



Safeguarding Self-Evaluation for Schools

#### Education Safeguarding Service

**2019/2020**

This document has been written to assist Governing Bodies and Headteachers in reviewing arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

Section 175 of the Education Act 2002 introduced this duty for Governing Bodies in June 2004. The guidance *Keeping children safe in education 2019* outlines the arrangements that need to be in place to meet those duties and schools need to be familiar with local arrangements that help to inform practice.

This proforma can provide the basis for the Governor’s Annual Report and be used as evidence for future Ofsted Inspections.

* Section 175 of the Education Act 2002 requires the governing bodies of maintained schools to make arrangements that ensure their functions are carried out with a view to safeguarding and promoting the welfare of children.
* In addition, governing bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make to meet the requirements of Section 175.

**Schools must be aware that this tool should be subject to frequent review and amended following learning identified from Serious Case Reviews as well as local and national policy, guidance and legislation, and any changes in practice development by the school. Schools should ensure that the current version is in use.**

**This tool will also be used to assist a Desktop Safeguarding Review that can be commissioned from the Education Safeguarding Service.**

|  |  |
| --- | --- |
| Name of school |  |
| Name of Headteacher/Principal |  |
| Name of Designated Safeguarding Lead |  |
| Name of Deputy Designated Safeguarding Leads |  |
| Name of Designated Governor for Safeguarding |  |
| Date completed (DD MM YY) |  |

**Policies and Procedures**

|  |
| --- |
| **What safeguarding policies are in place within your school?** |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| **Safeguarding and Child Protection Policies** |
| * **Is your child protection policy:**
	+ Specific to your school?
	+ Updated (at least) annually?
		- Is it reviewed/updated following specific incidents and/or changes within statutory policy and guidance?
	+ Reflective of current local and national guidance and legislation?
	+ Available to view on your school website?
	+ Available to everyone in the school community and included in your induction pack to all new staff (including NQT’s, supply staff, non-teaching staff, governors, and volunteers)?
 |  |  |
| * **Do you ensure that all members of staff (and volunteers) are aware of and understand the school safeguarding policies and procedures?**
 |  |  |
| * **Is there a policy relating to the safe use of mobile phones, cameras and other internet enable devices/technology?**
 |  |  |
|

|  |
| --- |
| * **Are pupils and parents aware of your safeguarding / child protection policies?**
	+ Is there a pupil friendly version and how is this made available to all pupils?
	+ Is there a parent friendly version and how is this made available?
 |

 |  |  |
| * **Does the school safeguarding information clearly identify who the Designated Safeguarding Lead(s) are?**
* **Are these posters on display with names and photographs of Designated Safeguarding Lead(s)?**
 |  |  |
| **Record Keeping** |
| * **Does your school follow Local Authority guidance in respect of record keeping?**
	+ Does the school have a robust system to record child welfare concerns identified within the school, which evidences the action taken and rationale by the DSL?
	+ Are child protection files kept in a secure cabinet, in a secure room and kept separately from other information? If electronic information system is used, are you confident that it is used by all staff and records are confidentially stored? Are there paper copies of concern forms for visitors or staff that cannot access the electronic system?
	+ Does the school ensure that child protection records are transferred in accordance with statutory guidance?
 |  |  |
| **Managing Allegations** |
| * **Does your school follow Local Authority guidance in respect of managing allegations?**
 |  |  |
| * **Do you ensure that all members of staff (and volunteers) are aware of and understand the managing allegations procedures?**
* Do you display the LADO details on staff notice board?
* Are LADO details in child protection policy?
 |  |  |
| * **Does your setting have a ‘whistle-blowing’ policy/procedure, which has been explained to all staff?**
* Is NSPCC national whistleblowing helpline displayed on staff noticeboard? In staff toilets? On website?
 |  |  |
| **Code of Conduct and Acceptable Use Policies (AUP)** |
| * **Does the school have a Staff Behaviour Policy / Code of Conduct to assist adults to work in an open and transparent way?**
* Is this read and understood by all staff?
 |  |  |
| * **Does the Code of Conduct include reference to staff conduct and behaviour outside of school?**
	+ Does it include acceptable use of technology, use of mobile phones/devices, the use of social media / the internet?
 |  |  |

**Leadership and Management of Safeguarding**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| **Role of the Designated Safeguarding Lead (DSL)** |
| * **Has the school identified an appropriate member of the leadership team as the DSL?**
	+ Is this explicit in the role-holder’s job description?
	+ Do they take an active role with overall responsibility for safeguarding in the school?
	+ Have they received suitable and up-to-date training (with at least annual updates) in accordance with KCSIE and KSCMP requirements?
 |  |  |
| * **Has the school identified appropriate staff to act as deputy DSLs?**
	+ If so, have they received training to the same standard as the DSL (as above)?
 |  |  |
| * **Is a DSL/Deputy DSL always available during school hours, term time?**
* Is a DSL/Deputy DSL available during school holidays to respond to and/or attend multi-agency meetings (i.e. strategy or child death meetings)?
 |  |  |
| * **Is the DSL** **given the time, funding, training, resources and support to carry out their role effectively?**
 |  |  |
| * **Does the DSL work effectively with any deputy DSLs to ensure they have appropriate oversight of safeguarding practice and concerns/cases?**
	+ What records are kept by the school to evidence this?
	+ Do they have meetings to regularly monitor concerns and open cases?
 |  |  |
| **Online Safety**  |
| * **Is the overall responsibility for online safety recognised by school leaders as being identified within the role of the DSL?**
	+ Has the DSL undertaken appropriate training to support this?
 |  |  |
| * **Has the DSL undertaken a self-review of the school’s current online safety practice?**
 |  |  |
| * **How does the school ensure that they have appropriate filters and monitoring systems in place?**
	+ How does the school leadership and DSL evidence that the filtering and monitoring systems in place are appropriate to the schools needs and requirements?
	+ How does the DSL work with technical staff to ensure filtering and monitoring systems are used effectively to make or inform safeguarding decisions?
	+ How does the school apply this approach to use of mobile devices?
	+ Are leaders able to demonstrate that they are aware that systems should not be “over-blocking” and must not be relied upon to safeguarding children?
	+ Is the school confident that all staff are aware of the role they have to play in monitoring pupils internet use?
 |  |  |
| * **Are leaders able to effectively demonstrate that they have a clear oversight regarding the safe use of technology in school?**
	+ Does this cover use of technology by pupils?
	+ Does this cover use of technology by staff?
 |  |  |

**Voice of the Child**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| **Curriculum and child focused ethos** |
| * **Is the voice of every child heard within the school?**
 |  |  |
| * **How are children taught about safeguarding?**
	+ Is the approach appropriate and effective to the community’s needs?
	+ Does it enable children take on responsibility for their own and others safety?
 |  |  |
| * **Are all children able to identify a trusted adult with whom they can communicate any concerns?**
 |  |  |
| * **Is there an anti-bullying policy in place that is owned and understood by the children?**
* Do all staff understand and follow it and would children confirm this?
 |  |  |
| * **Is there an up-to-date online safety policy and Acceptable Use Policy in place that is owned and understood by the children?**
 |  |  |
| **Vulnerable Children** |
| * **Are children at risk of the issues highlighted within Annex A KCSIE 2019 identified by the school?**
 |  |  |
| * **Are children from minority ethnic backgrounds recognised by the school?**
 |  |  |
| * **Are children from military families recognised by the school?**
 |  |  |
| * **Are children who have English as an Additional Language (EAL) recognised by the school?**
 |  |  |
| * **Are young carers recognised by the school?**
 |  |  |
| * **Are children in private fostering arrangements recognised by the school?**
 |  |  |
| * **Are children who may have family members in prison recognised by the school?**
 |  |  |
| * **Are children involved in the court system recognised by the school?**
 |  |  |
| * **Are children missing from education recognised by the school?**
 |  |  |
| * **Are children at risk of or experiencing sexual exploitation recognised by the school?**
 |  |  |
| * **Are children at risk of or experiencing child criminal exploitation: County Lines, recognised by the school?**
 |  |  |
| * **Are children living with domestic abuse recognised by the school?**
 |  |  |
| * **Are children at risk of or experiencing homelessness recognised by the school?**
 |  |  |
| * **Are children at risk of or experiencing honour based violence recognised by the school?**
 |  |  |
| * **Are children at risk of or experiencing extremism and radicalisation recognised by the school?**
 |  |  |
| * **Are children at risk of or experiencing peer on peer abuse recognised by the school?**
 |  |  |
| * **Is sexual violence and sexual harassment between children recognised by the school?**
 |  |  |
| * **Are children with medical issues identified by the school?**
	+ Has appropriate advice from medical professionals been sought?
	+ Are care plans in place that are appropriate and agreed and signed by parents?
 |  |  |
| * **How are children and staff encouraged to challenge discriminatory behaviours and language?**
* Are racist and discriminatory incidents recorded and acted on?
 |  |  |

**Multi-Agency Working**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| * **Does the DSL have an overview of all early help cases?**
	+ Are they regularly monitored?
	+ Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?
 |  |  |
| * **Does the DSL have an overview of all children in need cases?**
	+ Are they regularly monitored?
	+ Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?
	+ Does a member of staff attend multi-agency meetings?
 |  |  |
| * **Does the DSL have an overview of all child protection cases?**
	+ Are they regularly monitored?
	+ Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?
	+ Does DSL/Deputy DSL attend multi-agency meetings?
 |  |  |
| * **Does the DSL have an overview of all children in care cases?**
	+ Are they regularly monitored?
	+ Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?
	+ Does the school have a Designated Teacher? How do they report to DSL?
 |  |  |
| * **Are there mechanisms in place to follow up outcomes of referrals to Children Social Work Services?**
* Does DSL feedback to member of staff who shared concern?
 |  |  |
| * **Is the school proactive in developing links with partner agencies in order to support and safeguard children and young people and their families?**
 |  |  |

**Staff**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| **School Ethos** |
| * **Does the DSL disseminate safeguarding information and learning to all staff and volunteers?**
	+ Is it a standing item at staff meetings/briefings?
 |  |  |
| * **Is there a clear induction process for all staff and volunteers, including supply teachers and contracted staff?**
 |  |  |
| * **Do all staff and volunteers (including contracted staff) receive safeguarding training?**
	+ How often is this provided?
	+ Does it cover online safety (and include the full range of risks as identified within KCSIE Annex C)?
	+ Does it cover peer on peer abuse and issues identified within KCSIE and annex A?
	+ Does is cover Kent specific child protection procedures, both inside and outside of the school?
	+ Does it cover the requirement for all staff to know how to make a referral?
 |  |  |
| * **Do all staff, volunteers and visitors know who the DSL is?**
 |  |  |
| **Behaviour management** |
| * **Is there a behaviour management/code of conduct policy that is understood by all staff / volunteers?**
	+ Is it in accordance with the most recent national guidance?
 |  |  |
| * **Have all members of staff received adequate and appropriate training in relation to risk assessments, de-escalation and positive handling?**
 |  |  |
| **Challenge and difference** |
| * **Does the school promote British values?**
 |  |  |
| * **Does the staff group reflect the diversity of the community they serve?**
 |  |  |
| * **Is the school confident that their practice is inclusive?**
	+ Of pupils?
	+ Of staff?
	+ Of Parents/carers?
 |  |  |
| **Safer Recruitment**  |
| * **What information is maintained on your Single Central Record?**
	+ How often is it reviewed and updated?
	+ Who has access to it?
	+ Are there any gaps and why?
	+ Is all paper evidence available?
 |  |  |
| * **Are appropriate staff and Governors trained in safer recruitment processes in line with current national guidance?**
 |  |  |
| * **What mechanisms are in place to identify staff who may be disqualified under the Childcare Act 2006?**
 |  |  |
| **Supervision**  |
| * **Do all members of staff who have contact with children receive supervision as required by the EYFS 2017 and Section11 of the Children Act 2004?**
	+ How frequently does this take place?
	+ Is this recorded?
	+ Are you confident that supervision is effective?
 |  |  |

**Governance**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| * **Is there a Designated Governor for Safeguarding and Child Protection?**
 |  |  |
| * **Has the Designated Governor undertaken Kent specific safeguarding training with regard to their role and statutory duties?**

 |  |  |
| * **What training has the whole Governing Body received on safeguarding issues (including online safety)?**
 |  |  |
| * **Is safeguarding an item on the full Governing Body meeting?**
 |  |  |
| * **Are parents/carers aware of how they can contact the Chair of Governors in order to raise an allegation or make a complaint?**
	+ How is this awareness raised?
 |  |  |
| * **How does the Governing Body receive information and updates from the DSL?**
 |  |  |
| * **How does the Governing Body ensure that the evidence provided within this tool will withstand scrutiny?**
 |  |  |

**Physical Safety**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| * **Has the school undertaken appropriate risk assessments regarding site safety and security?**
 |  |  |
| * **Does the school have a secure boundary?**
* If not, how is this managed?
 |  |  |
| * **Are there appropriate ID checks for visitors?**
* Are visitors required to wear a visitor badge/lanyard?
* Are visitors without ID challenged?
 |  |  |
| * **Do all members of staff wear staff ID?**
 |  |  |
| * **Is the school clean and tidy?**
* Do staff set an example by picking up litter, tidying cloak areas, and addressing trip and other hazards?
 |  |  |
| * **Does the school adhere to emergency evacuation procedures?**
	+ Are all staff aware of their role and responsibilities should evacuation be required?
	+ Does the school have a different designated meeting point regarding bomb alerts? How are staff alerted of a bomb alert?
 |  |  |
| * **Does the school have emergency planning procedures, including lockdown?**
	+ Are all staff aware of their role and responsibilities should lockdown be required?
	+ Has lockdown been practiced with staff?
	+ Has lockdown been practiced with students?
 |  |  |

**Date last updated:**

**By whom:**

**Seen and approved by governor:**

**DSL (**signature) **……………………………………….. Date:**

**Governor (**signature) **……………………………….. Date**