**Luton Safeguarding checklist for schools and colleges 175/156**

| **School/College** | **Academic Year** |
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|  | **2019-2020** |
| **Completed by:** | **Shared with Governing Body/Alternative on:** |

This document is to support schools and colleges fulfil their statutory safeguarding requirements under section 175 of the 2002 Education Act. It is based upon the statutory safeguarding guidance for schools: Keeping Children Safe in Education (DfE 2019).

**Guidance notes**

This document should be completed via a meeting(s) between the nominated governor for safeguarding, head teacher and the designated safeguarding lead. It is an opportunity for leadership and management to assess and ensure that the school has effective safeguarding arrangement in place and/or there are area(s) which require further development.

A RAG rating should be applied to all rows (in third column of the checklist) and if amber or red, actions with clear timescales and identified responsibility should be agreed. The nominated safeguarding governor should then ensure these actions are completed in the agreed timescales.

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| **Focusing**  **RED** | Indicates that this safeguarding requirement is not in place land needs to be developed as a matter of urgency in order for statutory requirements to be met and the safeguarding to be effective.. |
| **Developing**  **AMBER** | Indicates that processes are in place but they need to be reviewed or further improved. |
| **Embedded/Enhanced**  **GREEN** | Indicates that the establishment meets the standard fully with all requirements in place and up to date, at least to the required minimum. |

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| **Safeguarding Requirement** | **Check/evidence (How does your school achieve this?)** | **RAG rating**  **Action required - (By when/By whom?)** |
| **What school and college staff should know and do (keeping children safe in education 2019 Part One)** | | |
| Staff are broadly aware of the new Local Safeguarding Partners arrangements, which have replaced the old model Local Safeguarding Children’s Board ***(as set out in June 2018, LSCB were abolished by the Children and Social Work Act 2017).***  DSL’s are fully aware and have taken on board the new arrangements and the school/college’s role as a statutory partner.  (note in Luton these arrangements are still referred to as the LSCB/LSAB) |  |  |
| All staff are aware of the local early help process and are prepared to identify children who may benefit from early help. |  |  |
| There is an appropriate senior member of staff, from the school/ college leadership team, appointed to the role of designated safeguarding lead.  This individual and any appointed deputies are clear on the expectations set out in Annex B keeping children safe in education; these are explicit in related job descriptions.  The nominated staff have delegated time in order to manage the safeguarding across the school/college in order to meet statutory expectations. |  |  |
| All staff should be particularly alert to the potential need for early help for a child who:   * is disabled and has specific additional needs; * has special educational needs (whether or not they have a statutory education, health and care plan); * is a young carer; * is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; * is frequently missing/goes missing from care or from home; * Is at risk of modern slavery, trafficking or exploitation; * is at risk of being radicalised or exploited; * is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;      * is misusing drugs or alcohol themselves; * has returned home to their family from care; * is a privately fostered child; * is showing early signs of abuse and/or neglect. |  |  |
| All staff are aware of systems within their school/college which support safeguarding and these should be explained to them as part of staff induction. This should include:   * the safeguarding/child protection policy; * the behaviour policy; * the staff behaviour policy (sometimes called a code of conduct); * the role of the designated safeguarding lead (DSL) (including the identity of the designated safeguarding lead and any deputies); * the safeguarding response to children who go missing from education. * Awareness of the need for information sharing, including the use of the multi-agency information sharing process |  |  |
| A copy of Part One of Keeping Children Safe in Education, DfE (2019) is provided to staff at induction. Understanding is measured.  Induction reflects on learning and ensures staff know and understand the safeguarding processes of the school/college. |  |  |
| All staff receive appropriate safeguarding and child protection training which is regularly updated (3 yearly) or in line with post requirements.  All staff have received WRAP training and understand how children can be groomed into such situations and what the referral pathways are. |  |  |
| All staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. |  |  |
| All staff know what to do if a child tells them he/she is being abused or neglected and how to maintain an appropriate level of confidentiality.  All staff are aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. |  |  |
| All staff are aware of the process for making referrals to children’s social care and for statutory assessments.  All safeguarding referrals have DSL oversight and have been considered against the Luton Threshold Framework. |  |  |
| Staff are advised to maintain an attitude of ‘it could happen here’ and always act in the best interests of the child. |  |  |
| If the child’s situation does not seem to be improving, staff are aware of the need to press for re-consideration by the DSL. (internal escalation)  Staff know how to escalate externally if necessary. |  |  |
| Staff know and contribute to the school’s recording requirements for safeguarding concerns. |  |  |
| Individual case and group supervision is in place.  This is recorded and can be clearly accessed. |  |  |
| All staff are aware of the process for raising a concern with regard to a staff member’s behaviour? |  |  |
| All staff are aware of the whistleblowing policy and would be able to raise concerns around safeguarding practice in the school either internally or externally? |  |  |
| All staff have an awareness of harmful behaviours and can recognise when adverse experiences impact on a child’s safety |  |  |
| All staff have read Annex A of Keeping Children Safe in Education DfE (2019) and have knowledge of the specific safeguarding issues covered in this part of the document.  All staff have an understanding of extra familial risk and consider issues outside the home when deciding on the level of potential harm to the child/young person.  When referring for such issues the reasoning and risk is clear. |  |  |
| The school/college has signed up to Relay. |  |  |
| **Safeguarding Area** | **Check/evidence (How does your school achieve this?)** | **RAG rating**  **Action required - (By when/By whom?)** |
| **The Management of Safeguarding – What governing bodies and proprietors must comply to** | | |
| There is a senior board level (or equivalent) lead to take leadership responsibility for their school/college safeguarding arrangements. (e.g. named governor) |  |  |
| There is demonstrable evidence of board/equivalent holding school leadership to account in relation to the effectiveness of safeguarding in the school  The board/equivalent/SLT/DSL’s are aware of and follow the new Local Safeguarding Partner arrangement’s (remains named the LSCB in Luton) |  |  |
| There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare.  Including a safeguarding/child protection policy that is consistent with government and Local Safeguarding Partner (LSCB) procedures and is updated at least annually and is available publically via the school/college website. |  |  |
| They have a staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media. |  |  |
| There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future. |  |  |
| That where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. |  |  |
| They take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers. |  |  |
| That the head teacher ensures that all staff follow these policies. |  |  |
| There is an appropriate senior member of staff, from the school/ college leadership team, appointed to the role of designated safeguarding lead.  *(****Consistent with Annex B of Keeping Children Safe in Education, 2019 – this should be explicit in the role holder’s job description).*** |  |  |
| There are plans/resources in place to cover for the lead DSL).  **(*It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads).*** |  |  |
| During term time, the designated safeguarding lead and/or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.  There are clear arrangements communicated to appropriate services for contacting members of SLT when the school is closed in the instance of a significant incident or child death. |  |  |
| There are adequate and appropriate cover arrangements for any out of hours/out of term activities. |  |  |
| The DSL and any deputies undergo training to provide them with the knowledge and skills required to carry out the role (every two years).  In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role. |  |  |
| Contributes to multi-agency working in line with statutory guidance.  ***(This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans)*** |  |  |
| Their safeguarding arrangements take into account the procedures and practice of the local authority as part of the local safeguarding partner arrangements |  |  |
| Arrangements are in place that set out clearly the process and principles for sharing information.  (That adhere to GDPR)  That child protection files are transferred to the new school/college as soon as possible, ensuring secure transit, and confirmation of receipt is obtained. In Luton a copy of the chronology should be retained along with the evidence of transfer |  |  |
| That all staff undergo safeguarding and child protection training (including online safety) at induction.  ***(Induction and training should be in line with advice from the LSCB)*** |  |  |
| All staff should receive regular safeguarding and child protection training (LSCB states every 3 years).  All staff and Governors have had WRAP training and have an understanding of the responsibilities set out in the Prevent Duty. |  |  |
| The single central record is in line with statutory guidance requirements  (S128) |  |  |
| In addition, all staff should receive regular safeguarding and child protection updates, at least annually.  **(*for example, via email, e-bulletins, staff meetings)*** |  |  |
| Ensure they provide staff with the opportunity to contribute to and shape safeguarding arrangements and child protection policy. |  |  |
| That appropriate ICT filters and appropriate ICT monitoring systems are in place.  ***(Additional information to support governing bodies and proprietors keep their children safe online is provided in Annex C of Keeping Children Safe in Education (2019)***  ***Schools should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.***  ***Guidance now includes how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.*** |  |  |
| Children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. |  |  |
| That they prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children*,* taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.  ***The school or college should have written recruitment and selection policies and procedures in place*.** |  |  |
| There are procedures in place (as described in paragraph 38) to manage concerns/allegations, against staff (including volunteers) that might indicate they would pose a risk of harm to children. |  |  |
| There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. |  |  |
| There are processes in place for the school/college to participate in Child Safeguarding Practice Reviews (SPR) (formerly Serious Case Reviews SCR’s).  ***Such reviews may take place when a child dies and abuse or neglect is known of suspected. The Partnership (formerly LSCB) may decide to conduct an SPR is a child has been seriously harmed and in accordance with guidance in Working Together 2018.*** |  |  |
| **All** staff recognise that children are capable of abusing their peers. All staff should be clear about their school or college’s policy and procedures with regard to peer on peer abuse.  That the safeguarding/child protection policy includes:   * ***procedures to minimise the risk of peer on peer abuse;*** * ***how allegations of peer on peer abuse will be recorded, investigated and dealt with;*** * ***clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;*** * ***a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;*** * ***recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable******and will be taken seriously; and*** * ***the different forms peer on peer abuse can take, including upskirting*** |  |  |
| The child’s wishes and feelings are taken into account when determining what action to take and what services to provide.  ***Including systems should be in place for children to express their views and give feedback.*** |  |  |
| ***(This point relates to Boarding schools, residential special schools, residential colleges and children’s homes).***  They are alert to inappropriate pupil relationships and the potential for peer on peer abuse, particularly in schools and colleges with a significant gender imbalance. |  |  |
| That staff have the skills, knowledge and understanding to keep looked after children safe.  That appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.  They have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child. |  |  |
| That all staff have the skills, knowledge and understanding to keep previously looked after children safe. |  |  |
| They appoint a designated teacher (with the appropriate training and qualifications) and should work with local authorities to promote the educational achievement of registered pupils who are looked after (and those children who were previously looked after). |  |  |
| Designated safeguarding leads have details of the local authority Personal Advisor appointed to guide and support a care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver. |  |  |
| Their child protection policy reflects Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges  ***Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:***   * ***assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;*** * ***being more prone to peer group isolation than other children;*** * ***the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and*** * ***communication barriers and difficulties in overcoming these barriers.***   ***To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.*** |  |  |
| Adopt sensible policies, which allow and support their staff to make appropriate physical contact.  ***The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.*** |  |  |
| When using reasonable force  in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, that consideration is given to the risks and there is careful recognition of the additional vulnerability of these groups. |  |  |

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| **Date of Audit** | **Name and role of participants** | **Action plan completed** | **Date of next review** | **Date returned to Luton’s Safeguarding in Education Team** |
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