**Name of Education Provision ………………………………………………………**

**Please tick each section as appropriate**

**Yes (Y) No (N) Partial (P)**

**Management of Safeguarding in Education Provision (Summer 2017)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Governing Bodies and Proprietors’ Responsibilities**  **Key legislation Education Act (2002)**  **Statutory duty: Keeping Children Safe in Education 2016**  **(Chapter 2)** | **Tick as appropriate** | | | **Child Protection**  **Key legislation Education Act (2002)**  **Statutory duty: Keeping Children Safe in Education 2016**  **(Chapter 1)** | **Tick as appropriate** | | | | | **Safe Recruitment**  **Key legislation Education Act (2002)**  **Statutory duty: Keeping Children Safe in Education 2016**  **(Chapter 3)** | **Tick as appropriate** | | | **Managing Allegations against teachers, other staff and volunteers**  **Key legislation Education Act (2002)**  **Statutory duty: Keeping Children Safe in Education 2016**  **(Chapter 4)** | **Tick as appropriate** | | | **Health & Safety Audit**  **Key legislation Education Act (2002)**  **Statutory duty:**   * **Provision and use of work equipment regulations (1992 and updated 1998)** * **Health and Safety at Work Act etc 1974** * **Management of Health and Safety at Work Regulations (1992, updated 2002)** * **Keeping Children Safe in Education 2016** * **Environmental Protection Act 1990** | **Tick as appropriate** | | |
| * All governors and school leaders have read *Keeping Children Safe in Education* (DfE 2016) Chapter 2 | **Y** | **N** | **P** | * Chapter One *Keeping Children Safe in Education(2016)* issued to, read and understood by all staff | **Y** | **N** | | | **P** | * All staff and governors involved in safe recruitment have read *Keeping Children Safe in Education* (DfE 2065) Chapter 3 | **Y** | **N** | **P** | * All staff and governors involved in managing allegations have read *Keeping Children Safe in Education* (DfE 2016) Chapter 4 | **Y** | **N** | **P** | * Health & Safety risk assessments in place and reviewed regularly and in light of any incidents / complaints / accidents etc * Health and safety policy in place with clear statement of intent, signed by governors. | **Y** | **N** | **P** |
| * Understand and work to the principles of Working Together (2015) |  |  | | |  |
| * Ensure the school or college contributes to inter-agency working in line with Working Together to Safeguard Children 2015: * Providing a co-ordinated offer of early help when additional needs of children are identified * Contributing to inter-agency plans to provide additional support to children subject to child protection plans * Allow access for children’s social care staff to carry out their work |  |  |  | * School policy on Child Protection reviewed annually and updated to reflect any changes / new guidance |  | |  |  | | * School policy on Safe Recruitment in place and followed which is updated to reflect any changes / new guidance. This is consistently followed for all recruitment |  |  |  | * School policy on Managing Allegations in place and followed which is updated to reflect any changes / new guidance |  |  |  | * Annual fire risk assessment carried out and actions acted upon * Three yearly health and safety audit carried out and actions acted upon |  |  |  |
|  |  |  | * What to do if you’re worried a child is being abused (2015) shared with all staff |  | |  |  | | * Headteacher and governors have clear oversight of all recruitment |  |  |  | * All staff aware that they inform the headteacher of any allegation against a member of staff, volunteer or foster carer that comes to their attention. |  |  |  | * Health and safety awareness training undertaken by all staff * Fire risk assessment training undertaken by all staff (3 yearly)Stress awareness training (e-learning or face to face) undertaken and stress risk assessments in place as required |  |  |  |
|  |  |  | * School policy on Child Protection issued to, read and understood by all staff |  | |  |  | | * Leaders ensure that one member of a recruitment panel has undertaken safer recruitment training |  |  |  | * All staff aware that they inform the Chair of Governors of any allegation against the headteacher that comes to their attention. |  |  |  | * Educational visits – risks assessment completed and reviewed as necessary |  |  |  |
| * School ensure safeguarding arrangements take account of the procedures and practice of Solihull Local Safeguarding Children Board |  |  |  | * Attendance Policy in place and all staff are clear on requirements * Attendance guidance issued by the LA following the summer 2016 safeguarding visits has been read and acted upon |  | |  |  | | * Appropriate pre-employment checks are made including appropriate level of DBS check, with barred list check where appropriate |  |  |  | * School leaders are clear on who the local authority duty officer (LADO) is, and his role, which is clearly referenced in the Managing Allegations Policy |  |  |  | * Food hygiene rating meets at least satisfactory requirements (include grade) |  |  |  |

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| * A member of the governing body (usually the Chair) is nominated to liaise with the Local Authority and / or partner agencies on issues of child protection, and in the event of allegations of abuse being made against the Headteacher / Principal / Proprietor or member of governing board of an independent school | **Y** | **N** | **P** | * Code of Conduct issued to all staff and read by all staff and revisited annually * All staff aware of what to do in the event of a breach of the code of conduct | **Y** | **N** | **P** | * Single Central Record (SCR) is maintained and signed off by school leaders/governor regularly | **Y** | **N** | | **P** | * School leaders (including the chair of governors) know how to contact the LADO, and this is clearly detailed in the Managing Allegations policy | **Y** | **N** | **P** | * Statutory requirements for Supporting Pupils with Medical Conditions in Schools are met | **Y** | **N** | **P** |
| * Whistleblowing Policy in place for staff to raise concerns and staff have been briefed on procedures. |  |  |  | * All new staff receive appropriate induction |  | |  |  | * School leaders are aware of who their Human Resources Adviser is and consult with them around any HR issues in relation to an allegation |  |  |  | * Health plans in place for pupils who need them, overseen by school leaders and reviewed at least annually by a suitably trained professional * (eg: SEIS SEND audit sheet submitted and acted on as necessary (Autumn 2016) |  | | |
| * All teachers (including Headteacher) clear of requirement to safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties |  |  |  | * Safeguarding and staffing policies are issued to and read by all staff |  | |  |  | * The lead on managing allegations has received appropriate training (LSCB Managing Allegations Training / awareness raising) |  |  |  | * DSE risk assessments in place for those staff who require them (eg: admin staff) * Occupational health referrals made for those staff who require them in order to manage sickness absence and employee well-being (duty of care) * Staff aware of sources of support, (eg: employee assistance 24 hr helpline) |  | | |
| * School has an effective Safeguarding policy, Child Protection Policy and Staff Behaviour Policy (Code of Conduct) are in place and are provided to all staff – including temporary staff and volunteers |  |  |  | * All staff are appropriately trained in safeguarding (eg: safeguarding awareness training delivered by LA on a 3 yearly cycle) |  |  |  | * Visitors to school are appropriately vetted and supervised depending on the work they are carrying out and the level of checks in place |  | |  |  | * The school has clear processes referenced in the Managing Allegations Policy of what to do in the event of an allegation against the Headteacher. All staff are aware of this |  |  |  | * Violent incidents risk assessments (eg: disruptive pupil risk assessments) undertaken if required and appropriate action taken to safeguard staff and pupil welfare, including liaison with the police if necessary |  | | |
| * School’s Child Protection Policy describes procedures and reflects Government guidance and locally agreed LSCB procedures |  |  |  | * DSL (and deputies) are appropriately trained by attending LSCB module 2 and refreshing by attendance at DSL Education Training Conference at least 2 yearly. * DSL has attended multi-agency LSCB training in neglect, early help and CSE. |  |  |  | * Safer recruitment processes are followed for every appointment |  |  | |  | * The headteacher (and chair of governors who will act as case manager and liaise with the LADO in the event of an allegation against the headteacher) have clear processes to record any allegations brought to their attention, including a chronology of events. |  |  |  |  |  | | |
| * School’s Child Protection Policy is updated (at least) annually and made available publicly on the school website (or by other means) |  |  |  | * All staff involved in child protection are clear on the local LSCB professional dispute resolution procedures and escalation process   *www.solihulllscb.co.uk/.../Dispute%20resolution%20Escalation%20P* |  |  |  | * Where maintenance of the SCR is delegated out to bursars / admin, do school leaders have clear oversight of this work, particularly . . . * DBS checks * Decision making * Ensuring recruitment process is followed * Oversight of the Single Central Record   Vetting of visitors |  |  | |  |  |  |  |  |  |  | | |

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| * Headteachers and Principals adopt policies and procedures adopted by governing bodies and proprietors | **Y** | **N** | **P** | * Staff are aware of the specific safeguarding issues, in particular: CSE, Preventing radicalisation and extremism, peer on peer abuse, online/mobile technology/sexting, FGM, domestic abuse (including in the context of the toxic trio) and honour based violence | **Y** | **N** | **P** | * Safer recruitment processes applied to letting of school premises in line with guidance in LA safeguarding policy guidance (eg: hire of premises for football clubs, dance clubs, use as a place of worship etc) |  |  |  |  |  |
| * School has appointed a member of staff for the school / college leadership team to the role of Designated Safeguarding Lead (DSL), ensuring this is explicit in the role holder’s job description |  |  |  | * All staff know the four types of abuse and know what to do in the event of a concern? * All staff and volunteers know who the DSL is and how to contact the DSL? * All staff record concerns on school paperwork in line with Child Protection Policy? |  |  |  |  |  |  |  |  |  |
| * The school DSL undergoes LSCB training on appointment, which is updated at least every two years or attendance at annual DSL training Conference * In addition the DSL has attended LSCB multi-agency training on local priorities: * Child sexual exploitation * Early Help * Neglect |  |  |  | * The CSE screening tools are used to support any CSE referral and submitted with the referral * The DVRIM tool is used to support any domestic abuse referral and submitted with the referral * The DASH tool is used to support any domestic abuse referral about an adult at risk |  |  |  |  |  |  |  |  |  |
| * The Headteacher and all staff members undergo child protection training which is updated regularly |  |  |  | * All staff aware of the importance of accurately reporting attendance and raising concerns about attendance in line with school Attendance Policy, including absence from lessons during the school day? |  |  |  |  |  |  |  |  |  |
| * All staff and governors have read and understood Part One of *Keeping Children Safe in Education* (2016). |  |  |  | * The Designated Safeguarding Lead has a clear job description which reflects the role and is considered in performance management and supervision of work |  |  |  |  |  |  |  |  |  |
| * Children are taught about safeguarding in the context of a broad and balanced curriculum (personal, social, health education; relationships and sex education. (Detail to be provided as to how this is met) |  |  |  | * Other staff involved in child protection work, eg child and family support workers, have clear job descriptions, line management/task management around their role |  |  |  |  |  |  |  |  |  |
| * A single central record is maintained in line with Part 3 *Keeping Children Safe in Education* (2016) |  |  |  | * Is there clear evidence of good decision making, and does the lead DSL engage fully in this and provide appropriate support and challenge? |  |  |  |  |  |  |  |  |  |

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| * Safe recruitment processes are in place in line with Part 3 *Keeping Children Safe in Education* (2016)entitled *“Safer Recruitment”* | **Y** | **N** | **P** | * Who provides management oversight, support and challenge for the lead DSL? | **Y** | **N** | **P** |  | **Y** | **N** | **P** |  | **Y** | **N** | **P** |  |  |
| * Managing Allegations policy and procedures are in place to handle allegations against members of staff and volunteers. Allegations must be referred to the Local Authority Designated Officer (LADO). This is outlined in *Keeping Children Safe in Education* (2016) Part 4 *“Allegations of Abuse Made Against Teachers and Other Staff”* |  |  |  | * 2015 LA Preventing radicalisation and extremism audit – actions followed through and audit refreshed. * 2016 LA online safety/sexting audit – actions followed through |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Procedures are in place to handle allegations against other children (peer on peer abuse) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * The child’s wishes or feelings are taken into account when determining actions or providing services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Staff members do not promise confidentiality to the child and always act in the interest of the child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| * A designated teacher is appointed to promote the educational achievement of children who are looked after and ensure this person has been appropriately trained. | **Y** | **N** | **P** |  | **Y** | **N** | **P** |  |  |  |  |  |  |
| * The DSL for child protection and designated teacher for looked after children share information about the child’s social worker and name of the virtual school head in the authority that looks after the child |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * The school has systems in place to ensure safeguarding responses to children who go missing from education, particularly on repeat occasions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Effective Attendance Policy and procedures are in place |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * A supervision policy is in place, and supervision arrangements for all staff involved in child protection work are in place. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I confirm that the responsibilities above are in place as specified in relation to part 2 of Keeping Children Safe in Education 2016. Any areas not met or partially met have been acknowledged, and action will be taken to ensure these are met.  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (either chair of governors or safeguarding governor or equivalent)  Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | I confirm that the responsibilities above are in place as specified in relation to part 1 of Keeping Children Safe in Education 2016. Any areas not met or partially met have been acknowledged, and action will be taken to ensure these are met.  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Position: Designated Safeguarding Lead  Date \_\_\_\_\_\_\_\_\_\_\_  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Position: Headteacher  Date \_\_\_\_\_\_\_\_\_\_\_ | | | | I confirm that the responsibilities above are in place as specified in relation to part 3 of Keeping Children Safe in Education 2016. Any areas not met or partially met have been acknowledged, and action will be taken to ensure these are met.  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Position: Headteacher  Date \_\_\_\_\_\_\_\_\_\_\_  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Position: Chair of Governors  Date \_\_\_\_\_\_\_\_\_\_\_ |  | I confirm that the responsibilities above are in place as specified in relation to part 4 of Keeping Children Safe in Education 2016. Any areas not met or partially met have been acknowledged, and action will be taken to ensure these are met.  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Position: Headteacher  Date \_\_\_\_\_\_\_\_\_\_\_  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Position: Chair of Governors  Date \_\_\_\_\_\_\_\_\_\_\_ |  | I confirm the responsibilities above are in place as specified in relation to Health and Safety requirements. Any areas met or partially met have been acknowledged, and action will be taken to ensure these are met.  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Position: Health and Safety Lead  Date \_\_\_\_\_\_\_\_\_\_\_  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Position: Headteacher  Date \_\_\_\_\_\_\_\_\_\_\_ |  |