

# Safeguarding Audit – Education 2023-24

## Teagues Bridge Primary School



### Safeguarding Audit – Education 2023-24 - Document Status

Date published by Telford and Wrekin Safeguarding Partnership (TWSP):	4 December 2023	Authors:	Telford & Wrekin Council, Education Safeguarding Team
Date completed:	18 <sup>th</sup> December 2023	Completed by Designated Safeguarding Lead:	Natalie Woods, Mark Hale and Nathan Holloway
Date of submission to TWSP via <a href="mailto:educationsafeguarding@telford.gov.uk">educationsafeguarding@telford.gov.uk</a> :	DATE	Completed by Headteacher/Principal:	Sarah Abdulla
Date agreed by Governing Body/Board/Proprietor:	28 <sup>th</sup> February 2024	Completed by Governor/Trustee/Proprietor with responsibility for safeguarding:	Kevin Evans and Steve Reynolds

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 2023.

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 'Prevent,' 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 2023-24 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 2023-24 Education Safeguarding Audit. The audit should be completed and submitted to the TWSP no later than **Monday 8 April 2024**. Please email all completed audits to [educationsafeguarding@telford.gov.uk](mailto:educationsafeguarding@telford.gov.uk)

This annual 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 2023. 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.

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 2023.

**For 2023-24, there are two additional annexes included in the audit.** The first is for completion by independent schools, including residential (boarding) schools to check compliance with the independent school standards 2019. The second annex is for those settings with boarding provision to check compliance with the national minimum standards for boarding provision 2022. For those schools where these annexes are not applicable these can be deleted from audit.

For ease of completion, changes and new additions for the 2023-24 Safeguarding Audit – Education is 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. These audit visits commence from September 2023.

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

### School/College Safeguarding Team details

Safeguarding Governor/Trustee/Proprietor	Name: Kevin Evans	Email: Kevin.evans2@taw.org.uk	Date of initial training and provider (if known):		Date last attended DSL and Safeguarding Governor termly update:
Prevent Governor/Trustee/Proprietor	Name: Steve Reynolds	Email: Steve.reynolds@taw.org.uk	Date of initial training and provider (if known):		Date last attended DSL and Safeguarding Governor termly update:
DSL and Online Safety Lead	Name: Mark Hale	Email: Mark.hale@taw.org.uk	Date of initial training and provider (if known): 12.5.2018	Date of two-yearly refresher training and provider: 11.1.23	Date last attended DSL and Safeguarding Governor termly update: 7.6.23
LAC teacher	Name: Sarah Abdulla	Email: Sarah.charles@taw.org.uk	Date of training and provider (if known):		
CSE DSL and Deputy DSL	Name: Sarah Abdulla	Email: Sarah.charles@taw.org.uk	Date of initial training and provider (if known):	Date of two-yearly refresher training and provider: 11.1.23	Date last attended DSL and Safeguarding Governor termly update: 7.6.23
Early Help Lead	Name: Natalie Woods	Email: Natalie.woods@taw.org.uk			
DSL	Name: Natalie Woods	Email: Natalie.woods@taw.org.uk	Date of initial training and provider (if known): 31.1.18	Date of two-yearly refresher training and provider: 24.5.23	Date last attended DSL and Safeguarding Governor termly update: 7.6.23
DSL	Name: Nathan Holloway	Email: Nathan.holloway@taw.org.uk	Date of initial training and provider (if known): 27.9.23 28.9.23	Date of two-yearly refresher training and provider: NA	Date last attended DSL and Safeguarding Governor termly update: NA

Summary	No ✓	Partly ✓	Yes/N/A ✓
All members of the governing body/proprietors/management committee, Head teacher/Principal and DSL's have read all parts of <a href="#">Keeping Children Safe in Education (KCSIE) 2023</a> , <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.			This was covered at termly safeguarding update for all staff ~ 23.10.23
<b>All</b> staff have <b>read</b> at least Part one of <a href="#">KCSIE 2023</a> (or Annex A if applicable) and a copy is provided to new staff at induction. A record of this is maintained.			This is included in the induction folder and staff handbook.  All staff sign a register to say they have read KCSIE.
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).			Recorded at the curriculum committee meeting.  Everyone is expected to read part 1.
School/college leaders and those staff working directly with children have read Annex B of <a href="#">KCSIE 2023</a> to gain an overview. A record of this is maintained.			Annex B is read along with section. This is also covered in the annual child

			protection training for all staff ~ 13.12.23
Governing bodies, proprietors, management committees and senior leaders, especially the designated safeguarding leads, are aware of <a href="#">Telford and Wrekin Safeguarding Partnership (TWSP) arrangements (updated February 2023)</a> .			Shared with all staff at safeguarding termly update for all staff in school.
<b>Questions for governors/trustees/proprietors</b>			
<p>What is the governors/trustees/proprietors decision as to read Part one or Annex A of <a href="#">KCSIE 2023</a> and where is this recorded?  Curriculum committee agreed that all staff would read part one and this is recorded in the minutes at the beginning of each year</p> <p>Have governors/trustees/proprietors agreed the staff induction procedures and content?  Curriculum committee agree the induction policy and the proforma for sharing policies, procedures, and practice. This is minuted in the curriculum committee meeting minutes ~ September 2023</p> <p>How do governors/trustees/proprietors seek assurance that staff knowledge is tested on the subjects of <a href="#">Annex B KCSIE 2023</a>? What are the training needs of staff of this?  Governors attend the termly safeguarding updates where subject knowledge is tested. This is also included in the heads report.  Questionnaire's seek the views of staff re training ~ summer 2023 ~ identified domestic abuse as an area for training.</p> <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?  Headteacher provides governors will full evaluative safeguarding report as part of the headteachers termly report.  Friday's being includes a safeguarding agenda item. Safeguarding governor meets regularly with DSL's</p>			
<b>Part one: Safeguarding information for all staff</b>	<b>No</b>	<b>Partly</b>	<b>Yes/N/A</b>
	✓	✓	✓
All staff understand their responsibilities to 'promote children's welfare' and have a 'child-centred approach,' and this is included in their job description.			
Staff, temporary staff and volunteers' induction includes training on child protection policy; online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, behaviour policy, staff code of conduct, <a href="#">procedures for children who are absent from</a> education and the role of the designated safeguarding lead, CSE DSL ( <a href="#">in secondary schools and colleges</a> ) (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

			<p>listed policies. This is an induction process for all staff at the beginning of every academic year.</p> <p>Safeguarding board in the staff room is kept up to date and includes all relevant policies and code of conducts.</p>
<p><b>All</b> staff and governors receive safeguarding and child protection, including online safety training every three years. Training is integrated, aligned, and considered as part of whole school/college safeguarding approach and wider staff training and curriculum planning.</p>			<p>Child protection training takes place every year ~ 13.12.23</p> <p>Online safety is every year ~ 9.10.23</p> <p>MH delivers online safety updates as part of the</p>

			termly safeguarding updates for all staff in school.
<b>All staff receive annual safeguarding and child protection updates, including online safety.</b>			
<b>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 20 KCSIE 2023). 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. <a href="#">Shropshire Council Early Help</a> <a href="#">Staffordshire County Council Early Help</a> <a href="#">City of Wolverhampton Council Early Help</a></b>			Covered in the termly safeguarding update ~ summer term 2023.
<b>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. <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></b>			Covered in termly safeguarding update ~ 13 <sup>th</sup> March 2023.
<b>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 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.</b>			Scenarios are given to staff as part of the termly safeguarding updates.  Staff are regularly reminded to be professionally curious on Friday briefing notes.
<b>All staff are aware of indicators of abuse and neglect and specific safeguarding issues (paragraphs 26-30 KCSIE 2023). 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</b>			Covered in annual child protection



they should always speak to the DSL (or deputy).			training ~ 13.12.23
<p><b>All</b> 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. <b>All staff</b>, but especially the DSL (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families.</p>			<p>Contextual safeguarding is part of Friday's briefing agenda.</p> <p>Local risks are communicated with all staff and minuted from the briefing meeting.</p>
<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 to all staff ~ 9.10.23</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-nude images and/or videos.</p>			<p>Child-on-child abuse workshops deliver by the safeguarding board ~ SAS crew.</p> <p>Covered in child protection training for all staff ~ 13.12.23</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 2023).</p>			<p>CSE and CCE training from Vicky Ridgewell for all staff ~ 12.7.23</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 2023).</p>			<p>Staff updated through termly safeguarding updates.</p>
<p>All staff 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>CPD around Domestic abuse planned for Spring 2024 delivered by Sian Deane.</p> <p>Headteacher has received training as part of future in minds.</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 lead who has completed the senior leader qualification.</p> <p>Mental health concern forms available for staff and children.</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><b>All</b> staff are aware if they have a mental health concern about a child that is also a safeguarding concern,</p>			<p>Forms can be</p>

<p>immediate action should be taken, following the school/college child protection policy and speaking to the DSL or a deputy.</p>			<p>completed and handed the mental health lead.</p> <p>Mental health charter displayed round school for staff and children.</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>All staff have read guidance and signed the register.</p> <p>It is also available in the staff room on the safeguarding board.</p>
<p><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.</p>			<p>Child on child abuse policy in place.</p> <p>Child friendly policy in place, written by SAS crew</p> <p>This is part of the ternly updates.</p> <p>SAS crew have delivered workshops on</p>

			child-on-child abuse.
All 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 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).			Child protection training ~ 13.12.23
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 2023 for further details).			County line and CCE training.  Staff have read the guidance and signed the register.  20.12.23
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.			NSPCC deliver annual workshops for all year groups.  All staff have read the guidance.
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 concern for a child (see flowchart on page 22 KCSIE 2023). 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 part of our termly safeguarding updates.
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.			All staff are aware of the threshold guidance as this was part of our termly

			safeguarding update ~ 3.7.23
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 around school show a flow diagram of what to do when raising a concern.
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.			DSL's inform staff when action has been taken by completing a form and email the staff member that raised the concern.
<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> .			Seven golden rules information is displayed in all toilets,  This is shared as part of the termly safeguarding update for all staff.
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 getting worse.			
The school/college early help offer is defined and available publicly via the school/college website or by other means. There is a key contact in the school/college who leads on early help.			Early help offer is displayed on

			<p>the website in the form of a leaflet for parents.</p> <p>Early help offer display in the main entrance.</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>Monitor of CPOMS log.</p> <p>Contextual safeguarding website is hyperlinked for all staff to access in the safeguarding file.</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>This is on the agenda for the Spring term 2024 termly safeguarding update.</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><a href="#">First hand records are maintained, and the child protection and safeguarding policy accurately reflects the record keeping procedures for visitors, staff and supply staff.</a></p> <p>The DSL makes clear to all staff the school/college's safeguarding record keeping requirements.</p>			<p>CPOMS is used to record safeguarding.</p> <p>All staff have received training.</p>

			CPOMS entries are monitored for the big picture and sufficient detail and curiosity.  Procedures for visitors outlined and included in staff handbook.
<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.			
<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> .			All staff are reminded of how to report concerns and all have access to the Whistle blowing policy, this is covered during induction.

### Questions for governors/trustees/proprietors

Have governors/trustees/proprietors had oversight of and signed off on the school or college child protection and safeguarding policy?

This was approved at the curriculum committee meeting ~ 18.10.23

Have all governors/trustees/proprietors completed raising awareness of child protection training?

All governors attend the child protection training annually and termly safeguarding updates.

How do governors/trustees/proprietors monitor the effectiveness of staff's knowledge of online safety and their teaching of it?

Online safety is an item agenda on the curriculum committee. The link governor has met with the computing lead re the curriculum coverage.

Governors have online safety included in the heads report as part of the 'How we keep children safe through our curriculum'.

Is there a clear policy that promotes the mental health and well-being of pupils and staff?

Mental health policy in place and updated ~ 19.10.23

How do governors/trustees/proprietors monitor how often a DSL is not available onsite, to ensure the DSL arrangements are suitable?  
 A DSL is always available during breakfast club, the school day and after school clubs. DSL's have a timetable for availability in the holidays.  
 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?  
 Link safeguarding governors meet with the DSL's termly, governors are also informed of the supervision of DSL's  
 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?  
 CPOMS is monitored fortnightly, format for this is completed, feedback given to individual staff and action plan formulated as a result of any needs for improvement e.g. some teachers had insufficient detail, this lead to CPD on how to complete CPOMS effectively, staff were supplied with a good example and a not so good example.

<b>Part two: The management of safeguarding</b>	<b>No</b> ✓	<b>Partly</b> ✓	<b>Yes/N/A</b> ✓
<p><b>All</b> 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 <b>KCSIE 2023</b>, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.</p>			<p><b>All governors have read KCSIE 2023 and have signed the register to acknowledge this.</b></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 are effective and support the delivery of a robust whole-setting approach to safeguarding. This training is regularly updated through annual updates.</p>		<p><b>There has been a change in governors and we have asked the LA for induction training for all.</b></p>	
<p>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>.</p>		<p><b>NA</b></p>	
<p>A safeguarding governor/safeguarding committee member/safeguarding board member is appointed to take <b>leadership</b> responsibility for safeguarding arrangements.</p>			<p><b>Safeguarding governor ~</b></p>



			<b>Kevin Evans</b>  <b>Precent governor ~ Stephen Reynolds</b>
Headteachers and principals ensure that the policies and procedures, adopted by their governing bodies and proprietors, are understood, and followed by all staff.			<b>All staff sign to acknowledge they have read the policies</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.			<b>Safeguarding is a priority on the school improvement plan.</b>
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 carried out by the DSL using a consistent proforma, these are then uploaded onto 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 13 & 99 of <b>KCSIE 2023</b> ). It is updated annually as a minimum and is available publically and on the school or college website. The policy sets out the settings 'intent' for safeguarding arrangements, how the safeguarding arrangements will be 'implemented' and the 'impact' of safeguarding arrangements.			<b>Revised Sept 2023, this displayed in the school website.</b>  <b>This was updated further 18.12.23 to</b>

			include changes re CSE.
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.			
Governance have appointed the DSL 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 and understanding the filtering and monitoring systems and processes in place at our setting. Their roles and responsibilities are explicit in the role-holder's job description (see Annex C of KCSIE 2023).			Lead DSL ~ NW  All DSL's have a DSL job description.
Governance appoint deputy DSL's as appropriate and these are all trained to the same standard as the DSL. This is not the proprietor.		NA	
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="#">NPCC- When to call the police</a> to understand when they should consider calling the police and what to expect when they do.			Guidance is available for all staff to access.
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.			
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 training and refresher training in 2023.
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>			Threshold guidance was part of the termly

<a href="#">Staffordshire Threshold Guidance</a> <a href="#">Wolverhampton Threshold Guidance</a>			<b>safeguarding update 3.7.23</b>
<p>The school/college allows access for children’s social care to conduct a section 17 or a section 47 assessment.</p>			
<p>Governing bodies, proprietors and staff understand the obligations of UK 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.</p> <p>The school/college has regard for:</p> <p>Chapter one of <a href="#">Working Together to Safeguard Children</a>, which includes a myth-busting guide to information sharing</p> <p><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</p> <p><a href="#">The Information Commissioner’s Office (ICO)</a>, which includes ICO UK GDPR FAQs and guidance from the department</p> <p><a href="#">Data protection: toolkit for schools</a> - Guidance to support schools with data protection activity, including compliance with the UK GDPR.</p>			<p><b>Teagues Bridge buy into the GOLD service for GDPR with Telford and Wrekin and Liaise with Rob Montgomery.</b></p> <p><b>All staff have received data protection training summer term 2023.</b></p>
<p>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 five days for an in-year transfer or within five 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. <b>The DSL shares appropriate information with the new school/college in advance of a child leaving, including where they have or are open to the ‘Channel’ programme.</b></p>			<p><b>Forms are signed when records are transferred.</b></p> <p><b>We ensure records are handed to a DSL or SENDCO</b></p>
<p>Staff contribute to the school/college safeguarding arrangements and child protection policies.</p>			<p><b>All policies are shared and reviewed with staff</b></p>
<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>			<p><b>Managing behaviour is stated in all</b></p>

			<b>job descriptions.</b>
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.			<b>Online safety is part of the curriculum for all children.</b>  <b>SAS crew deliver workshops to all age groups.</b>  <b>We have a document that outlines how we keep children safe through our curriculum.</b>
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 ( <a href="#">paragraph 133</a> ).			<b>All staff received CPD for each of the modules linked to RSHE.</b>
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.			
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.			<b>Parents completed a questionnaire regarding the RSHE.</b>
Where schools teach faith perspectives and teachings, they comply with the Equality Act 2010 and the Public Sector Equality Duty.			<b>We comply with the equality act</b>
Relationships Education is taught in all schools providing primary education. This includes the appropriate teaching			<b>Domestic</b>

<p>of Domestic Abuse ('Expect Respect' resources available from Severn Training and Schools Alliance). The school has a domestic abuse policy.  Relationships &amp; 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>			<p><b>abuse policy in place</b></p> <p><b>Our curriculum covers the RSHE.</b></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>Pupil voice carried out for safeguarding May 2023, mental health and safety in school ~ May 2023</b></p> <p><b>Online safety – Feb '23</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 delivered through ICT curriculum abd PSHE.</b></p>
<p>The DSL as the responsible person for online safety and all relevant staff understand the breadth of issues classified within online safety and that they can be categorised into <b>four areas of risk: content, contact, conduct and commerce</b> (4Cs) (paragraph 136 <b>KCSIE 2023</b>). <b>There is a written annual risk assessment</b> 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.</p>			
<p>Online safety is included in curriculum planning, teacher training, induction and in the role of the designated safeguarding lead and also includes parental engagement.</p>			
<p>Online safety is included in the child protection policy with consideration given to the 4Cs. This includes the schools/colleges personal approach to online safety. There is a policy on the use of mobile and smart technology, including consideration of the fact children have unlimited and unrestricted access to the internet via mobile phone networks.</p>			
<p>Where children are asked to learn online at home the guidance from the Department for Education is followed included in paragraph 139 <b>KCSIE 2023</b>.</p>			
<p><b>Governing bodies and proprietors ensure the school or college has appropriate filters and monitoring systems in</b></p>			

<p>place for the IT system. This is informed by the written assessment required by the Prevent Duty. The school/college is working to meet the <a href="#">filtering and monitoring standards</a> to:</p> <ul style="list-style-type: none"> <li>• identify and assign roles and responsibilities to manage filtering and monitoring systems.</li> <li>• review filtering and monitoring provision at least annually.</li> <li>• block harmful and inappropriate content without unreasonably impacting teaching and learning.</li> <li>• have effective monitoring strategies in place that meet their safeguarding needs</li> </ul> <p>Governing bodies and proprietors have ensured that any guest accessing the school or college Wi-Fi is known and identified, and their internet usage is accessible for monitoring.</p>			
<p>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.</p>			
<p>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.</p>			
<p>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</p>			
<p>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.</p>			
<p>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>			
<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>			
<p>Governing bodies, proprietors and staff are aware of the Ofsted inspection or Independent Schools Inspectorate arrangements for safeguarding.</p>			
<p>There are procedures in place to manage safeguarding concerns or allegations, against staff (including supply staff, volunteers and contractors) that might pose a risk of harm to children. Concerns and allegations that may meet the harms test are addressed as set out in Section one of Part four of <a href="#">KCSIE 2023</a>. 'Lower level' concerns and allegations that do not meet the harms test are addressed as set out in Section two of Part four of KCSIE 2023.</p>			
<p>There are procedures in place to make referrals to the Disclosure and Barring Service (DBS) when the criteria are met (see paragraphs 346 - 349 <a href="#">KCSIE 2023</a>).</p>			
<p>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).</p>			
<p>Boarding schools, residential special schools, residential colleges and children's homes have additional factors to</p>			

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 such settings and work closely with the host local authority and, where relevant, any local authorities that have placed their children there.			
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.			
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. <a href="#">The guidance on Keeping children safe in out-of-school settings will be used to determine the expectations on providers using the school/college premises.</a>			
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. <a href="#">Statutory guidance relating to Alternative Provision will be followed (paragraph 168 - 169 KCSIE 2023).</a>			
The DSL holds the details of all children who have a social worker when notified by the local authority.			
The DSL should consider their decision making about the best interests of children, including safety, welfare and educational outcomes, alongside social workers.			
There are procedures in place <a href="#">to respond to children who are absent from education</a> to help identify 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: <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>			
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. If parents decline this meeting, we will still meet with the local authority. <a href="#">All requests for Telford and Wrekin Council attendance are sent to ehe@telford.gov.uk</a>			
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 <a href="#">KCSIE 2023</a> .			
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-			

183 KCSIE 2023).			
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.			
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 <b>KCSIE 2023</b> ). 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?
- How do you monitor child protection and safeguarding training needs?
- Is there a code of conduct for governors/trustees/proprietors?
- Is the behaviour policy updated annually and do you have oversight of this?
- How do you ensure there are sufficient resources available to manage safeguarding effectively?
- 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?
- 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?
- 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?
- What arrangements are in place to monitor the safeguarding arrangements for any organisations who rent or hire out school premises?
- Is an online safety update provided to governors/proprietors as part of regular safeguarding updates?



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.			
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.			
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.			
Applicants should apply using an application form that covers all the requirements set out in paragraphs 212-214 KCSIE 2023. Information is provided to all applicants on the child protection policy and recruitment of ex-offenders.			
Online searches are completed as part of due diligence checks on shortlisted candidates.			
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 2023. 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.			
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 2023). 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.			

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.			
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 279-284 <b>KCSIE 2023</b> ).			
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 256-260 <b>KCSIE 2023</b> ).			
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> ) (paragraphs 253, 254, 255 <b>KCSIE 2023</b> ).			
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 <b>KCSIE 2023</b> ).			
The school or college has a policy on applicants moving from a previous post and obtaining an enhanced DBS certificate (paragraphs 233-234 <b>KCSIE 2023</b> ).			
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 <b>KCSIE 2023</b> ). 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.			
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.			
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 2023).			
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.			
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 2023) 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>			
How do you monitor the 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? 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? What are the safer recruitment training needs of governors and staff?			
<b>Part four: Allegations of abuse made against teachers and other staff</b>	<b>No</b>	<b>Partly</b>	<b>Yes/N/A</b>
	✓	✓	✓
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 <b>KCSIE 2023</b> . 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>			
Those responsible for the initial management of allegations understand there are two aspects to consider when an allegation is made: <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>			
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 & LADO training).			
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.			

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.			
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.			
<b>Questions for governors/trustees/proprietors</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? 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?			
<b>Part five: Child-on-child abuse, including sexual violence, sexual harassment and hate crime</b>	<b>No</b> ✓	<b>Partly</b> ✓	<b>Yes/N/A</b> ✓
The governing body and staff of the school/college assume that child-on-child abuse does 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.			
DSL's have received training in the management of reports of child-on-child abuse and understand how to manage reports.			
The school/college have undertaken pre-planning of how to respond to reports of child-on-child abuse.			
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.			
All staff have received training in how to respond to report of child-on-child abuse.			
There is a risk assessment in place to help to reduce the likelihood of child-on-child abuse.			
The school/college has a template support and safety plan available to use when reports have been made.			
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.			
The school/college has a zero-tolerance approach to all forms of child-on-child abuse, and it is never acceptable, and it will not be tolerated.			
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.			

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			
Staff understand intra familial harms and any necessary support for siblings following incidents.			
We will follow the specialist support and advice on HSB available from the specialist sexual violence sector. Our DSL will undertake training in HSB and incorporate this into our approach to managing sexual violence and sexual harassment. This training will include the Brook Traffic Light Tool.			
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.			
We comply with the Equality Act 2010, we do not unlawfully discriminate against pupils or prospective pupils on the grounds of race (or other protected characteristics).			
In line with the public sector equality duty (PSED) we: <ul style="list-style-type: none"> <li>• Eliminate discrimination and other conduct that is prohibited by the Act.</li> <li>• Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</li> <li>• Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</li> <li>• Comply with both specific education law on exclusions, and general law on discrimination, when suspending or permanently excluding pupils</li> </ul>			
All racist incidents reported in our setting are recorded on an individual and annual return using the Racist Incident Reporting and Recording System (IRIS). The reporting of incidents takes place within seven days of the incident being reported or as soon as reasonably practicable. The DSL regularly reviews this data to identify emerging themes and inform preventative and responsive work around racist incidents. We manage racist incidents in line with our anti-bullying policy, behaviour policy and child-on-child abuse policy.			
All hate crime incidents reported in our setting are recorded. The DSL regularly reviews this data to identify emerging themes and inform preventative and responsive work around hate crime.			
<b>Questions for governors/trustees/proprietors</b>			
<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?</p> <p>Have all staff received training on how to response to reports of child-on-child sexual violence and sexual harassment?</p> <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>How are you assured that the school/college has an effective culture to help promote zero tolerance approach to sexual violence, sexual harassment, racism, and hate crime?</p>			

Part six: Telford and Wrekin Safeguarding Partnership expectations & other safeguarding legislation and guidance that applies to schools and colleges	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, <b>this will include core content provided on CSE awareness by Telford &amp; Wrekin Council.</b>			
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 <b>from year 5.</b>			
The Headteacher/Principal and DSL exchange relevant information with local partners, <b>such as police and local children's services</b> in relation to exploitation, including CSE as required to enable all professionals to react, monitor and protect children.			
In secondary schools and colleges, the DSL works with one of their <b>deputy DSLs</b> to focus on child exploitation, including CSE and provides any required information to partners, <b>including police and local children's services.</b> <b>The CSE DSL identity and role</b> is known to parents and children.			
Staff record concerns about a child's welfare, including those relating to child exploitation. Records detail what the concerns are, what action was taken and what follow up is needed. The DSL will review all recorded concerns regularly <b>(at least every six months)</b> to ensure all concerns are recorded <b>and acted upon.</b>			
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. <b>Leaders obtain the views of parents on the arrangements for site security.</b> <b>Site security audit findings are used to update and review the school/college site security risk assessment.</b>			
The Telford & Wrekin Partnership Threshold Guidance, Child Exploitation Risk Threshold Indicator is used to identify the care and support needs of children involved in exploitation. Where vulnerable care and support needs are identified as 'vulnerable,' we consult with the CATE Team, Telford and Wrekin Council. Where care and support needs are identified as 'complex' or 'acute,' we will refer to Family Connect. We will complete the West Mercia Police Protected Partner Intel form to share any relevant exploitation intelligence, this will be emailed to <a href="mailto:protect@westmercia.pnn.police.uk">protect@westmercia.pnn.police.uk</a> . In emergencies we will report information to the police via 999 for non-emergencies we will report information to the police via 101 or <a href="mailto:contactus@westmercia.police.uk">contactus@westmercia.police.uk</a>			
Staff receive two-yearly training on information sharing. Training sets out the principles of when information should not be shared and when it must be. Information sharing is included as part of staff induction, with a record of <b>induction maintained.</b>			
The setting is committed to helping families to communicate better and reduce parental conflict.			
Safeguarding is on the agenda for all staff and governor/proprietor meetings.			
The school/college has adopted the Suicide Intervention Policy ratified by the Telford & Wrekin Suicide Action Sub Group.			
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 2023). Evidence of case management, supervision and professional challenge is recorded in children's safeguarding records.			
The school/college considers the NSPCC guidance for the arrangements for changing for physical education.			
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).			
All staff have received training in their roles and responsibilities of the Prevent Duty.			
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>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>Yes/N/A</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>	✓	✓	✓
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. Equality of opportunity is promoted to allow children to attend in nappies as part of toilet training in accordance with the Equality Act 2010.			
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.			
Staff induction includes; training on their roles and responsibilities, health and safety issues and the emergency evacuation procedures.			
Staff receive regular supervision (as described in paragraphs 3.20-3.22 EYFS).			
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)			
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, this includes those requirements for before- and after-school care and holiday provision (as described in paragraphs 3.32, 3.33 and 3.35-3.41 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. A record is maintained each time medicine is administered to a child and parents are informed of this on the same day.			
Information about any special dietary requirements, preferences and food allergies is sought before a child is admitted and this is acted on. Fresh drinking water is available at all times. Staff preparing and handling food have received training in food hygiene. Food is prepared and stored in suitable hygienic facilities. Children are provided with nutritional meals, snacks and drinks as per the <a href="#">Eat Better, Start Better</a> guidelines. School has regard for government advice <a href="#">Example Menus for Early Years Settings</a> . School promotes good health and oral health in line with <a href="https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/oral-health">https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/oral-health</a> .			
There is accessible and appropriate (in date) first-aid equipment. Accidents, injuries and first aid treatment is recorded and parents notified on the same day. Accident records are monitored to help reduce the likelihood and frequency of accidents.			
The school behaviour policy includes a statement to explain that 'staff will not give or threaten corporal punishment to a child'. Any incidents of when physical intervention is used by staff with children is recorded and parents notified on the same day.			
There is a written emergency evacuation procedure displayed. Fire exits are clearly identifiable, and fire doors are <b>always</b> free of obstruction.			
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.			
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.			
Children are only released into the care of individuals who have been notified to the school by the parent.			
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.			
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 and Childcare 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>			
<b>Questions for governors/trustees/proprietors</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 has the DSL and EYFS lead reviewed the school's compliance with the EYFS Safeguarding & Welfare requirements?			
<b>Annex for Independent schools, including residential (boarding) schools, and registered early years settings;</b>  <i>The Independent School Standards sets out the regulatory requirements and statutory guidance for safeguarding for Independent Schools, residential boarding schools and registered early years settings (ISS Para's 7a &amp; 7b).</i>  <i>In addition, Independent schools, including boarding schools, and registered early years settings are required to adhere to the guidance issued by the Secretary of State including Keeping Children Safe in Education, Working Together to Safeguard Children, and the Prevent duty.</i>	<b>No</b> ✓	<b>Partly</b> ✓	<b>Yes/N/A</b> ✓
Proprietors / Governing Bodies ensure there is a comprehensive safeguarding policy in place, personalised to the school, and includes the measures for internet safety (where the school allows access to the internet on site) including a description of the use of filters and monitoring of usage. The safeguarding policy and any supporting documents contain appropriate contacts for external referrals. The safeguarding policy records safer recruitment procedures and the proprietor ensures that these are followed.			
Proprietors / Governing Bodies ensure that effective measures are taken to manage risk, protect pupils from harm, and to manage well any incidents that do occur. Leaders take an active approach to managing risk and reduce the likelihood that pupils will be harmed through negligence and a lack of foresight or proper planning.			
Proprietors / Governing Bodies ensure levels of appropriate supervision of pupils through the appropriate deployment of			

school staff, with suitable training or experience in supervising pupils, including those taking part in off-site activities. during breaks from lessons,			
Proprietors / Governing Bodies ensure there is a written behaviour policy that covers cyber-bullying, and prejudice-based bullying because of a protected characteristic and demonstrates how it teaches pupils to deal with bullying if it occurs, using age-appropriate concepts. The policy sets out the sanctions to be adopted in the event of pupil misbehaviour; the policy is implemented effectively; and a record is kept of the sanctions imposed upon pupils for serious misbehaviour.			
Proprietors / Governing Bodies ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy			
Proprietors / Governing Bodies ensure there is a written and effective policy on restraint, for the protection of both pupils and staff, records of restraint are kept and reviewed regularly.			
Proprietors / Governing Bodies ensure there is a written policy on the use of exclusion, records of exclusions are maintained and reviewed regularly.			
Proprietors / Governing Bodies ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.			
Proprietors / Governing Bodies ensure the PSHE curriculum encourages respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010.			
Leaders ensure first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy			
Proprietors / Governing Bodies ensure an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. The local authority are informed when pupils are added to and removed from the roll.			
<b>Questions for governors/trustees/proprietors</b>			
<p>How do governors/trustees/proprietors assure themselves the standards for Independent schools are met?  How is evidence of the standards gathered? Monitored? Evaluated? How do you ensure the wellbeing of students? How do you ensure leaders contribute to local safeguarding arrangements and comply with the requirements of the Local Safeguarding Partnership?</p>			
<p><b>Additional annex for Residential Boarding schools: National Minimum Standards for Boarding Schools</b>  <i>Independent residential / boarding schools are required to adhere to the national minimum standards for such provision. These standards are additional to the requirements in statutory safeguarding guidance, Keeping Children Safe in Education which all boarding schools must have regard to.</i></p>			
<p>There is a comprehensive safeguarding policy in place, personalised to the school, and includes the measures for internet safety (where the school allows access to the internet on site) including a description of the use of filters and monitoring of usage. The safeguarding policy and any supporting documents contain appropriate contacts for external referrals. The safeguarding policy records safer recruitment procedures, and the proprietor ensures that these are followed.  The child protection and safeguarding policy sets out:</p> <ul style="list-style-type: none"> <li>• The school's policy on sexual relationships between children (and importance of boarders understanding this</li> </ul>			

<p>policy).</p> <ul style="list-style-type: none"> <li>• The school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation.</li> <li>• The approach to protecting children where there is a significant gender imbalance in the school.</li> <li>• The approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems.</li> </ul>			
<p>The school has, and implements effectively, appropriate policies for the care of boarders who have medical conditions and/or are unwell, ensures that the physical and mental health and emotional wellbeing of boarders are promoted, and prompt action is taken when health concerns are identified. The policies include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of both prescription and non-prescription medication (including controlled drugs). Policies for administration of medication should reflect, where appropriate, guidance provided by the Royal Pharmaceutical Society and the Royal College of Nursing.</p>			
<p>Boarders are supported and educated to understand their health needs, how to develop and maintain a healthy lifestyle and to make informed decisions about their own health.</p>			
<p>Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation, and child-on-child abuse, and take appropriate action when they have a concern.</p>			
<p>Effective arrangements are made to care for boarding pupils who are sick or injured. Boarders are accommodated away from other children where this is necessary to care for the child in question or to protect other boarders (e.g. from contagious conditions). Where boarders need to be cared for away from their usual accommodation, they are provided with good quality accommodation, including toilet, and washing facilities. The accommodation is staffed appropriately and provides boarders with appropriate privacy, taking into account sex, age and any special requirements.</p>			
<p>The school ensures boarders have access, as appropriate, to local medical, dental, and optometric services and provision. In addition, the school engages effectively with health agencies, including specialist services (such as CAMHS, sexual health services, and those providing support for victims of sexual abuse) when appropriate, responding in a timely manner to boarders' needs.</p>			
<p>The school facilitates access to all relevant health, counselling, and support services as required. It is made clear who is responsible for making emergency and routine health care appointments for children, including where consultation between parents/carers and staff is necessary.</p>			
<p>All medication is stored safely and securely, and accurate records are kept of its administration. Staff are properly trained to provide the support that pupils need when administering medicines. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as being sufficiently responsible to do so.</p>			
<p>Boarders' confidentiality, rights, privacy, and dignity as patients is appropriately protected. This includes the right of a</p>			

boarder deemed to be 'Gillick Competent' to give or withhold consent for their own treatment.			
The school provides a homely and welcoming environment in which boarders feel safe, secure, and comfortable, and where their privacy is respected. Boarders enjoy their accommodation and mealtimes and feel that their belongings and personal possessions are protected.			
Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders' welfare is safeguarded and promoted.			
Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk, which are documented, and findings acted upon to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to express a preference about whom they share with.			
Sufficient toilet and washing facilities with good quality fixtures and fittings and access to hot water are provided for boarders, are readily accessible from the sleeping accommodation and take into account sex, age and any special requirements.			
Boarding houses and other accommodation provided for boarders are well lit, heated, and ventilated, cleaned, and maintained, and reasonable adjustments are made to provide accessible accommodation for any boarders with disabilities.			
Accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between boarder accommodation and staff accommodation. Bedding is warm, clean, and comfortable.			
Boarding accommodation is reserved for the use of those children designated to use it and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) unsupervised access to boarders, or to boarding accommodation while occupied by boarders.			
Proprietors / Governing Bodies ensure that effective measures are taken to manage risk, protect pupils from harm, and to manage well any incidents that do occur. Leaders take an active approach to managing risk and reduce the likelihood that pupils will be harmed through negligence and a lack of foresight or proper planning. Where boarding provision is in place, The school, as part of its health and safety policy, has written procedures setting out the contingency arrangements in case of a major incident, including what happens in the case of an overnight emergency where the premises need to be evacuated.			
Any use of biometric data/technology <sup>11</sup> or surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy. Any schools which use biometric technology and/or CCTV should set out the rationale for its use in the school's security policy. In addition, schools using CCTV must be registered with the Information Commissioner's Office (ICO) and comply with relevant data protection legislation including the UK General Data Protection Regulations, the Data Protection Act 2018 and the Protection of Freedoms Act 2012.			
Good and regular laundry provision is made for boarders' clothing and bedding. Boarders' clothing is stored safely while in the process of being laundered and returned to the right boarder following laundering.			

All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity.			
Good quality facilities are provided for the hygienic preparation, serving and consumption of boarders' main meals. These may be situated in the main school building provided it is adjacent to, or reasonably accessible from the boarding accommodation.			
In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarders' individual needs in this respect.			
Boarders with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.			
Boarders are safe, including in the school's boarding accommodation and away from the school's premises. Effective measures are taken to manage safeguarding risks and protect children from harm, and to manage well any incidents that do occur.			
Proprietors / Governing Bodies ensure levels of appropriate supervision of pupils through the appropriate deployment of school staff, with suitable training or experience in supervising pupils, including those taking part in off-site activities. during breaks from lessons, and in boarding schools - during pupils' leisure time, staffing levels are sufficient to ensure that pupils are safe, that the school is reasonably orderly, and that emergencies can be dealt with promptly while still leaving adequate staffing to supervise unaffected children.			
The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy. Staff undertake sufficient training to ensure the policy is followed in practice.			
The school, as part of its health and safety policy, has written procedures setting out the contingency arrangements in case of a major incident, including what happens in the case of an overnight emergency where the premises need to be evacuated.			
Schools should have procedures to ensure boarders' safety when off site, but under the care of the school, including when on organised visits.			
Boarders and staff know what they would need to do in an emergency and can be evacuated safely.			
The school complies with the Regulatory Reform (Fire Safety) Order 200523 and ensures alerting systems are accessible and there are clear evacuation plans for all children subject to their needs.			
Fire drills are regularly (at least once per term) carried out in 'boarding time'. At least one drill per year is carried out overnight unless this would be detrimental to boarders' welfare.			
Boarders are enabled to communicate, and develop positive relationships with staff, make their views known and maintain a good relationship with their family or carers (unless precluded by law). Boarders' views, wishes and feelings about their boarding experience are sought and taken into account by the school.			
There is an appropriate process of induction and guidance for new boarders and that process includes information covering the standards 11.2 through 11.6.			
Arrangements are made between school and parents / carers, which are clear about who is responsible for the collection and transport of boarders (including arrangements for international pupils) at the start and end of the school term and where there is any temporary absence from school.			
Boarders can contact any member of staff with personal, academic or welfare concerns. All staff should know what to do if a boarder approaches them with a concern.			

The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who children may contact directly about personal problems or concerns at the school. This person may be known as the 'independent person'. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.			
Boarders are also provided with details of two or more child specific support services, such as Childline or the Children's Commissioner's Help at Hand service, to contact in case of problems or distress.			
Boarders are provided with appropriate advocacy support where necessary and are made aware of what advocacy services are available, how they may access such support and any entitlement they may have to advocacy provision, and that advocacy provision adheres to the National Standards.			
Schools facilitate arrangements so boarders can contact their parents/carers and families in private, at a time that is suitable for both parties, considering relevant time zones for international pupils. Schools should operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. Schools are sensitive and comply with individual children's circumstances such as restricted contact with families.			
Boarders are actively encouraged to contribute their views to the operation of boarding provision. There should be clear and easily accessible systems for boarders to provide their views and raise concerns. Boarders' views are considered in decisions about the running of the school and boarding provision and boarders are provided with feedback about their expressed views. Boarders are not penalised for raising a concern in good faith.			
The school has and follows an effective policy on recording and responding to parental complaints that is compliant with the relevant regulatory standards <sup>25</sup> . The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.			
The school has a clear and easily accessible process for boarders to raise their own complaints about boarding provision. The school's procedures are clear about how it will respond to complaints from boarders. Boarders are not penalised for raising a complaint in good faith.			
The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld). The school keeps a record of complaints made but later withdrawn. The school should keep under review any emerging patterns arising from complaints.			
Boarders behave well and develop healthy and respectful relationships with fellow pupils and staff. Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are well understood and implemented fairly and consistently.			
The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The behaviour policy includes reference to the requirements set out in the National Minimum Standards for Boarding Schools.			
Senior leaders monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate restraint has been used.			
The headteacher considers whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.			

The school has an effective antibullying strategy, all staff are trained to recognise and respond to incidents of bullying. There are effective systems in place for children to report bullying.			
Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Relationships education is taught to primary school pupils and relationships and sex education is taught to secondary school pupils.			
Boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.			
Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation, and child-on-child abuse, and take appropriate action when they have a concern.			
All boarders can access a good range and choice of activities outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place and followed for any activities which may put boarders at risk of harm. These do not prevent children having experiences that provide challenge and adventure.			
Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.			
Boarders are supervised by well-trained, experienced, and skilled staff who have been vetted to ensure their suitability. There are sufficient staff to provide care for each child, and good continuity of staff. Any use of prefects is appropriate and well-managed.			
All persons who are aged 16 and over who are not on the roll of, nor employed by, the school and who live on the same premises as boarders, have an Enhanced DBS certificate with a check of the Children's Barred List.			
There is a written agreement between the school and any person aged 16 and over not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance, and expectations on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.			
All persons visiting boarding accommodation or staff accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining unsupervised access to boarders or their accommodation.			
Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.			
Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.			
The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and individual needs of boarders, and the locations and activities involved.			
Boarders are under the responsibility of an identified member of staff, at all times and the member of staff is suitably qualified and experienced. There is continuity of staff, as far as is reasonably possible, such that boarders' relationships			



with staff are not overly disrupted.			
Staff know the whereabouts of boarders, or know how to always find their whereabouts of boarders in their charge.			
Staff working within the school know and implement the school's policy, and any local protocols, in relation to boarders going missing and understand their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.			
There are a suitable number of staff (and at least one) sleeping or on duty in each building, who is responsible for the boarders and available to meet boarders' needs during the night.			
Boarders are able to contact a member of staff easily in each building at night and know how to do this.			
Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation, and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils.			
Boarders do not have access to staff residential accommodation, there is no inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.			
Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training, and measures to counter possible abuses of the role.			
All educational guardians appointed by the school <sup>36</sup> are subject to the same safer recruitment procedures as staff.			
Where the school is responsible for appointing educational guardians, it regularly monitors the suitability of its arrangements.			
Whether an educational guardian is appointed by the school or a parent/carer the school takes appropriate steps to ensure that the guardianship arrangement is promoting the welfare, physical wellbeing, and emotional wellbeing of the boarder.			
Any concerns about an educational guardianship arrangement are acted upon immediately and referred to any relevant agencies.			
School staff are not appointed as an educational guardian for boarders.			
Where a guardian is appointed for a child under 18 by a school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear as to whether the school or parent is responsible for the arrangements made and thus the welfare of the child.			
Boarders accommodated off-site, placed by the school in the care of a third-party, are kept safe and protected from harm at all times.			
It is clearly stated to parents/carers whether any lodgings accommodating pupils are to be arranged by the school or by parents/carers themselves.			
Any lodgings arranged by the school to accommodate pupils provide good quality accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least termly.			
Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.			
The school visits all potential lodgings it may arrange and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any boarder is placed there. Unless the host family are in a family relationship with the boarder, the school can			

demonstrate that all members of the host family aged 16 and over, who will be living at the lodgings whilst the boarder is staying, obtain an Enhanced DBS check, with check of the Children's Barred List, with satisfactory outcomes known, before any boarder is placed.			
The school ensures that all adults providing lodgings for boarders on its behalf have undergone suitable safeguarding training at least every three years, and that they understand the school's policy in relation to boarders going missing and their role in implementing that policy			
The school has a satisfactory written agreement with each adult providing lodgings for boarders on its behalf.			
At least once per school term a member of staff discusses their lodgings separately with each boarder accommodated by or on behalf of the school in lodgings, recording the boarder's assessment in writing and taking action on any concerns or complaints.			
The school provides satisfactory written guidance to host families accommodating boarders on behalf of the school, covering the school's policy and practice for lodging pupils.			
Schools alert the local authority to any arrangements that may constitute private fostering.			

**Questions for governors/trustees/proprietors**

How do you assure yourselves the minimum standards for boarding provision are met? How is provision monitored? How do boarders raise concerns? How do you evidence the consideration of the views of boarders? How do you ensure all relevant policies and procedures are in place, known, understood and are followed by staff working with students in your boarding provision?

2023-2024

Action	Success criteria	Timescale	Personal responsible	Achieved outcome