

CHILD PROTECTION/SAFEGUARDING CHECKLIST FOR SCHOOLS



Our vision



Name of Designated Safeguarding Lead: _____ Gail Weir _____

Name of Deputy Designated Safeguarding Lead: _____ Sandra Chaaya _____

Name of Chair of Governing Body _____ Janet Leach _____

Name of Designated member of staff for looked after children:
(LAC) _____ Sue Hogan _____

Name of Nominated governor for Child Protection/ Safeguarding: _____ Janet Leach _____

Name of Designated governor for LAC: _____ Janet Leach _____

Name(s) of lead professionals for Early Help Assessments: _____ Gail Weir, Sandra Chaaya, Sue Hogan _____

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Introduction

The purpose of this checklist is to assist school leaders to support their processes to ensure there is a culture of safeguarding within the school. The list is not exhaustive but should aid the school in quality assuring safeguarding in all its forms.

It is recommended that this checklist is:

- Used by the **Designated safeguarding lead (DSL), Deputy Designated safeguarding lead (DDSL) and other safeguarding leads** in order to establish whether the policies, procedures and practices within Waverley school, safeguard children effectively.
- Used by the school's **Senior Leadership Team** to support their evidence base of effective safeguarding which will, among other functions, support school's in demonstrating the effectiveness of safeguarding procedures to the local governing body and any external bodies. The school's performance regarding their responsibility to safeguard and promote the welfare of children in accordance with the relevant legislation and guidance will form part of Ofsted's, judgement of *overall* performance of the school.

The statutory guidance *Keeping children safe in education* (KCSIE, DfE, September 2016) is the most recent to which local authorities, governing bodies and proprietors must have regard for the purpose of s175 of the 2002 Act. Failure to have arrangements in place as required by s175 or to have regard to this guidance, may be grounds for the Secretary of State to take action against a school, local authority or local governing body.

Management of Safeguarding in the School

<p>1. Does the school have a Child Protection/Safeguarding Policy?</p> <p>Does the school have a DSL for Child protection who has the status and authority within the school leadership structure to carry out the duties of the post?</p> <p>Does the school have a DDSL who deputises when the DSL is unavailable?</p>	<p>Yes</p> <p>Yes - Gail Weir, Headteacher Designated Lead trained: refresher 10.02.17 Safer recruitment trained: March 2015</p> <p>Yes - Sandra Chaaya, DHT, safeguarding trainer: July 2015 Designated Lead trained: October 2016 Safer recruitment trained: March 2017</p>	<p><i>No – detail action required</i></p>
<p>2. When was the Policy last reviewed?</p>	<p><i>Date of last review: September 2016 (includes the new requirements under KCSIE guidelines)</i> <i>The policy was further reviewed in September 2017</i></p>	
<p>3. Is this Policy compliant with the latest version of the model template from the LA? (Policies and Procedures on the Enfield Safeguarding Children Board website.</p>	<p>Yes</p>	<p><i>No – detail action required</i></p>
<p>4. If the school includes the Early Years Foundation Stage, has supplementary information been added to the Policy in accordance with the latest edition of the framework and EY best practice.</p>	<p>Yes</p>	<p><i>No – detail action required</i></p>
<p>5. If the school / college also educates adults (over the age of 18 years of age) are the safeguarding issues and referral process in regards to adults incorporated into the 'Safeguarding Policy' or detailed in a separate 'Safeguarding Adult Learners' Policy?</p>	<p>Yes – <i>students in our leavers class (18-19 years old) are viewed as vulnerable adults, we have close links with adult social care services (Enfield Integrated Learning Disabilities service) who complete a Moving on assessment when students are 16, and an assessment by the time the students are 18. Our safeguarding procedures are the same as for all other students in terms of reporting concerns to professionals and record keeping.</i></p>	<p><i>No</i></p>

<p>6. Do all staff know the identities, roles and responsibilities of the DSL, DDSL and other safeguarding officers? Do all staff know the system of how to record concerns, including 'low level welfare concerns', and inform the DSL of these so they can be assessed? (issue raised in the Daniel Pelka serious case review)</p>	<p>Yes - noticeboard by office, family room, staff room, toilets and classrooms. Regular reminders at whole school notices and through induction for visitors and new staff.</p> <p>Yes – please provide evidence: All new staff trained onsite (3 hour child protection and safeguarding) in their first term. All other staff trained every 3 years. All staff know where pupil concern forms are located, and who the DSL and team are (displayed throughout school)</p>	<p>No – detail action required:</p>
<p>7. Are child protection concerns/referrals/ significant events chronologically logged and recorded in a manner that can be shared with social care e.g. incident/concern report sheets being used?</p>	<p>Yes</p>	<p>No – detail action required:</p>
<p>8. Are child protection/welfare concern files always passed promptly to the child's next school or college? Are these passed personally to the Designated Person and signed for whenever possible? (Keeping children safe in education April 2015 – statutory guidance) – also see Record Keeping Guidance on website: Education Safeguarding Advice Service)</p>	<p>Yes</p>	<p>Action Required:</p>
<p>9. If a child's file is taken off the premises (e.g. by member of staff or other professional such as Local Authority or police officer) is it signed for and its' return monitored?</p>	<p>Yes</p> <p>N/A</p>	<p>Action Required:</p>
<p>10. Are Child Protection/Welfare records kept securely?</p>	<p>Yes - Detail how these records are secured: Electronically on leadership drive (password protected) and hard copies kept in secure filing cabinet in headteacher's office</p>	<p>Action Required:</p>
<p>11. Who has access to Child Protection / Safeguarding Records</p>	<p><u>Names:</u></p>	

Designated Safeguarding Lead, DDSL and 2 further Designated staff only		
12. Are posters for First Response/Make a call make a difference, visible to parents/children/visitors so that referrals can be made if designated person not contactable	<p>Yes</p> <p><i>Staff given this information in training ,all class have copy of the summarised safeguarding procedures with named safeguarding leads, and phone numbers to call in their absence.</i></p> <p><i>Poster on notice board by office for visitors.</i></p>	No - Action required:

Designated Safeguarding Lead

13. Is the Designated Safeguarding Lead a member of the senior leadership team?	Yes		No – action is required to comply with statutory guidance:
Are all safeguarding staff visible around the school and accessible to students, staff, carers and visitors?	Yes		
14. Do you have the ESCB website link on your 'favourites' tab in order to access procedures quickly? (http://www.enfield.gov.uk/enfieldlscb/site/index.php)	Yes	No	Action Required: NONE Reporting process robust an all DSL very familiar with procedures required. Close links with ESCB and Enfield's Joint Services for Disabled Children
15. Are the Designated Leads for Safeguarding familiar with, and utilising, the ESCB procedures including the Threshold Model?	Yes – evidence <i>All policies comply with ESCB guidance and close links with Enfield's Joint Services for Disabled Children - all our students fall under Section 17 - Children in Need</i>		No – how will this be addressed?
16. Do you keep the Education Safeguarding Advice Service Website address on your desktop / favourites tab so that you can access education safeguarding guidance and templates easily?	Yes		No – Cheviots emails and numbers with DSL and key staff (care coordinator) All guidance and documentation (including templates) saved on leadership drive and updated as required.

17.	Do you keep the ESAS number readily accessible for non-emergency Education Safeguarding Advice?	Yes <i>Cheviots numbers given to key staff</i>		<i>No – action required</i>
18.	Do staff (including temporary), volunteers and visitors know who the Designated Safeguarding Leads are, their roles and responsibilities, and how to contact them quickly?	Yes – <i>how do we know?</i> <i>This information is shared during induction on first day at Waverley and photographs and names of leads on board by the office, in classrooms, family room, staffroom and toilets.</i>		<i>No or not sure: What can we do to improve this?</i>
19.	Do you follow the Record Keeping Guidance for Schools and Colleges? (Education Safeguarding Advice Service website)	Yes		No
20.	Are your Child Protection/welfare files kept in chronological order, indicating significant events, such as disclosures and referrals to other professionals/agencies?	Yes	No	Action Required:
21.	Do you have a copy of the multi-agency referral form (Early Help Form) on each file for which a Child Protection referral is made?	Yes	No	Action Required:
22.	How often do you review Welfare files/incident report forms to consider patterns emerging? Are concerns about pupils' attendance and children missing education followed up promptly?	<u>Describe current review process:</u> DSL monitor weekly and meet monthly with all safeguarding officers to feedback on any actions taken Yes - <i>care coordinator passes on info daily to DSL</i> <i>Liaison with EWO, LA and JSDC</i>		Action Required:
23.	What supervision/support' arrangements around child protection issues are in place for the Designated Safeguarding Lead for Child Protection? (As recommended in Working Together to Safeguard Children 2015)	<i>How Often:</i> <i>As required</i>	<i>Who with:</i> <i>SLT</i>	Action Required e.g. use of supervision templates
24.	What supervision/support arrangements are in place for Deputy Designated Safeguarding Leads?	<i>How Often:</i> <i>Monthly</i>	<i>Who with:</i> <i>Headteacher</i>	Action Required:

25.	Do you have a list of all children currently subject to Child Protection plans with criteria of abuse?	Yes	No	Action Required:
26.	Do you have a Child Protection plan on file for each of these children?	Yes	No	Action Required:
27.	Do the Designated Safeguarding Leads and Senior Leadership team appropriately challenge or escalate concerns if they are not satisfied with the response from partner agencies when they are sharing child protection or safeguarding welfare concerns.	Yes - evidence Ongoing monitoring sheets and regular contact with social care. Call for meetings and action plans where necessary (see safeguarding register).		Action required:

Induction and Training:

28.	Are new, supply and volunteer staff given a safeguarding induction including copies of the CP/Safeguarding policy, incident/concerns report form, and do they know who the key personnel are if they have concerns? (An induction into safeguarding must also include Part 1 of Keeping Children Safe in Education 2015 and the School Staff Code of Conduct / behaviour policy)	Yes – evidence SBM and DHT keep a log and signed checklist/declaration - all supply/volunteer given the information at induction. New Staff who joined the school after September 2016 have had rigorous induction and have completed the training on 13th January 2017, and September 2017		Action Required:
29.	Have <u>all</u> school staff and volunteers received basic Child Protection/Safeguarding Training (including Headteacher and Designated Safeguarding Leads)	Yes All staff in place in September 2016 (including admin staff and premises staff) received a 3 hour Level 1 safeguarding training in September 2016. There were further sessions in Spring, summer 17 and September 17.		Action Required:

	<i>Playleaders (lunchtime staff): training took place in September 2015, October, December, January 2016 and March (registers and declaration with SBM) Update in September 2017</i>	
30. Is the training compliant with the SSCB training strategy and quality assured?	Yes - trainer accredited with NSPCC and ongoing designated training every two years as required (in addition to multi agency training)	No – action required:
31. Is this training renewed every <u>three</u> years?	Yes	Action Required:
	<i>Dates: September 2013 and September 2016</i>	
32. Has the Designated Safeguarding Lead, their Deputy, and two other safeguarding officers (Sue Hogan and Charlotte Millward) undertaken Level 2 ESCB training?	Yes - electronic training log kept with SBM	Action Required:
	<i>Dates: October 2016 (DDSL and LAC designated lead - Sue Hogan) June 2016: Charlotte Millward February 2017: DSL</i>	
33. Have the staff mentioned above received refresher/ update ESCB multi agency training every <u>two</u> years?	Yes	Action Required:
34. Where do school access safer recruitment training for appropriate staff (see also Safer Recruitment section)?	<i>Name of organisation that has provided training ESCB Are they accredited as trainers by the National Safeguarding Consortium?</i> Yes	

35. Have all staff received WRAP3 training or is this scheduled (WRAP = workshop to raise awareness of Prevent)?	<i>Date delivered / scheduled:</i> <i>Prevent training for safeguarding officer: January 2016</i> <i>Disseminated to staff: January 2016</i> <i>Further update for whole staff : September 2016 and 2017 (as well as ongoing for all new staff)</i>	
36. Does the DSL keep a record about safeguarding training for all those working in the school (including volunteers)?	Yes - register with SBM	<i>Action Required:</i>
37. Have all staff received training in regards to the Restrictive Physical Intervention Policy and is this training regularly refreshed?	Dates of training: <i>Annually - last update January 2017</i>	<i>Action Required:</i>
38. Have all staff received an 'Early Help Assessment' briefing/training and is this refreshed on a regular basis?	Yes - DSLs	<i>Action Required:</i>
	<i>Date:</i> <i>Autumn 2014 and regular updates through JSDC</i>	

Staff:

39. How do Governing Bodies or Proprietors ensure that all staff read at least part one of the statutory guidance 'Keeping Children Safe in Education'? (requirement in statutory guidance)	<i>Action taken:</i> <i>At the beginning of each academic year the staff read the policies and sign a declaration. Each time a new guidance is issued staff are briefed and new declarations signed.</i>	
40. Is CP/safeguarding a standing item on the agenda of staff meetings?	Yes	<i>Action Required:</i> <i>Although not an item in whole staff meeting, it is an item for SLT meetings and staff clear of processes, therefore alerting DSL of any concerns.</i>

<p>41. Do all school staff read and have access to the Safeguarding Policy and do they receive information about changes when this is reviewed?</p> <p>Does the staff handbook include information about safeguarding and child protection policy and procedures, and who to contact in the school where there are concerns about a child or a member of staff/volunteer?</p> <p>Are the procedures for reporting concerns regularly communicated and displayed around the premises</p>	<p>Yes – how do we evidence they have read and understood policy? Signed Declarations with SBM Summary given to all staff, updated January 2017. The policy is renewed by DSL annually or after any updates (if earlier)</p> <p>Yes –</p> <p>Yes – whole staff notices, notice boards</p>	<p>Action Required:</p>
<p>42. Are you satisfied that staff (including temporary), volunteers and visitors know how to identify Child Protection, Safeguarding and Welfare concern's (issue within the Daniel Pelka Serious Case Review)</p>	<p>What process is in place to ensure this currently: Yes - induction process and detailed policy which all staff and volunteers read</p>	<p>Action Required to improve this:</p>
<p>43. Do your staff/volunteers understand the need to bring child protection concerns to the attention of the Designated Safeguarding Lead without delay (issue highlighted in the Daniel Pelka serious case review)</p>	<p>Yes - evidence Ongoing monitoring sheets kept on SLT drive show evidence of staff concerns and how they are dealt with</p>	<p>Not sure or No – how can this matter be addressed?</p>

44.	Is there a staff behaviour policy (code of conduct) in place which is given to all staff, including temporary and volunteers, at induction (requirement under ‘Keeping children safe in Education’ September 2016)	Yes <i>Reviewed and signed by all staff annually and part of the induction process for new staff.</i>	<i>Action Required:</i>
45.	Does the staff behaviour Policy include issues such as e.g. dress code, use of social networking sites, use of mobile phones; not giving out personal information such as address, email phone number to parents and pupils; not having contact with ex-pupils who are still children, not giving lifts to children without express permission of the parent and head teacher, not meeting children or their parents socially; use of touch; not putting oneself in a vulnerable situation.	Yes - <i>How are staff familiarised with the contents?</i> <i>Ongoing reminders and annually staff read policy again and sign it off</i>	<i>How has this been rolled out to existing staff?</i>
46.	Does the school have a policy in regard to use and storage of photographs, and which prohibits staff from using their own cameras or devices for school purposes.	Yes	<i>Action Required:</i>
47.	How are staff kept up-to-date on safeguarding issues including Private Fostering, Children Missing Education, Child Sexual Exploitation, tackling extremism and radicalisation?	Yes - <i>Give details: staff briefings when new updates</i> <i>Summary issued to all class teams in January 2017</i>	<i>Action Required:</i>
48.	Are staff aware of the school’s ‘allegation’ procedures and do those procedures follow the Enfield Safeguarding Children Board Procedures?	Yes – <i>what evidence do we have?</i> <i>Whistle blowing policy and annual declaration</i>	<i>Action Required:</i>
49.	How are staff advised about the role of the LADO?	<i>Give details: through safeguarding training</i>	<i>Action Required:</i>
50.	Does the school have a ‘Whistle Blowing’ Policy in relation to safeguarding issues and are staff aware of it and understand their responsibilities?	Yes – <i>how do we know the staff understand this?</i> <i>Yes, information given at induction, safeguarding training, safeguarding</i>	<i>Action Required:</i>

	<i>refresher and on summary issued January 2017</i>	
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Parents:

51. Have parents/carers been given information about key policies such as CP/Safeguarding Policy and other policies e.g. anti-bullying, behaviour, e-safety, restrictive physical Intervention, tackling extremism and radicalisation (e.g. at admission meetings, in admission packs; via newsletters)	Yes	<i>Action Required:</i>
	<i>Dates: Sept 15, Nov 15, recent parent survey, Spring 16 newsletter for behaviour policy updates and and Summer 16 newsletter E safety policy updates</i>	
52. Is the CP/Safeguarding Policy (and others) available on the school's web-site?	Yes	<i>Action Required:</i>
	<i>Date Reviewed: June 2016 and January 2017</i>	
53. If not, are policies readily available for parents to see? (Keeping children safe in education KCSIE 2016 says the policy must be available publicly either via the school or college website or by other means)	<i>How is this facilitated?</i>	<i>Action Required:</i>
54. How are Parents helped by the school to protect their children on-line e.g. through newsletters, e.safety awareness sessions in school, use of ParentProtect materials/ThinkUKnow?	<i>What is currently in place? Through coffee mornings and E-Safety policy</i>	
	<i>Further Action Required?</i>	

55. How are parents supported if they have any concerns about their children being bullied	<p><i>Current school processes – including recording, monitoring, communication, risk assessments:</i></p> <p><i>Any concerns brought by parents will be investigated</i></p>	
	<p><i>Action required:</i></p>	
56. Are parents given information about how they can refer concerns to First Response if they are worried that a child is being abused who is not a pupil e.g. in their community or extended family?	<p><i>Yes – Enfield Poster sent home March 2016</i></p>	<p><i>Action Required:</i></p>
57. Do parents know who to speak to if they have concerns about the behaviour of a member of staff which may be harmful to children (in school or the community)?	<p>Yes – describe how you ensure this:</p> <p><i>Through home/school books and agreement</i> <i>Open door policy</i> <i>Complaints procedure</i> <i>Complaints and Comments facility on school website</i></p>	<p><i>Action Required</i></p>
58. How do you ensure that parents know they should speak to the Chair of Governors if they have concerns about the behaviour or attitude of the head teacher, but that they can also go to a LADO if they consider their child has been harmed by the head teacher?	<p><i>How is this communicated to parents?</i></p> <p><i>Through our safeguarding policy.</i></p>	
	<p><i>Do parents have the contact details for the Chair of Governors?</i></p> <p>Yes - can be obtained via the school office</p>	

	<i>What further action is required?</i>

Governors:

59. Is there a nominated governor for safeguarding issues?	Yes <i>Janet Leach, Chair of Governors</i>	<i>Action Required:</i>
60. Has the nominated governor for CP received Level One Training?	Yes - the Governor is the Head of Enfield's Joint Service for Disabled Children	<i>Action Required:</i>
	<i>Date:</i> <i>Annually, part of role in Enfield Service for Disabled Children</i>	
	<i>No</i>	
61. Has the nominated governor for CP accessed additional training e.g. role of the Child Protection Governor/Safer Recruitment Training, SSCB briefings e.g. Child Sexual Exploitation, Serious Case Reviews, WRAP3 Training programme (workshop to raise awareness of Prevent)	Yes	<i>Action Required:</i>
	<i>Date:</i> <i>Annually, part of role in Enfield Service for Disabled Children</i>	
	<i>No</i>	

62. Have all Governors received CP training at induction and level one so they can understand their collective responsibility?	<i>Describe training received: Chair of Govs is Head of Joint Service for Disabled Children - all gobs supported and aware of responsibilities All new governors undertake the online governor training (register with SBM)</i>	<i>Action Required:</i>
63. Do Governors have an annual presentation of the 'report to Governing body on safeguarding children' from Designated Safeguarding Lead?	Yes	<i>Action Required:</i>
	<i>No</i>	
64. Has the Chair of Governors received any training/guidance in regard to her/his role in dealing with allegations against Head Teachers?	Yes	<i>Action Required:</i>
	<i>What training & date: Annually, part of role in Enfield Service for Disabled Children</i>	
65. Is safeguarding a fixed item on termly governor meeting agenda?	Yes	<i>Action Required:</i>
66. Do governors review the child protection/safeguarding policy and related policies (e.g. physical intervention, e.safety, staff behaviour policy, tackling extremism and radicalisation)	Yes - <i>Date last reviewed: January 2017</i>	<i>Action Required:</i>
67. Have you identified a lead Governor for Prevent?	Yes – <i>Janet Leach</i>	<i>No – Action Required for Governors:</i>
68. Are governors regularly informed of: ● Number of allegations against staff? ● Number of referrals to social care?	 Yes Yes	<i>Action Required:</i>

<ul style="list-style-type: none"> ● Number of Looked after Children? ● Number of children with a child protection plan? 	<p>Yes</p> <p>Yes</p>	
69. Governing bodies should ensure that all schools develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff (Statutory guidance DFE 'Supporting pupils with medical conditions April 2014). <i>Is an effective policy in place?</i>	<p>Yes</p> <p><i>Policy on website</i></p>	<i>No – what action is required?</i>

Working with other Professionals:

70. Are medical/emotional/attendance issues regularly discussed with the School Nurse?	Yes	<i>Action Required:</i>
71. Are health plans in place for the children at the school with medical conditions? (Statutory guidance DFE 2014 - Supporting pupils with medical conditions) supporting pupils with medical conditions	<p>Yes</p> <p>Who is the named member of staff responsible for the development of health care plans, in supporting pupils at school with medical conditions? Trish Noone (school nurse) and Andrea Pajak (matron)</p>	<i>How do you know that all relevant children have an effective health plan in place?</i>
72. Are attendance matters regularly discussed, and documented, with the EWO?	Yes	<i>Action Required:</i>
73. Is appropriate information shared with other professional colleagues as per expectations of 'working together to safeguard children' 2015 e.g. social	Yes	<i>Action Required:</i>

	workers, police (such as for CSE concerns) or Prevent Co-ordinator (re radicalisation)?		
74.	Is the ESCB support and referral system understood by DSL and pastoral staff?	Yes	Action Required:
75.	Do you have the referral pathway about how to contact Enfield Prevent team with concerns about extremism and radicalisation readily available and accessible?	Yes Appendices to Child Protection Policy	Action Required:

Visitors:

76.	Is the School well signposted as to where visitors should report?	Yes	Action Required:
77.	Are the names and contact details of the Designated Leads for Safeguarding highlighted to visitors?	Yes – how? Notice board	Action Required:
78.	Are “strangers” challenged if found wandering around the school?	Yes	Action Required:
79.	Are ID badges routinely inspected by admin staff on entry into the school?	Yes	Action Required:
80.	Are visitors always given visitor badges?	Yes	Action Required:
81.	Are visitors’ ID and visit purpose checked?	Yes - office staff ensure visitors sign in, present photo ID and are accompanied through the school.	Action Required:
82.	Are staff of the school required to wear ID Badges?	Yes	Action Required:

Safer Recruitment:

(See Keeping Children Safe in Education 2016)

83.	Is a Safeguarding statement used prominently on all staff advertisements?	Yes – Please provide evidence:	Action Required:
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	<i>Enfield template, part of safer recruitment procedures</i>	
84. Are CP and Safeguarding requirements included in job descriptions/person specifications?	Yes – Please provide evidence: <i>Enfield template, part of safer recruitment procedures</i>	<i>Action Required:</i>
85. Are CP/safeguarding values probed at all job interviews, including for volunteers?	Yes – Please provide evidence: <i>see interview questions for all posts</i>	<i>Action Required:</i>
86. Are DBS disclosures obtained for all staff and volunteers (including governors)	Yes	<i>If no give reasons e.g. fully supervised at all times – see DBS website</i>
86. Are all newly appointed qualified teachers checked against the ‘prohibition of teachers’ list?	Yes	<i>Action Required:</i>
87. For staff working with Early years, or carrying out child care duties for children up to the age of 8 years (e.g. before and after school clubs), have relevant declarations been obtained in relation to themselves and persons in their household who have been disqualified from childcare (committed a relevant offence)? Disqualification under the Childcare Act 2006 - Statutory guidance for local authorities, maintained schools, academies and free schools February 2015	Yes	<i>Action Required</i>
88. Is a single central record kept of staff DBS checks and other checks (‘Keeping Children Safe in Education’ DFE 2016)	Yes	<i>Action Required:</i>
89. In every job interview (including when appointing volunteers), is there always a member of the ‘interviewing panel’ who has completed robust Safer Recruitment Training	Yes	<i>Action Required:</i>

Children - school’s ethos promotes a culture of value and prioritises behaviour and safety:

90.	Does the school have an ethos of encouraging pupils to 'tell'? Do staff routinely ascertain what 'life is like for our children' and do they always 'listen to the voice of children' (highlighted as a concern in the Daniel Pelka Serious Case Review)	Yes Describe how the school does this currently: Golden rules underpin all practice	How could we do this better?
91.	Where necessary do the school effectively and creatively utilise interpreters and/or other relevant methods to find out what life is like for the children, and ensure their voices are heard.	Yes – how does the school do this: AAC strategies (PODD, low tech through books and high tech through eye gaze device) Students council Participation in Annual Reviews and EHCP process	No – what could we do better, or what resources could we utilise if needed in the future
92.	Although children should be able to talk to any adult in school about their worries, do they know who the Designated Safeguarding Leads are, so that it is clear there is always someone in school they can turn to?	Yes - Describe how children know: Staff act as advocates for our students	No and/or further Action required (e.g. assemblies/posters)
93.	Are phone numbers available for children to call if unable to tell staff e.g. NSPCC Childline, Forced Marriage Unit?	Yes	No - N/A Action Required:
94.	Do pupils know who to speak to in school if they are unhappy or uncomfortable with the behaviour of another pupil or member of staff?	Yes - How do we know this is effective? School ethos	Action Required:
95.	Is there an anti-bullying policy that is 'owned' and understood by the pupils?	Yes - How do we know this is happening? Through golden rules, PSHE, ongoing work within lessons	Action Required:
96.	Does the school have an e-safety policy that includes teaching pupils safe use both in school and at home?	Yes - Please provide evidence: On website Posters in classrooms	Action Required:

97. Are there systems to report and record any internet abuse discovered or reported?	Yes <i>Standard safeguarding reporting</i>	<i>Action Required:</i>
98. How is 'keeping safe' incorporated into the curriculum (e.g. body boundaries/personal space, sexual exploitation, e.safety, forced marriage, FGM, extremism and radicalisation) (e.g. If you are a primary school setting, have you invited NSPCC Childline school service to deliver a school assembly? Have you arranged for the Dream Keepers drama production around e.safety? (via SSCB) If you are a middle or high school, have you accessed 'Chelsea's Choice' drama production through the SSCB? How does your PSHE curriculum address the safeguarding issues which may affect children and young people? How does the school, through the curriculum, promote spiritual, moral, social and cultural development (SMSC) including actively promoting fundamental British values (DFE non-statutory advice published November, 2014)	<i>What is currently in place to address issues?</i> <i>PSHE sessions and needs specific curriculum due to students SLD/PMLD</i>	<i>How can this be improved?</i>
99. Are children who may be particularly vulnerable identified and known by the DSLs e.g. those who are privately fostered, young carers, Looked after Children, children vulnerable to extremism or radicalisation?	Yes – <i>all children under section 17, close work with parents and muti agencies through MAW</i>	<i>Action Required:</i>

Name of person completing checklist: Sandra Chaaya

Designation: DDSL and DHT

Date: 15 March 2016

Updated : 30 January 2017

Updated : 21 September 2017