body</p>
Onward referrals are made as appropriate	Occupational health referrals via sickness absence procedure. Employee One referral made. Offered to other staff member who declined.		<p>Hilary and Michelle</p> <p>As required</p>
Is the whistle blowing policy well understood and applied? Do staff know who they can whistle blow to?	<p>Staff are reminded via bulletin, face to face training and through quizzes knowledge is checked.</p> <p>Whistleblowing Policy is accessible for all staff- displayed in staff room. Mobile Phone policy in force since 2020.</p>		<p>Cath- Reminders in bulletin, face to face training and quizzes.</p> <p>Hilary-send out policy via SMARTLOG</p> <p>All staff to follow and use policy.</p>

	<p>2 staff have shared concerns that have followed procedure and recorded as such.</p> <p>Quiz check knowledge of who to report to. Last quiz stats</p> <p>Concern re Headteachers 94% respondents correct</p> <p>Concern re an adult 77% respondents correct</p>		
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