



March 2023

# Safeguarding Section 175 Audit 2022-2023



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# Safeguarding Audit – Education 2022-2023

## Teagues Bridge Primary School



### Safeguarding Audit – Education 2022-2023 - Document Status

Date published by Telford and Wrekin Safeguarding Partnership (TWSP):	30 <sup>th</sup> November 2022	Authors:	Telford & Wrekin Council, Education Safeguarding Team
Date completed:	6 <sup>th</sup> March 2023	Completed by Designated Safeguarding Lead:	Emma Mumford/Natalie Woods/Mark Hale
Date of submission to TWSP via <a href="mailto:educationsafeguarding@telford.gov.uk">educationsafeguarding@telford.gov.uk</a> :	17 <sup>th</sup> March 2023	Completed by Headteacher/Principal:	Sarah Abdulla
Date agreed by Governing Body/Board/Proprietor:	23 <sup>rd</sup> March 2023	Completed by Governor with responsibility for safeguarding:	Stephen Reynolds/Kevin Evans

This audit applies to **all** 'schools' and 'colleges' (in the borough of Telford & Wrekin) as defined by the Department for Education in Keeping Children Safe in Education 2022.

The audit should be completed by the Head teacher/Principal and the Designated Safeguarding Lead (DSL) consulting with the school/college Governor/Trustee/Proprietor with responsibility for safeguarding and the wider school/college safeguarding team.

The audit, including supporting evidence together with any actions plans, should be reviewed by the Chair of Governors/Trustees/Proprietor prior to submission. The outcomes should be shared with the full governing body/trustees/proprietors, discussed and minuted during the 2021-22 academic year. It is expected practice for the full governing body/trustees/proprietors to have sight of the audit itself at least once per year. We recommend governors/trustees/proprietors sample appropriate evidence to test out the findings of the audit and to seek assurance.

The arrangements for completing the 2021-22 Education Safeguarding Audit. The audit should be completed and submitted to the TWSP no later than **Friday 31<sup>st</sup> March 2023**. Please email all completed audits to [educationsafeguarding@telford.gov.uk](mailto:educationsafeguarding@telford.gov.uk)

This annual schools and colleges' safeguarding audit is vital to ensure that **all** Telford & Wrekin schools and colleges can demonstrate that they are meeting key statutory duties and following safeguarding children and young people guidance. **All** settings should complete the audit, enabling them to provide information to the TWSP on how they discharge their duties and help to keep children and young people in Telford & Wrekin safe.

Section 11 was issued under the Children Act (2004) and has been reinforced in Working Together to Safeguard Children 2018. Section 11 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. Section 11 places a duty on schools and colleges.

Section 175 of the Education Act 2002 requires governing bodies of maintained schools and colleges, in relation to their functions relating to the conduct of the school or the institution to make arrangements for ensuring that such functions are exercised with a view to safeguarding and promoting the welfare of children who are either pupils at the school or are receiving education or training at the institution. The Education and Training (Welfare of Children) Act 2021 sets out the duties on certain education and training providers in relation to safeguarding and promoting the welfare of children. The Education (Independent School Standards) Regulations 2014 apply a duty to proprietors of independent schools (which in the case of academies and free schools is the academy trust) to ensure that arrangements are made to safeguard and promote the welfare of children. The Non-Maintained Special Schools (England) Regulations 2015 oblige non-maintained special schools to comply with certain requirements as a condition of their approval and whilst approved by the Secretary of State. One condition of approval is that the proprietor must make arrangements for safeguarding and promoting the health, safety and welfare of pupils, which have regard to any guidance including where appropriate, the National Minimum Standards, about safeguarding and promoting the health, safety and welfare of pupils and, in the case of schools already approved, that these arrangements at the school with respect to these matters are in accordance with the approval given by the Secretary of State. For colleges, non-maintained special schools and independent schools: the definition of 'children' applies to the statutory responsibilities for safeguarding and promoting the welfare of children i.e. those under 18.

For 2022-23, the audit includes an Annex to be completed by Nursery schools, Infant schools and Primary schools to ensure compliance with all safeguarding and welfare requirements of the Statutory framework for the early years foundation stage 2021.

For ease of completion, changes and new additions for the 2022-23 Safeguarding Audit – Education are highlighted in **blue**.

The toolkit uses the traffic light system to provide an assessment of compliance with meeting the standards required:

**Red/No** – Standard not met (action required to address this)

**Amber/Partly** – Standard partially met (action required to address this)

**Green/Yes or N/A** – Standard met or not applicable to type of setting (no action required)

If any areas for further development are identified when completing the toolkit, these should be added to the action plan section.

All returns information is reported to the TWSP. A cross sample of all audits are conducted by Telford & Wrekin Council Education Safeguarding Team on behalf of the TWSP each year, this includes visiting a selection of schools and colleges and reporting back on the effectiveness of safeguarding.

For advice in relation to completion of this audit, please contact: Scott Thomas-White. **Education Safeguarding Coordinators** email: [educationsafeguarding@telford.gov.uk](mailto:educationsafeguarding@telford.gov.uk)

### School/College Safeguarding Team details

Safeguarding Governor/Trustee/Proprietor	Name: Stephen Reynolds Reverend Kevin Evans	Email: <a href="mailto:stephen.reynolds@taw.org.uk">stephen.reynolds@taw.org.uk</a> <a href="mailto:Kevin.evans2@taw.org.uk">Kevin.evans2@taw.org.uk</a>	Date of initial training and provider (if known):		Date last attended DSL and Safeguarding Governor termly update: 1 <sup>st</sup> March 2023
Supervisor for DSL's	Name: Sarah Abdulla	Email: <a href="mailto:Sarah.charles@taw.org.uk">Sarah.charles@taw.org.uk</a>	Date of initial training and provider (if known): <b>11.1.23</b> <b>Education safeguarding Telford and Wrekin.</b>	Date of two-yearly refresher training and provider: <b>11.1.23</b> <b>Education safeguarding Telford and Wrekin.</b>	Date last attended DSL and Safeguarding Governor termly update: 2 <sup>nd</sup> March 2023
DSL	Name: Emma Wilkinson	Email: <a href="mailto:Emma.wilkinson@taw.org.uk">Emma.wilkinson@taw.org.uk</a>	Date of initial training and provider (if known): 22 <sup>nd</sup> and 23 <sup>rd</sup> September 2021	Date of two-yearly refresher training and provider:	Date last attended DSL and Safeguarding Governor termly update: 6 <sup>th</sup> December 2021 (Due to long term absence)
DSL	Name: Natalie Woods	Email: <a href="mailto:Natalie.woods@taw.org.uk">Natalie.woods@taw.org.uk</a>	Date of initial training and provider (if known): 31.1.18 and 1.2.18	Date of two-yearly refresher training and provider: 24 <sup>th</sup> March 2023	Date last attended DSL and Safeguarding Governor termly update: 2 <sup>nd</sup> March 2023
DSL	Name: Mark Hale	Email: <a href="mailto:Mark.hale@taw.org.uk">Mark.hale@taw.org.uk</a>	Date of initial training and provider (if known): 12.5.18 and 13.5.18	Date of two-yearly refresher training and provider: <b>11.1.23</b> <b>Education safeguarding Telford and Wrekin.</b>	Date last attended DSL and Safeguarding Governor termly update: 2 <sup>nd</sup> March 2023
DSL	Name: Emma Mumford	Email: <a href="mailto:Emma.mumford@taw.org.uk">Emma.mumford@taw.org.uk</a>	Date of initial training and provider (if known): <b>December 2022</b> <b>Education Safeguarding Telford and Wrekin.</b>	Date of two-yearly refresher training and provider: NA	Date last attended DSL and Safeguarding Governor termly update: 2 <sup>nd</sup> March 2023
Deputy DSL	Name:	Email:	Date of initial training	Date of two-yearly	Date last attended DSL and

			and provider (if known):	refresher training and provider:	Safeguarding Governor termly update:
Deputy DSL	Name:	Email:	Date of initial training and provider (if known):	Date of two-yearly refresher training and provider:	Date last attended DSL and Safeguarding Governor termly update:

Summary	No ✓	Partly ✓	Yes/N/A ✓
<p>All members of the governing body/proprietors/management committees, Head teacher/Principal and DSL's have read all parts of <a href="#">Keeping Children Safe in Education</a> (KCSIE) 2021, <a href="#">Working together to safeguard children</a> and <a href="#">What to do if you're worried a child is being abused: advice for practitioners</a>. A record of this is maintained.</p>			<p>Register is signed by all stakeholders.</p> <p>Follow up questionnaire is completed by all staff to check they have read this and understood the content.</p> <p>This is also included in the termly updates held in school to ensure stakeholders information and understanding is always up to date.</p>
<p><b>All</b> staff have <b>read</b> at least Part one of KCSIE 2021 (or Annex A if applicable) and a copy is provided to new staff at induction. A record of this is maintained.</p>			<p>This is included in the induction folder and staff handbook.</p> <p>All staff sign to acknowledge they have read the KCSIE.</p> <p>Questionnaire is circulated at the schools termly safeguarding update.</p> <p>This is also included in the termly updates</p>

			held in school to ensure stakeholders information and understanding is always up to date.
Governing body/proprietors/ management committees have made a decision as to whether staff, who are not directly working with pupils read Annex A and that decision is recorded (If applicable).			Everyone reads part one of KCSIE, Annex A. This was decided at SLT meeting and is minuted.
School/college leaders and those staff working directly with children have read Annex B of KCSIE 2022 to gain an overview. A record of this is maintained.			All staff read Annex B.  This is recorded as part of briefing. There is a safeguarding agenda every Friday, this is forwarded to all staff. All reminded to read this via E-mail.
Governing bodies, proprietors, management committees and senior leaders, especially the designated safeguarding leads, are aware of <a href="#">Telford and Wrekin Safeguarding Partnership</a> (TWSP) arrangements.			This is shared with all staff as part of the safeguarding termly update in school.

**Questions for governors/trustees/proprietors**

What is governors/trustees/proprietors decision as to read Part one or Annex A of KCSIE 2022 and where is this recorded?

Have governors/trustees/proprietors agreed the staff induction procedures and content?

How do governors/trustees/proprietors seek assurance that staff knowledge is tested on the subjects of Annex B KCSIE 2022? What are the training needs

What are the training needs of staff of this?

How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?

***Curriculum Committee and SLT agree all policies and documents to be read by staff. They also agree the staff induction and review the staff handbook, ensuring it is safeguarding compliant. It is agreed that all staff with read part one and Annex A of KCSIE, this is recorded as part of SLT meetings, safeguarding is discussed every two weeks as part of the SLT agenda.***

***Governors and all staff attend termly safeguarding updates. Quizzes and questionnaires are part of the agenda and a means of assessing***



*everyone's knowledge and understanding of all areas of safeguarding. CPD is then planned because of the areas for development from the questionnaire etc. Where there are gaps in knowledge, this is addressed at the next termly update or information circulated to all staff as part of the safeguarding agenda at Friday's briefing meeting (this takes place every week).*

Part one: Safeguarding information for all staff	No ✓	Partly ✓	Yes/N/A ✓
All staff understand their responsibilities to 'promote children's welfare' and have a child-centred approach and this is included in their job description.			Included on JD's and part of the advert when advertising for roles in school.  Termly updates are held and include an element on the responsibilities of staff with regards safeguarding.
Staff, temporary staff and volunteers induction includes training on: child protection policy; online safety, behaviour policy; staff code of conduct, procedures for children who go missing from education and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead any deputies). Copies of these policies (or Annex A if applicable) are provided to all staff at induction.			September PD day is allocated for sharing policies and procedures, including the listed policies. This is an induction process for all staff at the beginning of every academic year.  Safeguarding board in the staff room is kept up to date and includes all relevant policies and code of conducts.
All staff and governors receive safeguarding and child protection, including online safety training every three years.			Every year we have safeguarding training and a register is

<p>Training is integrated, aligned and considered as part of whole school/college safeguarding approach and wider staff training and curriculum planning.</p>			<p>signed.</p> <p>We have online safety training delivered annually for all staff and governors, this is delivered by Richard Smith.</p> <p>ICT co-ordinator attends termly online safety update by amazing ICT</p>
<p>All staff are aware of the <a href="#">Telford &amp; Wrekin Council early help process</a> and what groups of children they should be particularly alert to (paragraph 19 KCSIE 2022). For schools/colleges who have pupils on role from other Local Authority areas, access to that Local Authority early help processes should be made available to staff and DSL's should be familiar with these.</p> <p><a href="#">Shropshire Council Early Help</a>  <a href="#">Staffordshire County Council Early Help</a>  <a href="#">City of Wolverhampton Council Early Help</a></p>			<p>DSL's are familiar with early help process in different authorities and then share this information with staff. This is communicated at termly safeguarding updates for all staff and governors.</p>
<p>All staff are aware of the process for making referrals to children's social care and for statutory assessment under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm). Staff should be aware of the referral processes for the local authority in which each child resides and/or for the local authority who has responsibility for a looked after child.</p> <p><a href="#">Telford &amp; Wrekin Council Referral Process</a>  <a href="#">Shropshire Council Referral Process</a>  <a href="#">Staffordshire Referral Process</a>  <a href="#">City of Wolverhampton Referral Process</a></p>			<p>This was covered as part of Spring term safeguarding update 2022 for all stakeholders.</p>
<p>All staff know what to do if a child tells them they are being abused exploited or neglected, and that some children may not recognise the abuse as harmful. Staff demonstrate professional curiosity. They build trusted relationships with children to facilitate communication. Staff receive induction/training on managing appropriate levels of confidentiality, including never promising a child</p>			<p>This is covered at the termly update in September.</p>

that they will not tell anyone about a report of abuse. Staff understand their role is to reassure victims that they are being taken seriously and they will be supported and kept safe. Staff help victims to understand they are not creating a problem by reporting abuse, sexual violence or sexual harassment. A victim should never be made to feel ashamed for making a report.

Staff being curious is communicated at Friday briefing agenda under agenda item ~ safeguarding.

How to be curious is an item on the termly safeguarding update 13.3.23.

**All** staff are aware of indicators of abuse and neglect and specific safeguarding issues (paragraphs 26-30 KCSIE 2022). They know in most cases; multiple safeguarding issues will overlap one another. All staff are vigilant, **they promote children's welfare** and raise concerns and if know if they are unsure about identifying safeguarding issues they should always speak to the DSL (or deputy).

All staff take safeguarding seriously and understand it is the schools top priority. They know who the DSL's are and are given feedback when they have raised a concern.

During termly updates, staff discuss scenarios and how they should be dealt with effectively and how to do this.

**All** staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All staff**, but especially the DSL (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families.

Contextual safeguarding is part of the Friday safeguarding agenda.

Local risks are communicated with all staff.

<p><b>All</b> staff are aware that technology is a significant component in many safeguarding and well-being issues. Staff understand that children are at risk of abuse online as well as face to face or abuse will take place concurrently via online channels and in daily life. They know children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.</p>			<p>Online safety training delivered and regularly reviewed through termly updates.</p>
<p><b>All</b> staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.</p>			<p>Part of the annual child protection and safeguarding training.</p>
<p><b>All</b> staff understand and recognise Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) as forms of abuse. They are familiar with the definitions and indicators of CSE and CCE (see Annex B KCSIE 2022).</p>			<p>Covered in child protection training and through reading Annex B of KCSIE.</p>
<p><b>All</b> staff understand the procedures for FGM, including specific <b>legal duty on teachers</b> to report to the police if they discover that an act of FGM has been carried out on a girl under the age of 18 (see Annex B KCSIE 2022).</p>			<p>Part of the annual child protection and safeguarding training.</p> <p>Question on the termly safeguarding update for all staff ~ 13.3.23</p>
<p>Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.</p>			<p>All staff are reminded about Domestic abuse as part of the termly safeguarding agenda ~ November 2022.</p>
<p><b>All</b> staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff understand in their roles they are well placed to identify children whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.</p>			<p>Mental health leads in school and all staff know who these are. Two staff have mental health first aid training.</p> <p>S. Abdulla has completed the</p>

			<p>National Mental Health training for Senior leaders. Completed December 2022.</p> <p>Mental health concern forms are available to all staff and staff know how to raise concerns.</p>
<p><b>All</b> staff understand the impact of adverse child experiences (ACEs) can have on children’s mental health, behaviour and education. Recommended ACEs training for staff <a href="#">Introduction to Adverse Childhood Experiences Training Early Trauma Online Learning</a>.</p>			<p>All staff have completed the free online training for ACE’s.</p> <p>We have also had ACE’s training from BST as part of MAPA training January 2022.</p> <p>ACE’s were also included in the trauma informed practice training that staff received from the educational psychologist.</p>
<p><b>Key</b> staff are aware of the <a href="#">Mental Health and Behaviour in Schools</a>. <b>Secondary school teachers</b> have available to them Public Health England <a href="#">guidance</a>.</p>			<p>Mental health is discussed on weekly SLT meetings.</p> <p>2 mental health first aiders have received recent training April 2021.</p>

			S. Abdulla completed the DfE National Mental Health training ~ December 2022.
<b>All</b> staff are aware that children can abuse other children (child-on-child abuse) through, but not limited to: bullying; abuse in intimate personal relationships between peers; physical abuse; sexual violence; sexual harassment; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi-nude images and or videos; upskirting; sexting and initiation/hazing type violence and rituals.			Child-on-child abuse policy in place for staff and we have a child friendly policy written by the SAS crew (Children's safeguarding board).  Child-on-child abuse is part of the training ~ termly safeguarding update 13.3.23
<b>All</b> staff are aware of the school/college policy and procedures with regards to child-on-child abuse, their role within them and how to prevent it. They know how to respond to reports, including speaking to the DSL or deputy, and identify peer on peer abuse. Staff understand it is likely to be happening even it is not reported.			Policy and procedures in place to reduce the risk and record any incidents.  Staff are reminded at Fridays briefing to remind children to speak up about child-on-child abuse and what it is.  Child-on-child abuse is part of the training ~ termly safeguarding update 13.3.23
<b>All</b> staff are aware of the indicators, which may signal that children are at risk from, or involved in serious violent crime. They should also be aware of the range of risk factors, which increase the			This is included in child protection

likelihood of involvement in serious violence (being male, frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery).			training that all staff receive.
All staff should have available to them the Home Office's <a href="#">Preventing youth violence and gang involvement</a> and its <a href="#">Criminal exploitation of children and vulnerable adults: county lines</a> guidance (see Annex B KCSIE 2022 for further details).		Ensure all staff are aware and have read the relevant documents, include as part of Induction for new staff.  County lines and CSE training to be organised for Summer/Autumn 2023 with Vikki Ridgwell.	Staff have received County Lines training.  School have a safeguarding folder with all the necessary policies and documents to access, these are also saved on the T-drive.
All staff are aware of and have available to them <a href="#">What to do if you are worried a child is being abused – advice for practitioners</a> and the <a href="#">NSPCC</a> website.			All staff delivered lessons to pupils on NSPCC in September 2022 and are aware of resources.
Staff maintain an attitude of ' <b>it could happen here</b> '. They act on any concerns about a child's welfare immediately. They should follow the process when they have a concerns for a child (see flowchart on page 22 KCSIE 2022). Where staff have a concern they follow the schools/college child protection policy and procedures and speak to a designated safeguarding lead (or deputy).			Professional curiosity is including in termly safeguarding update for all staff
The DSL (and deputies) understand the options for managing a concern about a child's welfare, which include: managing any support for the child internally via pastoral support processes; an early help assessment or a referral for statutory services e.g. Family Connect.			
Staff know where they have concerns for a child and in exceptional circumstances the DSL (or deputy) is not available this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken is shared with the DSL (or deputy) as soon as is practically possible.			Posters are displayed around school, informing all staff of what to do if

			<p>they have a concern. Contact details are displayed on these posters.</p> <p>DSL posters are displayed around school and in every classroom.</p>
<p>Staff know not to assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They understand that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care.</p>			<p>Staff are informed that they must record any incident on CPOMS and ensure they alert the DSL's.</p> <p>All DSL's are alerted and they communicate between themselves so this can be followed up quickly and in a timely manner.</p> <p>DSLs complete a response to CPOMS log and send to staff who originally logged the concern to inform them of the actions taken by DSLs.</p>
<p><b>All</b> staff are aware of and have available to them <a href="#">Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers</a> and the <a href="#">seven golden rules for information sharing</a>.</p>			<p>These are shared at safeguarding termly updates for all stakeholders.</p>
<p>The DSL (or deputy) liaise with other agencies to set up early help assessment where appropriate. Staff act as lead practitioner for early help assessment when required. The DSL or deputy will refer early help cases to children's social care if the child's situation does not appear to be improving or is</p>			<p>DSL/SENDSCO work together to led early</p>



getting worse.			<p>help assessment.</p> <p>DSL's are informed of the outcomes if they are related to safeguarding.</p>
<p>Concerns about a child's welfare are referred to <a href="#">local authority children's social care</a>. Where a child is suffering, or is likely to suffer from harm, referrals to children's social care (and if appropriate the police) are made immediately. Referrals should follow the local referral process. Referrers to the local authority social care department should follow up their referral if the local authority is not forthcoming with information.</p>			
<p>Staff provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Staff are aware of <a href="#">Contextual Safeguarding</a>.</p>			<p>Contextual safeguarding is part of the termly quiz to assess knowledge and understanding of safeguarding.</p>
<p>The school/college follow the local escalation procedures where a child situation does not appear to be improving following a referral to the local authority. <a href="#">TWSP escalation procedures</a></p>			<p>Share escalation procedures with all staff at Summer term safeguarding update.</p> <p>Ensure all staff read escalation policy.</p> <p>Add this to the questionnaire/quiz for the summer term.</p>
<p>All concerns, discussions and decisions made, and the reasons for those decisions are recorded in writing and this information is kept confidential and held securely. All records include:</p> <ul style="list-style-type: none"> <li>• a clear and comprehensive summary of the concern;</li> <li>• details of how the concern was followed up and resolved;</li> <li>• a note of any action taken, decisions reached and the outcome.</li> </ul> <p>The DSL makes clear to all staff the school/college's safeguarding record keeping requirements.</p>			<p>CPOMS used.</p> <p>Staff have a guide to support with the recording of Concerns.</p> <p>CPOMS and record keeping is addressed at every termly</p>

			<p>safeguarding updates. This is to ensure that staff are professionally curious, are recording the big picture and do not demonstrate any bias towards a situation.</p> <p>Staff are reminded that they cannot record opinions is must be factual and recorded word for word from what the child disclosed.</p>
<p><b>All</b> staff understand the procedures for reporting any concerns, or an allegation about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children (paragraph 74 KCSIE 2022).</p>			
<p><b>All</b> staff and volunteers know how to raise concerns about poor or unsafe practice and potential failures in the school's/college's safeguarding regime. The school/college has appropriate whistleblowing procedures. Staff are provided with information about the <a href="#">NSPCC whistleblowing helpline</a>.</p>			<p>NSPCC poster is displayed on the safeguarding board in the staff room.</p>
<p style="text-align: center;"><b>Questions for governors/trustees/proprietors</b></p> <p>Have governors/trustees/proprietors had oversight of and signed off on the school or college child protection and safeguarding policy?  Have all governors/trustees/proprietors completed raising awareness of child protection training?  How do governors/trustees/proprietors monitor the effectiveness of staff's knowledge of online safety and their teaching of it?  Is there a clear policy that promotes the mental health and well-being of pupils and staff?  How do governors/trustees/proprietors monitor how often a DSL is not available onsite, to ensure the DSL arrangements are suitable?  How have the DSL and Headteacher/principal provided reassurance to governors/trustees/proprietors that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?  What is the DSL's findings from their monitoring of the quality of safeguarding records? What action has been taken to improve the quality of record keeping?</p> <ul style="list-style-type: none"> <li>• <b><i>Safeguarding and child protection policy presented to governors at the curriculum committee meeting 12<sup>th</sup> October 2022.</i></b></li> <li>• <b><i>Child protection training ~ 12<sup>th</sup> December 2022.</i></b></li> </ul>			

- *Mental health policy in place, all staff have read and signed this. There is also a mental health charter displayed around school for children and staff. Mental health lead has completed the DfE mental health lead training for senior leaders. Mental health action plan in place from June 2022.*
- *A DSL is always on site during school time including after school clubs and breakfast clubs*
- *SLT and DSL's hold termly safeguarding updates with the DSL governors. Challenging questions are asked and policy and procedures are discussed.*
- *Designated DSL monitors the records on CPOMS and gives feedback to all DSL's and then to staff and training is given to address any actions identified. Training is built into the termly safeguarding update. Staff are given scenario and have time to implement and practise the actions. Staff are given a good example of a report (WAGOLL) and a not so good one (WABOLL).*
- *All governor's received a safeguarding report as part of the headteachers report to governor's. This is updated termly.*
- *DSL's check the records on CPOMS as they are all alerted to all incidents. DSL's need to record this monitoring process. A separate record of all Cpoms incidents is kept. This gives a brief overview of all concerns sent through to a DSL and it indicates if the concern was referred to family connect, early help assessment or other agencies. This is shared with governors.*
- *Governors responsible for safeguarding come into school termly to check the single central record ~ next date to check ~ 13.3.23*

Part two: The management of safeguarding	No	Partly	Yes/N/A
<p>All governors or proprietor members understand they have a strategic leadership responsibility for their school or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to KCSIE, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.</p>	✓	✓	<p>Headteacher updates the governors each term re safeguarding concerns, CPD, early help etc in the form of a termly safeguarding report to governors.</p> <p>Governors responsible for safeguarding are involved in the safeguarding audit.</p>
<p>All governors/proprietors have received training at induction to ensure they have the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies in the setting is effective and support the delivery of a robust whole-setting approach to safeguarding. This training is regularly updated through annual updates.</p>		New governors need to have training and	

		<b>governor's responsible for safeguarding need to have up-to-date training.</b>	
Where a school or college has charitable status, the Charity Commission guidance on charity and trustee duties to safeguard children is followed, available at <a href="http://GOV.UK">GOV.UK</a> .			<b>NA</b>
A safeguarding governor/safeguarding committee member/safeguarding board member is appointed to take <b>leadership</b> responsibility for safeguarding arrangements.			<b>Two safeguarding governors ~ Stephen Reynolds (COG) and Reverend Kevin Evans.</b>
Headteachers and principals ensure that the policies and procedures, adopted by their governing bodies and proprietors, are understood, and followed by all staff.			<p><b>Safeguarding policies and procedures for all staff to access. All policies are available on the school website and staff can access from the t-drive.</b></p> <p><b>All policies are shared with governors at the curriculum committee.</b></p> <p><b>Staff must sign the register to acknowledge they have been made aware of the policy and it's their responsibility to</b></p>

			<b>read them.</b>
Governing bodies and proprietors ensure they facilitate a whole school or college approach to safeguarding. They ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. All systems, processes and policies operate with the best interests of the child at their heart.			
Where there is a safeguarding concern, children's wishes and feelings are taken in account when determining what action to take and what services to provide. Systems are in place, they are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. Leaders work with children to remove any barriers to reporting.			<b>Wishes and feelings are always carried out when a DSL is following up a concern/disclosure.</b>  <b>A proforma is used so that all DSL's are consistent and uniform in what they are asking.</b>  <b>These are then uploaded to CPOMS</b>
There is an effective child protection policy in place, which is in accordance with government guidance and TWSP arrangements (it includes the requirements outlined in paragraphs 85 & 145 of KCSIE 2022). It is updated annually as a minimum and is available publically and on the school or college website.			<b>All staff have read the child protection policy and have signed the register to acknowledge they have received the document and read it.</b>  <b>The policy can be found on the school website.</b>
There is an effective child protection policy in place, which is in accordance with government guidance and TWSP arrangements (it includes the requirements outlined in paragraphs 13 & 99 of KCSIE 2022). It is updated annually as a minimum and is available publically and on the school or college website. <b>The policy sets out the settings 'intent' for safeguarding arrangements, how the safeguarding arrangements will be 'implemented' and the 'impact' of safeguarding arrangements.</b>			<b>The policy includes the schools curriculum offer for safeguarding and how this looks</b>

			throughout the school. It demonstrates how safeguarding is embedded in our curriculum.
There is a suitable code of conduct/staff behaviour policy in place. It sets out what low level concerns may be and how they will be dealt with.			Reviewed and Presented to governors 10.10.22
A DSL is appointed who is a senior member of staff from the school/college <b>leadership team</b> . They take ultimate <b>lead responsibility</b> for child protection, safeguarding and online safety. Their roles and responsibilities are explicit in the role-holder's job description.			3 DSL's are members of the SLT. Their roles and responsibilities are written in a DSL job description.
The school/college appoint deputy DSL's as appropriate and these are all trained to the same standard as the DSL.			4 DSL's  1 Supervisor  All have received DSL refresher training ( MH and SA 01/23 )
The DSL and any deputies' liaise with the three safeguarding partners and work with other agencies in line with <a href="#">Working Together to Safeguard Children</a> . They have regard for <a href="#">NSPCC- When to call the police</a> to understand when they should consider calling the police and what to expect when they do.			
The DSL and/or deputy is always available (during school or college hours, including evenings and weekends). Adequate and appropriate cover is in place for out of hours/out of term activities and educational visits.			Timetable is produced for weekends and holidays for DSL availability
The DSL and any deputies undergo training to provide them with the knowledge and skills to carry out the role (two-day new DSL training as recognised by TWSP). The training is updated every two years (one day refresher training as recognised by TWSP). They also regularly update their knowledge and skills (termly DSL updates recognised by TWSP) at least annually).			All DSL's have received their training and refresher training ~ 11.1.23 ~ MH and SA

			<b>30.3.23 ~ NW</b>
The governing body, proprietors, management committee, senior leaders and the DSL and deputies are aware of the TWSP arrangements.			
The DSL and their deputies are aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019 for section 47 of the Children Act 1989 and police investigations.			
Education is a named agency by the TWSP. School/college co-operate with the published arrangements of the TWSP.			
Governing bodies, proprietors, the DSL and their deputies staff understand the local threshold guidance for the area children on roll reside and/or the area that has responsibility for them as a looked after child. <a href="#">Telford &amp; Wrekin Threshold Guidance</a> <a href="#">Shropshire Threshold Guidance</a> <a href="#">Staffordshire Threshold Guidance</a> <a href="#">Wolverhampton Threshold Guidance</a>			<b>New threshold guidance was shared with staff at the termly safeguarding update 13.3.23</b>
The school/college allows access for children's social care to conduct a section 17 or a section 47 assessment.			
Governing bodies, proprietors and staff understand the obligations of GDPR and information is processed under these conditions. They have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information The school/college has regard for: Chapter one of <a href="#">Working Together to Safeguard Children</a> , which includes a myth-busting guide to information sharing <a href="#">Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers</a> . The seven golden rules for sharing information will be especially useful <a href="#">The Information Commissioner's Office (ICO)</a> , which includes ICO GDPR FAQs and guidance from the department <a href="#">Data protection: toolkit for schools</a> - Guidance to support schools with data protection activity, including compliance with the GDPR.			<b>All GDPR processes followed, LA offer support and guidance as we buy into the gold service for data protection.</b>
When children leave the school/college, the DSL ensures their child protection file is transferred to the new school or college as soon as possible, through secure transit, and they obtain confirmation of receipt. For schools, this is transferred separately from the main pupil file. This is done within 5 days for an in-year transfer or within 5 days of the start of a new term. As a receiving school/college, key staff, such as DSL's and SENCOs/named persons are aware of this information. Where appropriate, the DSL shares appropriate information with the new school/college in advance of a child leaving.			<b>Form is signed when transferring records by the DSL and the school they are transferring to.</b>  <b>These are always taken by a DSL.</b>

			<p><b>Records are not taken until the children are on roll at their new setting.</b></p> <p><b>CPOMS logs transferred once confirmation has been received that a child has gone on roll at another setting.</b></p>
Staff contribute to the school/college safeguarding arrangements and child protection policies.			<p><b>All policies are shared and reviewed with staff.</b></p> <p><b>Policies are adapted by SLT and DSL's and approved by the curriculum committee (Governors).</b></p>
Governing bodies and proprietors have regard to the Teachers' Standards, which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.			<p><b>Managing behaviour is clearly stated in all job descriptions.</b></p>
The governing bodies or proprietors ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.			<p><b>Online safety is part of the curriculum for all children across the school.</b></p> <p><b>SAS Crew (Children's safeguarding board) deliver workshops to all</b></p>



			<p><b>age groups.</b></p> <p>The school has an outline of how we keep children safe through our curriculum. It covers all aspects of safeguarding.</p>
Staff follow the <a href="#">Statutory guidance: relationships education relationships and sex education (RSE) and health education</a> and have regard for <a href="#">Teaching about relationships sex and health</a> , as well as the other resources set out in in KCISE (paragraph 121).			<p><b>All staff have received CPD and have completed modules relevant to the curriculum.</b></p>
The school has an up-to-date RE/RSE/HE policy that is available to parents and others and published on the school website. This includes parents' right to withdraw their child from the non-statutory aspects.			<p><b>Policy is up to date and available on the website. Parents have been consulted.</b></p> <p><b>This is reviewed annually by the RSHE lead.</b></p>
The school takes the religious background of pupils into account. Leaders audit and understand what parents are comfortable and uncomfortable with, in relation to their children's depth of involvement in RE/RSE curriculum.			<p><b>RSHE questionnaire was submitted on the school website for parents to complete.</b></p>
Where schools teach faith perspectives and teachings, they comply with the Equality Act 2010 and the Public Sector Equality Duty.			
Relationships Education is taught in all schools providing primary education. This includes the appropriate teaching of Domestic Abuse ('Expect Respect' resources available from Severn Training and Schools Alliance). The school has a domestic abuse policy. Relationships & Sex Education is taught in all schools providing secondary education. Health Education is taught in all maintained schools. Maintained schools must teach the national curriculum for science that includes sex education. Where schools use a published scheme, it has been mapped against the statutory curriculum.			<p><b>Domestic abuse policy is up to date and has been approved by governors at the curriculum committee</b></p>

			<p><b>November 2022</b></p> <p>Sex education is included in the RSHE policy and this is accessible on the website.</p>
<p>Effective strategies are in place to gather the voice of children on the effectiveness of safeguarding in the school/college and wider community, for example, through children safeguarding boards.</p>			<p><b>Safeguarding questionnaires carried out with all children in all year groups ~ December 2022</b></p>
<p>Children are safeguarded from potentially harmful and inappropriate online material. There is a whole school/college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.</p>			<p><b>Online safety is regularly delivered and becomes a focus then there have been issues within the community.</b></p>
<p>The DSL as the responsible person for e-safety and all relevant staff understand the breadth of issues classified within online safety and that they can be categorised into four areas of risk: <b>content, contact, conduct and commerce</b> (4Cs) (paragraph 136 KCSIE 2022). <b>There is a written annual risk assessment in place that considers and reflects the risks children face in the setting. This details the risks from the four risk areas, curriculum in place and systems &amp; monitoring to reduce risk and the actions required.</b></p>		<p><b>Ensure there is an annual risk assessment around the four areas (4C's), ensure this is reviewed by the SAS Crew.</b></p>	<p><b>This was covered in the online safety to all staff November 2022 by Richard Smith</b></p>
<p>Online safety is included in curriculum planning, teacher training, the role of the designated safeguarding lead and parental engagement.</p>			<p><b>All years groups cover this as part of the computing curriculum. It is regularly visited and built into all computing lessons.</b></p>

Online safety is included in the child protection policy with consideration given to the 4Cs. There is a policy on the use of mobile and smart technology, including the fact children have unlimited and unrestricted access to the internet via mobile phone networks.			<b>All policies are in place to support online safety.</b>
Where children are asked to learn online at home the guidance from the Department for Education is followed included in paragraph 139 KCSIE 2022.			
Governing bodies and proprietors ensure the school or college has appropriate filters and monitoring systems in place for the IT system. This is informed by the risk assessment required by the Prevent Duty. <a href="#">The UK Safer Internet Centre: appropriate filtering and monitoring guidance</a> is followed to what “appropriate” filtering and monitoring might look like.			<b>School use the SENSO alert system.</b>
The school or college has the appropriate level of security protection procedures in place, to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.			
The school or college carry out an annual audit of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.		<b>Computing lead to liaise with DSL to ensure annual audit is carried out re online safety.</b>	
Governors use the questions from <a href="#">UKCIS Online safety in schools and colleges</a> to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach		<b>This is to be built into the summer term safeguarding termly update.</b>  <b>Governors to ask questions from the UKCIS online safety.</b>	
The <a href="#">Online Safety Audit Tool</a> is used to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.		<b>ECT mentor to ensure that have access to the online safety audit tool.</b>	

Parents are informed of the importance of children being safe online. They are aware of what their children are being asked to do online, including the sites they are required to access. Parents know who their child is going to be interacting with online the setting. Leaders tell parents what systems are in place to filter and monitor online use			<p>Parents have regular updates on the Friday newsletter. Every month online safety is communicated via the newsletter.</p> <p>Parents are invited to online safety support for Parents ~ delivered by Richard Smith</p>
The leadership team and relevant staff, such as online safety lead have an understanding of the filtering and monitoring provisions in place and manage them effectively and know how to escalate concerns when identified.			<p>ICT technician has trained all staff in using the SENSO alert system. Head teachers receives violations and investigates these.</p>
Governing bodies, proprietors and staff are aware of the Ofsted inspection or Independent Schools Inspectorate arrangements for safeguarding.			
There are procedures in place to make referrals to the Disclosure and Barring Service (DBS) when the criteria are met (see paragraphs 347 - 350 KCSIE 2022).			<p>Allegations against staff policy reviewed and updated and agreed with governors October 2022</p>
There are procedures in place to make referrals to the Disclosure and Barring Service (DBS) when the criteria are met (see paragraphs 347 - 350 KCSIE 2022).			
Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consider would be given whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).			
Boarding schools, residential special schools, residential colleges and children's homes have additional factors to consider with regard to safeguarding. Schools and colleges that provide such residential accommodation and/or are registered as children's homes are alert to signs of abuse in			<p>NA</p>

such settings and work closely with the host local authority and, where relevant, any local authorities that have placed their children there.			
Boarding schools, residential special schools, residential colleges, and children's homes comply with their obligations set out in the National Minimum Standards and regulations for the relevant setting.			<b>NA</b>
There is a policy on the use of reasonable force which considers the duties under the Equality Act 2010 and Public Sector Equality Duty. The school has regard for <a href="#">Use of Reasonable Force in Schools</a> . Additional guidance <a href="#">Reducing the Need for Restraint and Restrictive Intervention</a> has been shared with staff.			<b>SA and MH have received CPI Safety Intervention CPD ~ December 2021</b>  <b>All staff have received de-escalation CPD from the BST ~ January 2022</b>
Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals they ensure that appropriate arrangements are in place to keep children safe. The governing body or proprietor seeks assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place and inspects these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor ensures safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.			<b>NA ~ building is not rented out and is not used for hire.</b>
Governing bodies and proprietors of Alternative Provision settings understand their pupils often have complex needs. Staff in these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Statutory guidance relating to Alternative Provision will be followed (paragraph 168-169 KCSIE 2022).			<b>NA</b>
The DSL holds the details of all children who have a social worker when notified by the local authority.			<b>This is kept in a secure folder and recorded on CPOMS with only limited access for other staff.</b>
The DSL should consider their decision making about the best interests of children, including safety, welfare and educational outcomes, alongside social workers.			<b>DSLs refer to the threshold guidance when making decisions.</b>
There are procedures in place to respond to children who go missing from education to help identify			

<p>the risk of abuse and neglect and reduce the risk of them going missing again in the future. School's/college's hold more than one emergency contact number of each pupil or student. The school/college has regard for:</p> <p><a href="#">School Attendance Guidance</a>  <a href="#">Children Missing Education</a>  <a href="#">Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges</a>  <a href="#">Missing Children and Adults Strategy</a></p>			
<p>Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, the DSL will coordinate a meeting with the relevant local authorities, other relevant schools, other key professionals and parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. All requests for Telford and Wrekin Council attendance are sent to <a href="mailto:AccessandInclusion@telford.gov.uk">AccessandInclusion@telford.gov.uk</a></p>			
<p>There are procedures in place to identify children's mental health problems, including routes to escalate and clear referral and accountability systems. The school or college follow guidance set out in paragraph 181 KCSIE 2022.</p>			<p><b>Referral system in place to identify mental health. Staff to follow flow chart to ensure children are referred or their concerns discussed.</b></p>
<p>There is a senior member of staff or a member of the senior leadership team who is appointed as the Senior Mental Health lead. (School have considered applying for senior mental health leads training – see paragraph 182 KCSIE 2022).</p>			<p><b>We have 3 mental health leads, one DSL and SLT, the headteacher and a TA. Head and DSL have both received mental health first aid training. April 2021.</b></p> <p><b>The head has received the DfE training for senior leaders for mental health ~ completed December 2022.</b></p>

Staff are alert to how to keep looked after and previously looked after children safe. These children are recognised as a vulnerable group.			
Appropriate staff have information in relation to a child's looked after status, the child's contact arrangements with parents or those with parental responsibility, the child's care arrangements and levels of authority delegated to the carer. The DSL holds the name of the virtual school head and social worker in the authority that looks after the child.			
There is a designated teacher for children who are registered as looked after. They have the relevant qualifications, experience and training for the role.			<p><b>Headteacher is designated teacher for looked after children.</b></p> <p><b>There is also a designated governor.</b></p>
The designated teacher, DSL, head teacher, governance, SENDCO and senior mental health lead will work with the virtual school head to promote educational attendance, attainment and progress of children with a social worker of looked after and previously looked after children.			
The DSL has details of the local authority Personal Advisor appointed to guide and support care leavers and liaises with them where necessary. <i>This applies to post 16 care leavers only.</i>			
The child protection policy reflects the additional barriers that can exist when recognising abuse and neglect for children with special educational needs or disabilities or certain health conditions (as outlined in paragraph 199 of KCSIE 2022). The policy outlines ways to address the safeguarding challenges for these children. Additional pastoral support is provided for this group of children.			
Staff recognise that the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Action is taken to help to prevent children who are LGBT being targeted by other children. Children who are LGBT have a trusted adult with whom they can be open.			

**Questions for governors/trustees/proprietors**

How do you receive safeguarding updates at meetings?

**School has termly safeguarding updates for all staff ~ updates are shared from DSL termly updates. Safeguarding is an agenda on the SLT meetings every 2 weeks. It is also an agenda item at Fridays briefing for staff.**

How do you monitor child protection and safeguarding training needs?

**All staff must to say they have attended training. If they can't attend that have to find time outside of the school day to meet with the DSL to receive the updates. If they miss child protection annual training, they must attend the training at a different venue. This is arranged by the school business manager.**

Is there a code of conduct for governors/trustees/proprietors?

**This is reviewed annually, and the LA policy has been adopted by governors. All governors have read this and signed to say they will follow the code of conduct. This was reviewed October 2022. This is included in the Safeguarding folder and induction folder for governors.**

Is the behaviour policy updated annually and do you have oversight of this?

**Behaviour policy is updated termly, this is communicated regularly with all staff to ensure they are following procedures. This is part of new staff induction.**

How do you ensure there are sufficient resources available to manage safeguarding effectively?

**Regular reviews of safeguarding and the safeguarding culture at Teagues Bridge. Resources are added during this monitoring and as and when a need arises. Safeguarding culture is shared with all staff and promoted as a priority in our school. Many books are used to support the safeguarding curriculum and these are plentiful across all year groups. Resources as used from DSL refreshed training and DSL updates and shared across the school.**

What information does the DSL provide to governors/trustees/proprietors to enable you to have oversight of the educational outcomes for children who have or previously had safeguarding and child protection issues?

**Governors receive an overview of outcomes for children, this includes the number of concerns raised with the DSL, number of referrals to family connect, number of children receiving early help assessment and number of children on a child protection or child in need plan.**

How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?

How do you ensure the ICT filtering and monitoring system is appropriate? What are the findings from annual online safety audit?

**School uses the SENSO alert system from the LA ICT Team. Gold technician alerts ICT co-ordinator within 24 hours if any reports are received**

How do you monitor the number of children who are taken off roll to become Electively Home Educated? What are the safeguarding arrangements to help assess and manage safeguarding risks whose parents wish to Electively Home Educate them?

**When parents request to take children off roll and home tutor them, the EWO is informed and a meeting is arranged with the professionals to work through the reasons for the decisions and how this will impact on the child and the family.**

What arrangements are in place to monitor the safeguarding arrangements for any organisations who rent or hire out school premises?

**The school premises are not used for hire or rental purposes.**

Is an online safety update provided to governors/proprietors as part of regular safeguarding updates?

**Online safety updates are shared with governors as part of the headteachers report and the safeguarding termly report to governors.**

Part three: Safer Recruitment	No ✓	Partly ✓	Yes/N/A ✓
Governors/proprietors adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in the school or college.			Advert for any post within school includes the rigorous checks and the new online checks
All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training. In maintained schools and pupil referral units (PRUs) at least one of the persons who conducts an interview has completed safer recruitment training.		Governors, SLT members and school	Safer Recruitment Training received December 2021 ~



		<b>business manager to receive safer recruitment training ~ SA to arrange in house training.</b>	<b>Headteacher</b>
Job advertisements focuses on ensuring potential applicants are given the right messages about the school or college's commitment to recruit suitable people. The advert defines the role and the safeguarding requirements are included in the job description. The advert includes school or college's commitment to safeguarding and welfare, how checks will be completed and if the post is exempt from the Rehabilitation of Offenders Act.			<b>Advert shows that safeguarding is a priority ~ outlines the online checks for shortlisted candidates.</b>
Applicants should apply using an application form that covers all the requirements set out in paragraphs 212-214 KCSIE 2022. Information is provided to all applicants on the child protection policy and recruitment of ex-offenders.			
<b>Online searches are completed as part of due diligence checks on shortlisted candidates.</b>			<b>This is made clear in the advert and is included in the safer recruitment policy February 2023.</b>
There is a robust shortlisting process that includes obtaining a self-declaration of criminal records from shortlisted candidates. The application form is signed with a wet signature at interview. At least two people shortlist and are part of the interview. Shortlisting identifies gaps in employment and potential concerns.			<b>All safer recruitment procedures are followed.</b>
References are obtained before interview and any concerns are explored with candidates at interview. References are obtained and provided in accordance with paragraphs 222-224 KCSIE 2022. Open references are not accepted. References are obtained from a suitable senior person and always from current employer or most relevant employer. Electronic references are verified. References are followed up where required and compared with the application form. The reason for the candidate leaving their post is obtained from there referees.			<b>No one is ever appointed without sight of two references.</b>  <b>These are requested prior to interview so follow up questions can be asked.</b>
Selection techniques help to identify the most suitable person for the post. Questions should be			

agreed and structured. At a minimum they should include; what attracted the candidate to the post, motivation for working with children, explore their skills relevant to role, probing gaps in employment or frequent changes to employment or location. All potential areas for concern are explored at interview. Pupils/students are involved in the recruitment processes. All recruitment decisions are recorded.			
All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks. Candidate's identification is verified, including, where possible, checking the name on their birth certificate.			
All governors in maintained school and sixth form colleges, staff and volunteers have appropriate Disclosure and Barring Service (DBS) checks, with barred list checks where required. The settings position on the renewal of DBS' beyond where there are concerns for individuals, and, where applicable the uses of the DBS update service, are included in the setting's policies (paragraphs 249-252 KCSIE 2022). All applicants show the original paper DBS certificate to their potential employer before they take up post, or as soon as practicable afterwards. The school or college compare any information disclosed on the certificate with any information shared by the applicant during the recruitment process.			
For individuals on the DBS update service, school/college must obtain their consent to carry out a check and view the status of an existing check, confirm the certificate matches the individual's identity and examine the original certificate to ensure it is for the appropriate workforce and level of check.			<b>All checks are carried out by Kasha Millar ~ School Business Manager</b>
A separate children's barred list check is obtained where an individual starts work in regulated activity with children before the DBS certificate is available. Barred list information is <b>not</b> requested on any person who is not engaging in or seeking to engage in regulated activity.			
Candidate's mental and physical fitness to carry out their work responsibilities is verified.			<b>Occupational Health questionnaire is completed</b>
The person's right to work in the UK, including EU nationals is verified.			
If a person has lived or worked outside the UK, further checks are completed as appropriate, these could include; overseas criminal records checks and letter from professional regulating authority confirm no sanctions or restrictions (paragraphs 262-267).			
Professional qualifications are verified as appropriate.			
Section 128 checks have been completed on all those in management positions in an independent school, academy or free schools as an employee; a trustee of an academy of free school trust; a governor or member of a proprietor body for an independent school; a governor of a maintained school or a governor on any governing body in an independent school, academy or free school (paragraphs 256-269 KCSIE 2022).			

The <b>school or college</b> checks to ensure that any applicant employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State or the GTCE before its abolition in March 2012 ( <b>GTCE applicable only to schools</b> ) (paragraph 253 and 255 KCSIE 2022).			
Where the school or college provide childcare they ensure that appropriate checks are carried out to ensure that individuals employed to <b>work in reception classes</b> , or in <b>wraparound care for children up to the age of 8</b> , are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations (paragraphs 263-267 KCSIE 2022).			
The school or college have a policy on applicants moving from a previous post and obtaining an enhanced DBS certificate (paragraphs 233-234 KCSIE 2022).			
Any decision not to appoint somebody because of their conviction(s) is clearly documented, so if challenged the school or college can defend its decision, in line with its policy on recruitment of ex-offenders.			
The school or college maintains a single central record in paper <b>or</b> electronic form of pre-employment checks for all staff, including salaried trainee teachers, agency and third party supply staff and for independent schools all members of the proprietor body (paragraph 268 KCSIE 2022). The details of individuals are removed from the single central record once they no longer work at the school or college. The following information is recorded on the SCR as good practice; childcare disqualification self-disclosure date, checks made on volunteers, checks made on governors and the dates on which safeguarding and safer recruitment training was undertaken.			<p><b>Safeguarding training for each member of staff is added to the SCR and safer recruitment is added for senior leaders involved in the interview process.</b></p> <p><b>All relevant information is recorded.</b></p> <p><b>Online safety checks to be added to SCR.</b></p>
For fee-funded trainee teachers and agency and third party supply staff, written confirmation is received and held on record from the employer that they have carried out the relevant checks, where applicable, and obtained the appropriate certificates, with DBS details, and, where applicable barred list check. A copy of the DBS certificate is obtained where information is recorded on it. ID is always checked on arrival and record is held.			
Multi Academy Trusts (MATs) maintains the single central record detailing the checks carried out in each academy.			
A copy of the documents used to verify the successful candidate's identity, right to work and required			

qualifications are kept in the personnel file.			
When a school or college chooses to retain a copy of an employee's DBS certificate for a valid reason it should not be retained for longer than six months.			
The school or college set out their safeguarding requirements in a contract with any other organisation contracted to provide services. Where applicable, the school/college ensures that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. Where the contractor is self-employed, the governing body/proprietor/management committee should carry out due diligence checks, such as seeking references, testimonials and the appropriate level of DBS and barred list check where necessary for the contractor. Contractor ID is always checked on arrival and a record is held.			
The school/college has a policy for visitors. The school/college does not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending events. Visitors who attend in a professional capacity have their ID checked and assurance is sought that the visitor has had the appropriate DBS check (or confirmation is sought from the visitor's employers that their staff have appropriate checks). Consideration should be given to the suitability of any external organisations visiting the setting. The Headteacher/principal uses their professional judgment about the need to escort or supervise visitors.			<b>Visitors policy updated and reviewed ~ February 2023.</b>
Unchecked volunteers, including students do not have unsupervised access to children or allowed to work in regulated activity.			
A written risk assessment is undertaken to decide whether to obtain an enhanced DBS for any volunteer not engaging in regulated activity (paragraph 306 KCSIE 202).			
Individual proprietors or the chair of the body of an independent school, chair of governing bodies and chairs of governing bodies on non-maintained special schools must have had an enhanced DBS, ID verified and overseas checks where applicable by the secretary of state.			
Chairs of academies or free schools must ensure that an enhanced DBS is undertaken for the other members of the body, as well as identify check and section 128 checks. This is also applicable for members of academy trusts, charity trustees and chair of the board of charity trustees.			
Where a school places a pupil with an alternative provision provider it obtains written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. The school remains responsible for the safeguarding of that pupil.		<b>Ensure we receive written confirmation from alternative setting re DBS for staff working at the setting with the child</b>	<b>DSL's visit the setting of the alternative provision.</b>

		<b>from our setting.</b>	
The school/college ensures that work experience placement providers have suitable policies and procedures in place to protect children from harm, including obtaining DBS/barred list checks where supervising a child under the age of 16, where applicable. Where a child aged 16 or over has contact with children in a specified place, the work experience provider should consider obtaining a DBS check for the child.			
The school or college has appropriate arrangements in place (in accordance with Annex D KCSIE 2022) for children staying with host families (homestay).			
Staff are alert to private fostering and understand when to notify the local authority of private fostering arrangements.			
The governing body/proprietors ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.			
The school/college carries out all relevant checks where concerns are raised about an existing member of staff's suitability, there has been a break in service of 12 weeks or more, or when an individual moves from a position that did not involve the provision of education to one that does.			
The school/college understands the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to child or vulnerable adult.			
The school/sixth form college understands if they dismiss or cease to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State.			
<b>Questions for governors/trustees/proprietors</b>			
<p>How do you monitor recruitment processes to help check the setting is creating a culture of safer recruitment to help deter, reject or identify people who might abuse children?</p> <ul style="list-style-type: none"> <li>• <b>Ensure advert outlines that safeguarding is the school's top priority.</b></li> <li>• <b>Interview questions focus on safeguarding.</b></li> <li>• <b>Check application refers to safeguarding.</b></li> <li>• <b>Advert outlines all the checks made for candidates that are shortlisted.</b></li> </ul> <p>How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?</p> <p>What are the safer recruitment training needs of governors and staff?</p> <p><b>Two member of the SLT have received recent safer recruitment training ~ December 2021.</b></p> <p><b>Governors and remaining members of SLT and business manager are due to receive safer recruitment during Summer 2023. We are arranging in house training so that governors and SLT members receive training and Headteacher receives update as recent changes in regards to online safety checks.</b></p>			
<b>Part four: Allegations of abuse made against teachers and other staff</b>	<b>No</b>	<b>Partly</b>	<b>Yes/N/A</b>

	✓	✓	✓
<p>There is a procedure for dealing with <b>concerns</b> and/or <b>allegations</b> against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors. The policies and procedures make clear to whom allegations should be reported and that this should be done without delay. The policy has been shared with staff. Part four KCSIE 2022. The low level concern policy is set out in the staff code of conduct and safeguarding policy. It sets out the procedure for responding to reports of low-level concerns. For guidance see <a href="#">Developing and implementing a low-level concerns policy: A guide for organisations which work with children</a></p>			<p><b>There is a policy for allegations made against staff</b></p> <p><b>Whistle blowing policy.</b></p> <p><b>These have been reviewed and presented to governors ~ October 2022</b></p>
<p>Those responsible for the initial management of allegations understand there are two aspects to consider when an allegation is made:</p> <ul style="list-style-type: none"> <li>• <b>Looking after the welfare of the child</b></li> <li>• <b>Investigating and supporting the person subject to the allegation.</b></li> </ul>			
<p>The school/college ensures they understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. (It is recommended they attend the TWSP Managing Allegations &amp; LADO training).</p>			<p><b>This is included in the staff handbook under the safeguarding arrangements.</b></p> <p><b>It is also part of the termly safeguarding updates and part of the quiz/questionnaires</b></p>
<p>The school/college promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. All concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This encourages an open and transparent culture to; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.</p>			

<p>All staff know what to do about sharing low level concerns. Staff are encouraged to feel confident to self-refer. All low-level concerns are recorded and records held securely. The records are reviewed to identify potential patterns and takes appropriate action where necessary. Records are retained at least until individuals leave their employment.</p>		<p><b>To purchase CPOMS section for recording concerns about staff etc</b></p>	<p><b>Allegations are on the next safeguarding termly update that all stakeholders attend ~ Summer 2023.</b></p>
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<p>Records which contain information about allegations of sexual abuse are preserved for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. All other records are retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.</p>			
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**Questions for governors/trustees/proprietors**

How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?  
 Does the case manager for dealing with allegations against the Headteacher/principal understand their roles and responsibilities?  
 How do you monitor low-level concerns with the Headteacher?  
 What does staff voice tell you about the culture of reporting and managing low-level concerns?  
**All staff are very clear on the procedures for reporting the headteacher, if they are concerned about her/his conduct etc. They know to report this to the governor responsible for safeguarding.**  
**DSL's provide a termly update regarding safeguarding for the governors as part of the head teachers report.**  
**Governors responsible for safeguarding have termly updates where all relevant information is shared.**  
**Ensure that staff voice includes questions about safeguarding ~ Staff receive an annual questionnaire/quiz about all areas of safeguarding.**  
**Include questions about reporting low levels concerns to the head on the next questionnaire ~ March 2023. This allows DSL's to plan the termly updates and check any gaps in knowledge.**

<p><b>Part five: Child on Child Sexual Violence and Sexual Harassment</b></p>	<p><b>No</b></p> <p style="text-align: center;">✓</p>	<p><b>Partly</b></p> <p style="text-align: center;">✓</p>	<p><b>Yes/N/A</b></p> <p style="text-align: center;">✓</p>
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<p>The governing body and staff of the school/college assume that sexual violence and sexual harassment happen in and around their setting, even when there are no specific reports and have put in place a whole school approach to dealing with this.</p>			<p><b>Whole school policy.</b></p> <p><b>Detailed form to be completed when a</b></p>
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			<p><b>disclosure is made.</b></p> <p><b>Risk assessment in place for all areas of school to reduce the risk.</b></p> <p><b>Individual risk assessments written for children involved in such allegations.</b></p>
DSL's have received training in the management of reports of child on child sexual violence and sexual harassment and understand how to manage reports.			
The school/college have undertaken pre-planning of how to respond to reports of child on child sexual violence and sexual harassment.			<p><b>Outlined with staff as part of the termly update 13.3.23</b></p>
There are written published procedures in place detailing how to respond to reports of child-on-child abuse. This details the school's approach to recognising what constitutes child-on-child abuse and what is recognised as 'intent' for a child to harm another child.			<p><b>There are very clear procedures for dealing with child-on-child and this is published on the website in the form of a policy and risk assessment to reduce the whole school risk of child-on-child abuse.</b></p>
All staff have received training in how to respond to report of child on child sexual violence and sexual harassment.			<p><b>Child protection training covers this area ~ 31.1.22</b></p> <p><b>Head teacher has received up-to-date CPD on child-on-child abuse delivered by Sian</b></p>



			<p><b>Deane.</b></p> <p><b>Child-on-child abuse is included in the child protection training ~ December 2022</b></p> <p><b>Outlined with staff as part of the termly update 13.3.23</b></p>
There is a risk assessment in place to help reduce the likelihood of child-on-child abuse.			<p><b>Risk assessment in place for whole school and this can be found on the website. All staff should have a copy of this.</b></p> <p><b>Outlined with staff as part of the termly update 13.3.23</b></p>
The school has a template support and safety plan available to use when reports have been made.			<p><b>Safety plans have been written to support those children who have been at risk of child-on-child abuse.</b></p>
The designated safeguarding lead advises on the school/college's initial response to child-on-child abuse. Where the child-on-child abuse is alleged to have taken place online, the online safety lead is consulted. Where the abuse is alleged to have involve a child with SEND, the SENDCO is consulted.			<p><b>This is communicated with children via workshops with SAS crew.</b></p>
The school/college has a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.			<p><b>This is communicated with</b></p>

			<p>children via workshops with SAS crew.</p> <p>Risk assessment to minimise the likelihood in place.</p>
Pupil voice is obtained regularly to understand pupil perception of how safe school is and how effectively child-on-child abuse is managed. Leaders use pupil voice to address areas where pupils feel less safe and to evaluate the effectiveness of policies and procedures.			<p>Pupil Voice for safeguarding completed December 2022.</p>
The curriculum is planned to help children to understand the law on child-on-child abuse is there to protect them rather than criminalise them			<p>SAS crew to deliver workshops for child-on-child abuse to all year groups across the spring and summer term 2023.</p> <p>SAS Crew delivered NSPCC PANTS campaign to EYFS and KS1.</p> <p>Risk assessment to minimise the likelihood in place</p>
Staff understand intra familial harms and any necessary support for siblings following incidents.			
Leaders recognise that patterns of child-on-child abuse in school or college maybe reflective of the wider issues within the local area and share emerging trends with local safeguarding partners.			
<p><b>Questions for governors/trustees/proprietors</b></p>			
<p>How do you seek assurance DSL's have suitable knowledge of how to manage reports of child on child sexual violence and sexual harassment?  Have all staff received training on how to response to reports of child on child sexual violence and sexual harassment?  <b>All staff have received training from child protection training ~ December 2022 and termly safeguarding update ~ 13.3.23.</b>  How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?  How are you assured that the school/college has an effective culture to help promote zero tolerance approach to sexual violence and sexual harassment?</p>			

*Plans are put in place using the RSHE curriculum and Jigsaw materials to teach about appropriate behaviours, language and consent. A range of picture books are used in KS1/EYFS as part of reading for pleasure to teach peer-on-peer abuse issues. School have Respect at the top of their values priorities. We believe that if everyone shows respect such issues should be diminished. We also have a policy on Kindness and respect. Each class has a kindness and respect display.*

Part six: Telford and Wrekin Safeguarding Partnership expectations & other safeguarding legislation that applies to schools	No	Partly	Yes/N/A
There is a proactive approach to minimising the risk of all types of exploitation, including CSE. All staff will receive annual training updates on child exploitation, including CSE.	✓	✓	Part of termly safeguarding updates
As a primary school/junior school/secondary school/college/training provider our curriculum includes a programme of appropriate CCE and CSE awareness raising sessions for pupils			Document that outlines all the practise that takes place to teach all our children about safeguarding and keeping them safe.
The Headteacher/Principal and DSL exchange relevant information with local partners in relation to exploitation, including CSE as required to enable all professionals to react, monitor and protect children.			Communicating with agencies is paramount in address such complex issues.
The DSL works with one of their deputies to focus on child exploitation and provides any required information to partners. This deputy DSL is known to parents and children.			
Staff record concerns about a child's welfare, including those relating to exploitation. The DSL and their deputies detail what the concerns are, what action was taken and what follow up is needed. The DSL will review all recorded concerns regularly to ensure all concerns are recorded.			
There is an annual review to consider the adequacy of site security provision, including monitoring and recording any unauthorised access, to ensure that pupils are protected from potential perpetrators of child exploitation while at school/college. Any concerns will be shared as required with the police and/or Family Connect.			School site is extremely secure and it is always communicated with all staff that doors and gates are closed immediately to keep our young people safe.
The setting is committed to helping families to communicate better and reduce parental conflict.			

Safeguarding is on the agenda for all staff and governor/proprietors meetings.			<p><b>Safeguarding is on the briefing agenda every week.</b></p> <p><b>We have termly updates.</b></p> <p><b>Safeguarding is part of the induction process for all staff.</b></p> <p><b>Any safeguarding incidents are communicated so all staff have an overview with certain details to ensure their classroom cultures promotes safeguarding.</b></p>
The school/college has adopted the Suicide Intervention Policy ratified by the Telford & Wrekin Suicide Action Sub Group.			<b>Updated December 2022</b>
Safeguarding supervision is <b>provided</b> to all staff who are directly involved in the management of children's safeguarding and welfare. All other staff are able to opt into safeguarding supervision (requirement of Working Together to Safeguard Children 2018). Evidence of case management, supervision and professional challenge is recorded in children's safeguarding records.			<b>Supervision carried out monthly by headteacher. Last supervision session with DSL ~ December 2022 and next supervision is 16.3.23.</b>
The school/college considers the NSPCC guidance for the arrangements for changing for physical education.		<b>We have a policy ~ Check this is updated.</b>	
All staff have received training in Domestic Abuse (this is available from Telford & Wrekin Council Education Safeguarding Team as part of the 'Basic' Safeguarding Support Service Level Agreement).		<b>Not all staff have received</b>	

		<b>this ~ DSL's have through future in minds.</b>	
		<b>SA to ensure this is delivered to all staff.</b>	
All staff have attended the Vulnerability & Exploitation training provided by West Mercia Police in partnership with Telford & Wrekin Council and Telford and Wrekin Safeguarding Partnership.			<b>June 2019</b>  <b>New training offered from Vikki Ridgewell ~ SA to arrange this for September 2023</b>
All staff have received training in their roles and responsibilities of the Prevent Duty.			<b>January 2022 ~ Sian Deane</b>
All staff are aware of the T&W Safeguarding Partnership statement on <a href="#">Modern Slavery</a> (November 2020) and are aware of <a href="#">Modern Slavery: Statutory Guidance for England and Wales (under s49 of the Modern Slavery Act 2015)</a> and <a href="#">Non-Statutory Guidance for Scotland and Northern Ireland.</a>			<b>This is part of the child protection training ~ December 2022</b>
<b>Questions for governors/trustees/proprietors</b>			
<p>How do you review the Headteacher/Principal's management of safeguarding and offer them safeguarding supervision?  Does the governor/trustee/proprietor with responsibility for safeguarding attend Telford &amp; Wrekin Council Education Safeguarding termly update?  How do you monitor exceptional pupil movement to ensure children are not illegally off-rolled?  How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?</p>			
<b>Early Years Annex for Nursery schools, Primary schools, Infant schools &amp; schools who operate before/after school care and holiday provision for children under the age of eight years</b>		<b>No</b>	<b>Partly</b>
<b>The safeguarding and welfare requirements of the Statutory framework for the early years foundation stage (EYFS)</b> <b>(This section only applies to children in the early years age range)</b>		✓	✓
			<b>Yes/N/A</b>
The school has an intimate care policy that covers nappy changing. Nappy changing facilities are located off floor level. They provide privacy for the child as well as supervision of staff to help prevent lone working.			<b>Policy in place but we don't have nappy</b>

Equality of opportunity is promoted to allow children to attend in nappies as part of toilet training in accordance with the Equality Act 2010.			<b>changing facilities in school. Children need to be toilet trained when they start school</b>
Leaders do not allow staff to care for children if they are taking medication which affects their suitability to do so. Staff medication on the premises is secured securely and out of reach of children.			<b>All medication is stored centrally in the office securely</b>
Staff induction includes; training on their roles and responsibilities, health and safety issues and the emergency evacuation procedures.			<b>Clear emergency procedures in place.</b>
Staff receive regular supervision (as described in paragraphs 3.20-3.22 EYFS).			<b>Supervisor completes supervision will all DSL's</b>
There is at least one person who has a current paediatric first aid certificate on the early year's premises and available at all times. (complies with 3.25 EYFS)			<b>Louise Garrett Claire Salter</b>
All staff have sufficient understanding and use of English to ensure the well-being of children. For example, to make records in English, understand policies and procedures and summon emergency help.			
Each child is assigned a key person (from their first day on roll).			
Staffing arrangements meet the needs of all children and ensure their safety. Parents are informed about staff deployment. The ratio and qualification requirements are met (as described in paragraphs 3.32, 3.33 and 3.35-3.40 EYFS).			
In before/after school care and holiday provision sufficient staff must be available to deliver quality activities guided by the learning and development requirements of the EYFS.			
The school has a policy for responding to children who are ill or infectious, it is discussed/shared with parents.			
The school has a policy for administering medicines. Medical needs of children are identified and regularly updated. Staff receive training for administering medicines where technical knowledge is required. Prescription medicines are only given when prescribed for the child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor). Written permission is sought from parents for the administration of all types of medications.			<b>Policy in place and has been reviewed following training for office staff ~</b>

<p>A record is maintained each time medicine is administered to a child and parents are informed of this on the same day.</p> <p>Information about any special dietary requirements, preferences and food allergies is sought before a child is admitted and this is acted on.</p> <p>Fresh drinking water is available at all times.</p> <p>Staff preparing and handling food have received training in food hygiene.</p> <p>Food is prepared in suitable hygienic facilities.</p> <p>Children are provided with nutritional meals, snacks and drinks as per the <a href="#">Eat Better, Start Better</a> guidelines.</p> <p>School has regard for government advice <a href="#">Example Menus for Early Years Settings</a>.</p> <p>School promotes good health and oral health.</p>		<p><b>December 2022</b></p> <p><b>Awareness file is kept in the office and regularly updated – all staff sign to say they have received and read it</b></p>
<p>There is accessible and appropriate (in date) first-aid equipment.</p> <p>Accidents, injuries and first aid treatment is recorded and parents notified on the same day.</p> <p>Accident records are monitored to help reduce the likelihood and frequency of accidents.</p>		<p><b>First aider is accessible every break-time and every dinner-time. It is the same person to ensure consistency and procedures are followed.</b></p> <p><b>Accident records are presented to the headteacher every week, these are reviewed and actions taken accordingly.</b></p>
<p>The school behaviour policy includes a statement to explain that ‘staff will not give or threaten corporal punishment to a child’.</p> <p>Any incidents of when physical intervention is used by staff with children is recorded and parents notified on the same day.</p>		
<p>There is a written emergency evacuation procedure displayed.</p> <p>Fire exits are clearly identifiable, and fire doors are <b>always</b> free of obstruction.</p>		<p><b>Fire evacuation policy is displayed in all</b></p>

			<b>classrooms and in communal areas</b>
Sleeping children are frequently checked (every 5-10 minutes). Cots and bedding are in good condition and suited to the age of the child.			
There are separate toilet facilities for adults, to those used by children.			<b>Staff toilets are separate from children's</b>
There is a separate area away from areas used by children for staff to take breaks. There is an area where staff may talk to parents confidentially.			<b>Staff room is separate from children's area and children do not enter the staff room</b>
Children are only released into the care of individuals who have been notified to the school by the parent.			<b>Passwords are given and confirmed if individuals, not the parents are collection children</b>
Risk assessments consider specific hazards to early year's children and how the risk will be removed or minimised. For example, hazards may include; free hanging blind cords, water butts not tested for legionnaire's disease, inconsistent use of socket covers and uncovered light bulbs.			<b>Risk assessment is completed and health and safety concerns are reported in a book for each class and on morning briefing</b>
The school has a non-smoking and vaping policy in line with 3.57 EYFS.			
The school has arrangements in place for supporting children who have special educational needs and/or disabilities. This includes working in partnership with Telford & Wrekin Council Early Years Qualified Teacher support team, when required.			
The school enables a regular two-way flow of information with the providers of other early year's settings children attend to help promote continuity of care and learning.			
The school holds all the relevant information about children (as described in paragraph 3.72 EYFS).			



The school makes all information available for parents and carers (as described in paragraph 3.73 EYFS).			
The school holds the following documentation: <ul style="list-style-type: none"> <li>- name, home address and telephone number of any person living or employed on the premises and/or who will have regular unsupervised contact with the early years children, and</li> <li>- a daily record of the names of the children being cared for, their hours of attendance and the names of each child's key person.</li> </ul>			

**Questions for governors/trustees/proprietors**

How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?

How has the DSL and EYFS lead reviewed the school's compliance with the EYFS Safeguarding & Welfare requirements?

## Safeguarding Action plan ~ 2022-2023

Action	Success criteria	Timescale	Personal responsible	Achieved outcome
<p>All staff to be aware of the <u>Telford &amp; Wrekin Council early help process</u> and what groups of children they should be particularly alert to (KCSIE 2022).</p> <p>Share the early help with all staff via the safeguarding update.</p> <p>Include a summary in the staff handbook.</p> <p>Include questions in the annual questionnaire with reference to the early help process.</p>	<p>All staff will have an increased knowledge and understanding of the early help process.</p> <p>All will be familiar with the groups of children to recognise for early help.</p>	<p>March 2022 at safeguarding update for all stakeholders</p>	<p>S. Abdulla</p> <p>E. Wilkinson</p> <p>N. Woods</p> <p>M. Hale</p>	
<p>Ensure there are clear guidelines in place for children getting changed for PE, using the NSPCC guidance,</p>	<p>All staff to be made aware of the policy.</p> <p>Share this with children.</p>	<p>Spring 2023</p>	<p>S. Abdulla</p>	

	Assess the risk when children are getting changed.		N. Woods Teacher	
All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training. In maintained schools, at least one of the persons who conducts an interview has completed safer recruitment training.	All staff involved with interviewing staff will be fully trained in safer recruitment and correct procedures will be followed at all stages of the job recruitment stages.	Summer 2023	SLT - Natalie Woods/Mark Hale  Governors - Steve Reynolds, Kevin Evans, Usman Ahmen  Business manager - Kasha Millar	
To ensure all new staff have received training on Domestic abuse.	All staff will have a greater awareness of Domestic abuse and the impact this can have on the children who may have witnessed this.  Staff will be more confident when looking for signs of domestic abuse when a disclosure has not been made.	Summer 2023	S. Abdulla  S. Deane  Teacher	SA to arrange DA training from Sian Deane - Summer 2023
To purchase CPOMS record for staff concerns.	Clear system for recording patterns amongst staff and their behaviours and attendance etc.	Summer term 2023	N. Woods	Consistent approach to monitoring concerns amongst staff.  Clear reporting procedures so signs are not missed and patterns are identified.
Ensure staff have read the documents and have signed the relevant registers.	All staff have available to them the Home Office's <u>Preventing youth violence and gang involvement</u> and its <u>Criminal exploitation of children and vulnerable adults: county lines</u> guidance (see	Spring term 2023	S. Abdulla  N. Woods	

	Annex B KCSIE 2021 for further details).			
Share the escalation policy and procedures.  Include a question referencing the escalation procedures on the spring term safeguarding questionnaire.	The school follow the local escalation procedures where a child situation does not appear to be improving following a referral to the local authority. Staff are confident in challenging following referrals are declined.	Spring term 2023 and summer 2023	S. Abdulla  N. Woods  E. Wilkinson  M. Hale	
There is a written annual risk assessment in place that considers and reflects the risks children face in the setting. This details the risks from the four risk areas, curriculum in place and systems & monitoring to reduce risk and the actions required.	Risk will be reduced as a result of the online assessment. All staff will be clear about the online risks within out setting and can therefore reduce these risks when children are working online.	Spring 2023	M. Hale  A. Abdulla	
ICT lead and DSL's to carry out annual review of their working practise involving online safety.  Annual ICT questionnaires to be sent out to children and parents to gather their views about online safety.	The school confidently carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.	Autumn term questionnaires  Spring and Summer term - Annual review and risk assessment	M. Hale	
Governors ask challenging questions about the online provision and areas for development.	Governors can confidently ask DSL's about online safety, this will be built into the termly safeguarding meetings with DSL governors.		S. Abdulla  M. Hale	
All staff to complete the online safety audit	NQT and all staff (to include students on placement)	Summer term 2023	S. Abdulla.	

	confidently complete the Online safety audit.		M. Hale	
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## Safeguarding Culture Checklist for school

Area of safeguarding	What should be in place?	RAG rating	Actions/Next steps
Record Keeping	<ul style="list-style-type: none"> <li>• Concern form dated and signed with actions included.</li> <li>• Overview of all concerns and monitoring and actions to be included.</li> <li>• Record of children witnessed Domestic Abuse.</li> <li>• Records locked away</li> <li>• Referral to FC should be no later than one day after the concern raised.</li> <li>• Concern forms shared with all DSL once a week and actions checked and followed up.</li> <li>• All concerns are recorded on CPOMS, with follow-up actions, this is shared with all DSL's.</li> <li>• An overview of concerns is recorded separate to CPOMS, indicates which concerns are referred to family connect and which result in early help assessment or other agency involvement.</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure that all DSL's check actions on the concern form and realise their duties as a DSL and ensure it is not always down to the headteacher to follow-up on actions.</li> </ul>
Single Central Record	<ul style="list-style-type: none"> <li>• Records and checks carried out need to be included in personal files.</li> <li>• Applications forms and interview</li> </ul>		<ul style="list-style-type: none"> <li>• Office staff to have up-to-date training around single central record, procedures and practise to</li> </ul>

	<p>notes to be stored in Personal files.</p> <ul style="list-style-type: none"> <li>• Personal files to locked securely.</li> <li>• Administrator staff have received recent training from the HR department.</li> <li>• Proforma to be included in personnel file to ensure all relevant documents and materials are included in this folder.</li> <li>• Adverts for the post must be included in the personnel folder.</li> </ul>		ensure safeguarding compliance.
Timely referrals	<ul style="list-style-type: none"> <li>• Ensure referrals are completed once a concern is identified.</li> <li>• Ensure that all referrals are documented, with date referral was sent, what was the general concern and when a response is received.</li> <li>• School overview of referral and individual referral records with agencies to be updated by the SENDCO</li> <li>• Schools challenge other agencies to ensure the safety of children, how do we document this. We have challenged our partner agency... in this way... on this date.. this was the outcome..</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure that records are updated in a timely manner, shared with head immediately and then with DSL's and SLT weekly.</li> <li>• SA to design a form to capture when agencies have been chased regarding referrals.</li> </ul>
Safer recruitment	<ul style="list-style-type: none"> <li>• Safer recruitment policy in place.</li> <li>• All staff on interview panels have received safer recruitment training.</li> <li>• Safer recruitment overview for appointments/vacancies.</li> <li>• Safeguarding checks to be carried out when staff are appointed.</li> <li>• Pre-employment checks are carried out.</li> <li>• 2 references from most recent</li> </ul>		

	<p>employers are requested.</p> <ul style="list-style-type: none"> <li>• DBS in place prior to starting.</li> <li>• Disqualification by association carried out.</li> <li>• Governors carry out a safer recruitment audit annually</li> </ul>		
Attendance	<ul style="list-style-type: none"> <li>• Attendance of vulnerable groups are checked weekly.</li> <li>• Attendance for all groups across school are checked monthly – SEND, PPG, EAL, girls, boys. And each year group.</li> <li>• Attendance is communicated with SLT and then with class teachers.</li> <li>• Attendance is tracked every 3 weeks to look for improvements in attendance and lateness.</li> <li>• Letters are sent home by the EWO and then recorded on the tracker.</li> <li>• Attendance panel meeting are held to support families with attendance and lateness.</li> <li>• Children are encouraged to be on time – punctual panda.</li> <li>• Children are encouraged to attend school – termly attendance award, weekly class attendance, best class attendance for the term – non-uniform day.</li> <li>• Parents are telephoned immediately when a child is absent.</li> <li>• Attendance is reported termly to governors.</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure that attendance of groups is shared with SLT.</li> <li>• Ensure year group attendance is communicated with all teachers.</li> <li>• Ensure that teachers are aware of attendance difficulties for the children in their class so they can offer support and check on these children in class.</li> <li>• Ensure attendance action plan is in place to raise the attendance of any groups across the school.</li> </ul>
Policies	<ul style="list-style-type: none"> <li>• Safeguarding policies on the website are up to date and current.</li> <li>• Staff to attend termly safeguarding</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure that parents have received access to the Child protection policy.</li> <li>• Share information regarding</li> </ul>

updates.

- Script and prompts for writing up a concern form.
- Script and prompts for making a referral to family connect.
- All staff have received the child protection policy and KCSIE.
- Parents are aware of the safeguarding procedures in school.
- SAS crew produce child friendly safeguarding leaflets for all children and families.
- Child friendly peer-on-peer abuse policy available for children in KS2, this is displayed on the school website.
- Safeguarding action plan is written each year.
- SAS crew have an action plan.
- LA Section 157 is completed annually and sent to the LA (March 2023)
- Child protection training is in place annually which all staff must attend.
- DSL refreshers course every 2 years.
- DSL's attend termly updates and current CPD.
- DSL to produce a termly safeguarding newsletter for all staff.
- Induction folder for new staff - include all safeguarding policies and procedures.
- Staff handbook includes a section on safeguarding.
- Mobile phone policy is communicated with all staff and included in the staff handbook.

safeguarding with all parents.



	<ul style="list-style-type: none"> <li>• ALL staff are informed about the correct procedures if they are on facebook.</li> </ul>		
Risk assessments	<ul style="list-style-type: none"> <li>• Leaders check risk assessments and sign these prior to a visit taking place - RA go to MH and then to SA for signing.</li> <li>• MH and SA have received Risk assessment training.</li> <li>• Governors check risk assessment termly at the general-purpose committee meetings.</li> <li>• Risk assessments are completed with actions following an educational visit.</li> <li>• A first aider is present on all educational visits.</li> <li>• A DSL is present on visits outside of the authority.</li> </ul>		
Communication	<ul style="list-style-type: none"> <li>• All children know who the DSL's in school are.</li> <li>• Termly DSL assembly for children - keep children updated and remind them to raise a concern</li> <li>• SAS crew (children's safeguarding board) have produced a reporting policy for all children.</li> <li>• All children have a safeguarding card.</li> <li>• SAS crew are available every dinner time to support children.</li> <li>• SAS crew deliver termly safeguarding assemblies.</li> <li>• Stranger Danger assemblies are held every term and followed up in class.</li> <li>• Peer-on-peer abuse assemblies led by SAS crew for all ages across the</li> </ul>		<ul style="list-style-type: none"> <li>• Produce a termly safeguarding newsletter for all parents and governors.</li> <li>• Produce a monthly newsletter for safeguarding issues in the local area and on-line safety concerns.</li> </ul>

	<p>school.</p> <ul style="list-style-type: none"> <li>• All staff have a DSL card with prompts when faced with a concern or a disclosure.</li> <li>• All children know about challenging visitors around school.</li> <li>• All visitors must read the safeguarding procedures.</li> <li>• All visitors must wear the safeguarding script when walking around school unaided.</li> <li>• Concerns forms are displayed in the staff room.</li> <li>• Children concern forms are displayed on the safeguarding board.</li> <li>• Bullying forms on accessible from every classroom.</li> <li>• DSL posters are displayed around school and in all classrooms.</li> <li>• First aid posters are displayed around school.</li> <li>• All staff have received first aid 3 day training.</li> <li>• SAS crew have produced a child friendly safeguarding policy for all children.</li> </ul>		
Information sharing	<ul style="list-style-type: none"> <li>• Any concern form that displays a risk of harm must be followed through with family connect.</li> <li>• Communication form with FC to be completed by the referrer.</li> <li>• Referral script/prompt sheet to be used when writing a referral or a concern form.</li> <li>• Referrals forms are completed within one day of the phone call.</li> </ul>		

Governors	<ul style="list-style-type: none"> <li>• Governors attend termly safeguarding updates.</li> <li>• Local safeguarding risks are communicated with governors.</li> <li>• All governors have received county lines training.</li> <li>• Governors DSL attend school for updates with the DSL each term. Safeguarding concern forms are checked and follow up procedures and referrals.</li> <li>• Governors hold DSL's to account by challenging their actions and the impact of the referrals.</li> <li>• Heads report includes Safeguarding updates and local challenges that might put children at risk.</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure all governors attend termly safeguarding updates.</li> <li>• Set dates for DSL governors to attend school and meet with DSL's each term.</li> <li>• Share Section 157 safeguarding audit with DSL governors.</li> </ul>
School safety	<ul style="list-style-type: none"> <li>• Supervision at break-time and dinner-time is in line with school policy.</li> <li>• There is a first aider on duty every break-time and 2 are on duty at dinner-time</li> <li>• Children are supervised in the dinner hall.</li> <li>• The correct number of adults 1:6 or 1:4 for more challenging classes when on educational visits. All SEND children have 1:1 support.</li> <li>• The school site is always secure, and children do not leave the inside of the building until all gates are locked.</li> <li>• Registers are completed by 9.00 and 1.15.</li> </ul>		
Pupil safety	<ul style="list-style-type: none"> <li>• All pupils are expected to be in school and parents are contacted when</li> </ul>		Children to design a poster to

children are not at school.

- Stranger Danger assemblies every term.
- DSL assemblies every term.
- Road safety assemblies and training for all children.
- All children wear school jumper with a logo.
- Children are given first aid slips and a bumped head wrist band. All parents are informed of any first aid incidents.
- Emergency inhalers and EpiPen's are available in school.
- Care plans are in place for children with medical conditions.
- Risk assessments are in place for children with Asthma and Allergies.
- PEP is in place for SEND children and children with medical conditions.
- Year 6 children receive cycling training.
- ALL children in KS2 go swimming
- SAS crew are the children's safeguarding board, they are available daily and wear bright red tabards, so all children know who they are. They support children with any safeguarding or bullying issues.
- Annual visit from NSPCC
- Annual visit from CSO's
- All classes have a mental well-being check daily, they can take a slip and enter their category of worry and send to the head or DSL.
- All classes have Mental well-being

encourage children to speak up about any concern, bullying etc,

	<p>charter.</p> <ul style="list-style-type: none"> <li>• STAR for year 6</li> <li>• Speak up culture is promoted through the school and children are reminded of this daily in their classrooms</li> </ul>		
On-line safety	<ul style="list-style-type: none"> <li>• Termly safeguarding update linked to on-line safety, led by Richard Smith.</li> <li>• Safety internet days - themed day for the whole school.</li> <li>• On-line safety assemblies for all children each term.</li> <li>• Online safety built into computing curriculum.</li> <li>• SENSO tool to monitor incidents on the computers.</li> <li>• On-line safety posters displayed in classrooms.</li> <li>• On-line safety team monitor activities on the i-pads.</li> <li>• On-line safety meetings for parents - annually</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure termly on-line safety assemblies take place and this is followed up in class.</li> <li>• Annual on-line safety parent meetings to be scheduled in the Autumn term 2023.</li> </ul>
Forms	<ul style="list-style-type: none"> <li>• Orange concern form</li> <li>• Follow-up concern form</li> <li>• Concern raised by a parent</li> <li>• Concern about a parent</li> <li>• Concern about a member of staff</li> <li>• FC referral form</li> <li>• Prompt sheet for concern form</li> <li>• Prompt sheet for contacting FC</li> <li>• Prompt sheet for completing a referral form.</li> <li>• On-line safety incidents forms and action plans</li> <li>• Bullying action plan</li> </ul>		

- Sexual harmful behaviour plan
- Peer-on-peer abuse form
- Peer-on-peer abuse risk assessment
- Instructions for good practise on using CPOMS.
- Individual behaviour plan
- Behaviour contract
- Child at risk from domestic abuse form.
- Concerns forms overview
- Referral to agencies form
- TAC and EHA forms
- TAC and EHA overview
- Medication forms
- Inhaler and EpiPen use form
- After school club registration forms and register of attendance.
- Care plans for medical conditions
- Emotional Health and Well-being form.
- Child protection supervision skills template.
- Mental well-being checklist and list of children affected by such issues.
- Behaviour overview of all incidents