## SAFEGUARDING and CHILD PROTECTION

## SCHOOLS’ SAFEGUARDING AUDIT TOOL

This Audit has been designed to assist schools to meets the requirements under Section 175/157 of the Education Act 2002 and will assist School Governing bodies to carry out an annual review of their School’s Safeguarding practice and to provide information to their Local Authority regarding how the duties set out in the guidance have been discharged. **(Revised Autumn 2023)**

School …………………………………………………………………………………

Date carried out ………………………………………………………………

Completed By ………………………………………………..…………………

***THIS REVISED VERSION OF THE SCHOOLS SAFEGUARDING AUDIT TOOL NOW COMBINES:***

* ***THE GM SECTION 11 2020 AUDIT***
* ***THE PREVENT SELF ASSESSMENT***
* ***UPDATED STATUTORY GUIDANCE FROM KEEPING CHILDREN SAFE IN EDUCATION 2023***

***TO PROVIDE ONE SINGLE AUDIT TOOLS FOR SCHOOLS TO COMPLETE.***

***RED= CROSS REFERENCING/AMENDMENTS MADE TO MEET current GM SECTION 11 REQUIREMENT***

***GREEN= CROSS REFERENCING/AMENDMENTS MADE TO MEET*** [Prevent duty self-assessment tool for schools](https://www.gov.uk/government/publications/prevent-duty-risk-assessment-templates) September 2023

***BLUE = COUNTER TERRORISM SECURITY PROTECTIVE ADVICE***

***Yellow Highlight UPDATED ENTRIES, INCLUDING THE STATUTORY GUIDANCE FROM KEEPING CHILDREN SAFE IN EDUCATION 2023***

***PURPLE= All OTHER ADDITIONS RELATED TO WIDER CONTEXTUAL SAFEGUARDING THAT IMPACTS SALFORD***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SAFEGUARDING and CHILD PROTECTION **An audit for school governors, headteachers and staff**  **This audit has been designed to assist schools in ensuring that they have the evidence to show that their procedures are good and to identify any actions needed to make improvements.** | | | | |  |
| **1** | **Senior Designated Lead for Child Protection** | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **or**   1. **Embedded** | **Action Plan** | **Completed by** |
| 1.1 | Who is the Senior Designated Safeguarding Lead for Child Protection and Safeguarding in your school? Do they have a Job Description and defined time to fulfil the role?  (Section 11 – 1.1) (PREVENT 3.1 ,3.2 , 3.3) | *Evidence should include: -*   * *The designated safeguarding lead (and deputies) have an updated Job Description that includes responsibility to support all school staff to find effective ways to improve the engagement and attainment of all pupils who need or have previously needed social worker intervention (CIN).* * *During term time are arrangements in place, when the designated safeguarding lead and/or a deputy are not available (during school or college hours) and are adequate and appropriate cover arrangements in place for the DSL for any out of hours/out of term activities.* * *The school has made use of Annex C of KCSIE September 2023 plus Section 3 of the School Safeguarding Policy Template to formulate the job description for the designated safeguarding lead and deputies.* * *Designated Safeguarding Lead has the additional time, funding, training, resources, and support needed to carry out the role effectively.* * *The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.* * *The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy*. * *The designated safeguarding lead has responsibility for auditing the outcomes of the on-line monitoring and filtering reports generated within the school.* |  |  |  |
| 1.2 | The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.  (Section 11 - 1.1) and (PREVENT - 1.2, 3.1) | *Evidence should include: -*   * *Lead has been identified.* * *Clear role description and responsibilities have been developed and endorsed by governors and SLT (including details of where some of this responsibility is delegated to other staff).* * *You have a designated Prevent lead within your organisation who has the time and resources to undertake the role; this is reflected in their job descriptions.* * *Prevent briefing submitted to SLT setting out requirements of the duty and an action plan for implementation / areas of development (include date briefing was delivered).* * *Susceptible individuals being targeted for radicalisation/recruitment into violent extremism is viewed as a safeguarding issue.* * *Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.* |  |  |  |
| 1.3 | Is there representation of schools on the SSCP (Salford Safeguarding Children Partnership) and SSCP Partners subgroups? Do you receive updates and information from these representatives? Do you share information with these representatives in order to inform SSCP / Safeguarding Partners developments and priorities?  (Section 11 - 1.2) | *Evidence could include: -*   * *Named representative for schools on SSCP / Safeguarding Partners.* * *Promotes SSCP / Safeguarding Partners resources and how to access.* * *Agency annual report completed and submitted to the SSCP / Safeguarding Partners.* * *Karen Armfield is the Headteacher representative and attends the Local Safeguarding Children’s Partnership meetings on behalf of schools. Information is disseminated at the half-termly Education sub-group meeting, attended by representatives from each cluster and wider educational establishments.* * *SSCP bulletins.* * *Safeguarding in Schools Officer Briefings and updates.* |  |  |  |
| 1.4 | Is your Senior Designated Safeguarding Lead(and all deputies) fully trained? Is their training updated every two years? In addition to the formal training is their knowledge and skills updated regularly i.e., at least annually. | *Evidence could include: -*   * *Attendance at SSCP / Safeguarding Partners Child Protection/Designated Lead/Prevent/FGM training regularly and at least annually. What was the most recent date?* * *Attendance at DSL network events* *and use of DSL Bulletins.* * *Understands the role of the Virtual Headteacher and liaises with the Virtual School Team in relation to the needs of looked after and previously looked after young people (referred to as Cared for Children in Salford).* * *Works in close liaison with the SENCO on any reports of abuse involving children with SEND.* * *Appropriate Adult training is available/accessible.* * *Is able to lead the school response and is aware of the local process for referrals to children’s social care and making referrals to the police for an allegation of sexual harassment or sexual violence.* |  |  |  |
| 1.5 | Have you informed the LA of any changes in your Designated personnel? ([sscp@salford.gov.uk](mailto:sscp@salford.gov.uk) ) |  |  |  |  |
| 1.6 | Is there a Safeguarding Policy that includes,   * the Child Protection Policy, * Staff Conduct Policy * Child on Child Sexual Violence and Sexual Harassment Policy and Procedures * Self -Harm Policy * Search and Confiscation Policy * Promoting Mental Health and Emotional Well-being Policy * SEND Policy- including the vulnerability of Children with Special Educational Needs and Disabilities * On-Line Safety – Including Managing Harmful online challenges and online hoaxes * Monitoring and Filtering system to keep pupils safe on-line and address issues immediately. * Child Criminal and Sexual Exploitation Policy * Up skirting and the criminal implications * Serious Violence Strategy, * FGM Policy (including statutory reporting) (Oct 15) * Prevent Duty?   Is your Designated Person named in that policy and is their role clearly defined?  (Section 11 – 1.1) and (PREVENT - 1.4 and 5.3) | *Evidence should include: -*   * *Updated Safeguarding Policy that incorporates the Prevent Duty. (using LA template) honour-based’ abuse (HBA) which encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, Including female genital mutilation (FGM), forced marriage, witchcraft/spiritual possession and practices such as breast ironing and Infant Oral Mutilation.* * *Prevent associated risks are embedded into existing school policies and practice.* * *Identification of mechanisms within the school which promote values through the curriculum and events.* * *Named lead in your safeguarding policy and reflected in your organisation structure charts.* * *A Statement of values that includes reference to respect of pupil and staff diversity, mutual respect and tolerance and promote sense of belonging, critical thinking in a learning environment (linked to British values).* * *Prevent associated risks are embedded into existing school policies and practice.* * *Identification of mechanisms within the school which promote values through the curriculum and events. (PHSE curriculum).* * *Statement of Values - SG policy section 10.8.*   *Any school specific core values.*   * *The school has a planned approach to dealing with online challenges and hoaxes.* * *Safeguarding policies and procedures transparent, clear, and easy to understand for staff, pupils, students, parents, and carers.* |  |  |  |
| 1.8 | Does the school ensure staff know how to use the SSCP Challenge and Escalation Policy if professional disagreements about safeguarding a child cannot be resolved?  (Section 11 – 4.3) | *Evidence could include: -*   * *Case where there has been professional disagreement are discussed in supervision or with the Safeguarding in Schools Officer.* * *The Effective Challenge and Escalation policy is promoted at team meetings.* * *Staff know how to access the Effective Challenge and Escalation Policy* [Policies and procedures | Salford Safeguarding Children Partnership](https://safeguardingchildren.salford.gov.uk/professionals/policies-and-procedures/) |  |  |  |
| 1.9 | Does the school ensure staff are enabled and supported to recognise the signs of neglect and understand the impact of Neglect on children?  (Section 11 – 4.1) | *Evidence could include: -*   * *Staff attend training about Neglect.* * *Staff attend training about Adverse Childhood Experiences and Childhood Trauma.* * *Staff have access to the* [*SSCP Thriving Families & Neglect strategy –*](https://safeguardingchildren.salford.gov.uk/media/1254/salford-thriving-families-and-neglect-strategy-2020-2023-v7-2020-02-20-signed.pdf) * *Cases where children are suffering neglect are discussed at supervision.* |  |  |  |
| 1.10 | Do staff understand Contextual Safeguarding and are enabled and supported to recognise the signs of Complex Safeguarding and child exploitation, whether criminal, financial or sexual, and know how to respond?  (Section 11 – 4.2) | *Evidence could include: -*   * *Staff are made aware about contextual safeguarding through briefings or training.* * *Policies and processes have been adapted to take account of contextual safeguarding\**   *(Safeguarding & Child protection policy 21 – section 5.2, 6.1).*  *\*Further information about contextual safeguarding can be found at the* [*Contextual Safeguarding Network*](https://csnetwork.org.uk/) *website.* |  |  |  |
| 1.11 | Does the school have identified points of contact for safeguarding relating to radicalisation and extremism (CHANNEL)  (PREVENT - 3.2, 3.3) | *Evidence should include: -*   * *Identified contacts details included in school procedures:* * *School Prevent Leads recorded in school policy and procedures.*  1. *Wendy Robinson, Prevent Education officer 0161 686 6268.* 2. *Denee Cassidy, Salford Prevent Coordinator.* 3. *Counter Terrorism Police North West (CTPNW))* [*https://www.gmp.police.uk/counterterrorism*](https://www.gmp.police.uk/counterterrorism)   *Further contacts, information and referral link*  [*https://www.salford.gov.uk/people-communities-and-local-information/the-prevent-duty/*](https://www.salford.gov.uk/people-communities-and-local-information/the-prevent-duty/) |  |  |  |
| 1.12 | Does the School Improvement Plan incorporate and reflect your Safeguarding Duties (including the Prevent Duty)?  (Section 11 - 1.1) PREVENT 4.3 | *Evidence could include: -*   * *Is the commitment to a Whole School Approach to Safeguarding children evidenced within your school ethos, values, mission statement or school development plan?* |  |  |  |
| 1.13 | Is there a pupil friendly version of the Safeguarding Policy and Procedures?  (Section 11 – 3.1) | *Evidence could include: -*   * *You provide information to children about how to keep safe in formats they understand and can access.* * *Consultations or surveys you have carried out with children; and evidence of how this has informed your service.* * *Processes or strategies in place to encourage children’s involvement.* |  |  |  |
| 1.14 | Is there any facility for Parents to access the Safeguarding policy in home language?  (Section 11 - 3.2) | *Evidence could include: -*   * *You provide information to parents/public about how to keep children safe in formats and languages they understand and can access.* * *Minutes of any parent/public forums/focus groups you have consulted.* * *Consultations or surveys you have carried out with parents/public; Processes or strategies in place to encourage involvement.* |  |  |  |
| 1.15 | Are there clear procedures for addressing poor attendance, punctuality and absence and missing from education, particularly on repeat occasions and/or prolonged periods, for ALL pupils? | *Evidence could include: -*   * *Comprehensive records of strategies used to re- engage disaffected and challenging young people.* * *Evidence of the range of strategies used to support the most disaffected pupils to achieve their academic and emotional well-being potential.* * *Attendance policy.* * *Education Welfare Officer (EWO).* * *Emotionally Based School Avoidance pathway (EBSA).*   [*https://www.partnersinsalford.org/salford-0-25-advisory-board/salford-thrive-ehwb/emotionally-based-school-avoidance-ebsa/*](https://www.partnersinsalford.org/salford-0-25-advisory-board/salford-thrive-ehwb/emotionally-based-school-avoidance-ebsa/) |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2** | **Staff** | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **Or**   1. **Embedded** | **Action Plan** | **Completed by** |
| 2.1 | Is there a Whole Staff Safeguarding and Child Protection policy which is regularly updated and reviewed annually with reports to the governing body?  (Section 11 – 1.3) | *Evidence could include: -*   * *Record of review meetings between Designated Person and Safeguarding Governor.* * *Report to Governors/Management Committee on annual Audit, Review and Action Plan for Safeguarding.* * *Section 11 Audit Report to Governing Body/Management Committee every 2 years.* |  |  |  |
| 2.2 | Do staff and other adults working in the school receive briefing on PREVENT child protection and the school’s child protection procedures as part of the induction procedures?  PREVENT 4.2  (Section 11 – 1.3) | *Evidence should include: -*   * *Mandatory induction includes familiarisation with safeguarding procedures, early help offer and recognising and responding to signs of abuse or neglect.* * *School Safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect of children with SEN/Disabilities.* * *The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.* * *Induction Training includes Monitoring and Filtering systems within the school.* * *All staff have received and read Part One and Annex B of Keeping Children Safe in Education 2023.* |  |  |  |
| 2.3 | In addition, do all staff members receive PREVENT, Safeguarding and Child Protection updates including for online safety (for example, via e-mail, e-bulletins and staff meetings) as required, but at least annually.  What arrangements are made for staff absent during training or for new staff?  (Section 11 - 1.3 and 2.4)  PREVENT 4.1, 4.3, 5.2 | *Evidence should include: -*   * *Staff briefings are provided.*   *These may include 7-minute briefings.*  [*https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/multi-agency-learning/7-minute-briefings/*](https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/multi-agency-learning/7-minute-briefings/)   * *Staff have access to policies and guidance, and they are reviewed within set timeframes.* * *Training and induction include information sharing processes and policies.* * *Systems identify and ‘flag’ safeguarding concerns for children.* * *All staff complete the appropriate level of safeguarding training every 18 months, including any additional training in order to fulfil their role and responsibilities in line with LSCP / Safeguarding Partners advice.* * *All staff working or having contact with children are appropriately trained in child development and in how to recognise and act on signs of child abuse or neglect.* * *All staff are aware that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact and of how these experiences can impact on their mental health, behaviour, attendance and progress at school****.*** * *All staff are aware of their responsibility for ongoing vigilance and maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.* * *Staff understand that children can be at risk of harm inside and outside of the school, home and online. Staff are able to exercise professional curiosity and know what to look for, for the early identification of abuse thereby identifying cases of children who may be in need of help or protection.* * *All staff have received training about the prevalence of Sexual Violence and Sexual Harassment between Pupils both in school and outside the school environment.* * *Training includes information on the SSCP’s Support and Safeguarding guidance (formerly the 'thresholds of need and response')* [Support and Safeguarding (formerly the 'thresholds of need and response') | Salford Safeguarding Children Partnership](https://safeguardingchildren.salford.gov.uk/professionals/support-and-safeguarding-formerly-the-thresholds-of-need-and-response/) * *Staff are given access to regularly updated Prevent awareness training (including cyber awareness) that gives them the knowledge and confidence to identify those who may be susceptible to radicalisation, and know what to do when such concerns are identified.* * *The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.* * *Staff receive online safety training covering the four areas of risk: content, contact, conduct and commerce.* * *Training includes Monitoring and Filtering systems within the school.* * *All staff inform their practice through the DFE Filtering and Monitoring Standards.* * *Training needs are regularly reviewed to ensure staff knowledge is up to date.* |  |  |  |
| 2.4 | Are staff and other adults working in the school aware of the additional safeguarding vulnerabilities of children with SEND, poor emotional well-being, or challenges with their Mental Health?  (Section 11 - 2.4) | *Evidence could include: -*   * *The school is engaged in the Emotionally Friendly School Accredited Programme.* * *The school has a Senior Mental Health Lead and one or more MHFA Leads and Champions.* * *SG & CP policy – section 10.6 and 10.11.* |  |  |  |
| 2.5 | Have all staff within the school received appropriate Prevent related training?  (PREVENT - 4.1 and 4.3) | *Evidence should include: -*   * *All staff have completed training on Prevent and a certificate(s) of completion is placed in the school central record****.*** * *All staff understand the Prevent Duty and are confident to identify children at risk of being radicalised.* * *All staff are aware and engage in the Channel process and know when and how to refer children and young people for further help.* * *In addition, all staff have completed the CHANNEL on-line training and have placed a copy of their certificate in the central school record.* * *All staff feel confident to challenge extremist ideas and access appropriate support within the school.* * *Access and use of the ‘Education Against Hate’ website, including the use of the materials on offer.* |  |  |  |
| 2.6 | Does the school keep a detailed record of all Safeguarding training that staff attend and is this shared on an annual basis with Governors/ Management Committee/ Trustee Board and SSCP / Safeguarding Partners?  (Section 11 – 2.4) | *Evidence could include: -*   * *School internal records* * *Governor’s minutes/reports* * *Personnel records* * *SSCP / Safeguarding Partners multi-agency training annual report.* |  |  |  |
| 2.7 | Does the school staff handbook include information about the Safeguarding & Child Protection Policy and who to contact in the school? (Section 11 - 1.1) | *Evidence could include: -*   * *Communications which highlight your organisations commitment to promote the safeguarding lead role and commitment to local safeguarding priorities.* |  |  |  |
| 2.8 | Do staff have opportunities to review and reflect on their own practice and share concerns?  (Section 11 - 2.3)  Do staff have opportunities to review Child Safeguarding Practice Reviews and is there a mechanism for testing out that learning from reviews is embedded into school practice.  (Section 11 – 4.4) | *Evidence could include: -*   * *You have a supervision or equivalent policy in place.* * *Consultations with the Safeguarding in Schools Officer.* * *Staff have opportunities to review and reflect on their own practice and share concerns.* * *Staff have opportunities to identify their safeguarding training needs and personal development.* * *Learning from local safeguarding reviews, audits, peer review, inspections is shared and discussed.* * *Safeguarding is a standard item at team meetings.* * *Utilise 7-minute briefings produced following case reviews* [7 Minute Briefings | Salford Safeguarding Children Partnership](https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/multi-agency-learning/7-minute-briefings/) |  |  |  |
| 2.9 | Do staff have the opportunity to contribute to the review and development of the school Safeguarding Policies and Procedures.  (Section 11 – 3.3) | *Evidence could include: -*   * *Minutes of any staff forums/focus groups you have consulted.* * *Consultations or surveys you or the LA have carried out with staff; and evidence of how this has informed your service.eg Education Listening Hub, Team Around the School workshops.* * *Your organisation learns from staff feedback.* |  |  |  |
| 2.10 | Do you maintain a list of vulnerable pupils (eg CP/CIN/EH/Cared for) and report regularly to governors? | *Evidence could include: -*   * *Annual/Termly Governors / Management Committee/ Trustee Board Safeguarding Report.* |  |  |  |
| 2.11 | Does your school have policies for,   * Staff conduct including professional behaviour. * Low Level Concerns Policy * Pupil behaviour * The safeguarding response to children who are absent or missing from education particularly on repeat occasions and/or prolonged periods * On-line safety – including Harmful Online   Challenges and Hoaxes   * Physical intervention * whistleblowing? * Anti-bullying   And these are all embedded in practice with systems in place to regularly review.  (Section 11 - 2.1) | *Evidence could include: -*   * *You have a Safe Working/Professional Conduct Policy which includes the risks and responsibilities when using online technology and social media in place It has been shared with all staff and forms part of the staff Handbook. (LA Model Policy ‘Code of conduct for employees in schools/PRU’s’).* * *The policy and procedures for addressing ‘low level’ concerns (Concerns that do not meet safeguarding thresholds but are still a cause for concern) has been shared with all staff.* * *You have a Restraint Policy that identifies appropriately trained staff. The policy is part of the staff handbook.* * *Your organisation has a policy in place which reflects the principles of ‘*[*Freedom to Speak Up Review’*](https://freedomtospeakup.org.uk/wp-content/uploads/2014/07/F2SU_Executive-summary.pdf)*.* * *You have shared these policies with staff and service users.* * *Whistleblowing is embedded within staff training, codes of conduct etc.* * *You have learned lessons from internal or multi-agency Child Safeguarding Practice Reviews (7-minute briefings).* |  |  |  |
| 2.12 | Does the school have procedures for dealing with allegations against the head teacher or a member of the school staff, governors, supply staff, volunteers, visitors, contractors and individuals using the premises for activities not involving school pupils, when it is alleged, they have:   * behaved in a way that has harmed a child or may have harmed a child. * possibly committed a criminal offence against or related to a child. * behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children. * behaved or may have behaved in a way that indicates they may not be suitable to work with children. * Behaved in a way that does not meet these safeguarding thresholds but is still a cause for concern.   How are staff made aware of this?  (Section 11 - 2.5) | *Evidence could include: -*   * *Procedures are in place regarding staff members (including supply staff, volunteers, and contractors and organisations using the school premises (even when those activities do not involve pupils from the school):*   + *for staff to report concerns or allegations that may meet the harm threshold.*   + *to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold.* * *Referral procedures in place and reviewed within set timeframes; should clarify a definition for an allegation, a concern about quality or practice or a complaint. (KCSIE –Part 4).* * *Staff briefings are provided, and training accessed.* * *Staff are informed about the procedures for making an allegation.* * *Staff know who the Local Authority Designated Officers are and who to contact for advice and guidance.*   *Resources and referrals* [*https://safeguardingchildren.salford.gov.uk/professionals/managing-allegations-against-adults-who-work-with-children/0*](https://safeguardingchildren.salford.gov.uk/professionals/managing-allegations-against-adults-who-work-with-children/0)  *Keeping Children Safe in out of school activities*   * *Mandatory induction for all staff which includes familiarisation with safeguarding procedures.* * *Use publicity material to promote the local pathway for managing allegations, including specific material for children.* * *A****ll*** *allegations against staff are considered to determine if any lessons can be learned.* * *Where the school is not the employer of a member of staff, including supply staff, volunteers and contractors, the school retains responsibility to ensure allegations are dealt with properly and appropriately and liaises with relevant parties (including where relevant supply agencies). The school where necessary will take the lead to collect the facts and relevant information.* * *All documentation related to a proven allegation are retained for 10yrs or until the individual reaches pension age ( whichever is the longest).* |  |  |  |
| 2.13 | Do you have the systems in place to identify and notify private fostering arrangements to Children’s Services? | *Evidence could include: -*   * *School has a clear record of all private fostering arrangements.* * *All staff have a clear understanding of Private Fostering arrangements in Salford.* * *School has clear procedures for notifying the local authority about any private fostering arrangements that come to their notice.* [*https://www.salford.gov.uk/private-fostering*](https://www.salford.gov.uk/private-fostering) * *School has clear policy and procedure for vetting any host families as part of exchange programmes (in line with Annex D of Keeping Children Safe In Education 2023).* |  |  |  |
| 2.14 | Do you have appropriate processes in place when arranging a homestay or exchange visits in the UK and abroad? | *Evidence could include: -*   * *Consideration of the suitability of the adults in the respective families who will be responsible for the visiting child during the stay in the UK (in line with Annex D of Keeping Children Safe in Education 2023).* * *Liaising with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the child’s visit.* * *Sharing Agreed arrangements with parents.*   *.* |  |  |  |
| 2.15 | Are staff alert to recognising and responding to a child with the potential need for early help? | *Evidence could include: -*   * *KCSIE – Part 1.* * [*https://www.salford.gov.uk/children-and-families/early-help-for-families/*](https://www.salford.gov.uk/children-and-families/early-help-for-families/) * *Whole school SG training.* |  |  |  |
| 2.19 | All staff have received training on how to manage a report /disclosure including one of sexual violence, sexual harassment, criminal and sexual exploitation and understand the requirement to maintain an appropriate level of confidentiality and only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children’s social care. | *Evidence could include: -*   * *All staff complete the appropriate level of safeguarding training every 18 months.* * *New staff received training on induction and or attend New Starter training in the Whole School Safeguarding and Child Protection Training Programme.* * *Training for all staff raises awareness that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences.* * *Staff are confident in exercising their professional curiosity and speaking to the DSL if they have concerns about a child.* |  |  |  |
| 2.17 | Operation Encompass (OE) and Operation Malmo are embedded in the school’s safeguarding procedures | *Evidence could include: -*   * *Named OE Key Adults check the OE and Malmo email inbox each morning before pupils arrives.* * *The Key Adult has undertaken the Operation Encompass Key Adult Training* [Online Key Adult Training : Operation Encompass](https://www.operationencompass.org/operation-encompass-on-line-key-adult-briefing) * *The school uses the up-to-date relevant Operation Encompass/ Malmo information about the child’s circumstances to enable support to be given to the child according to their needs.* * *School has completed the OE Checklist. (SG & CP policy appendix).* * *All staff understand ‘threat to life notifications ’and Operation Malmo. Staff maintain ‘silent support’ approaches to identified individuals and families.* * *All Staff are aware that children can be victims of domestic abuse, that can be, but not limited to, psychological, physical, sexual, financial, or emotional; That children may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).* |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3** | **Pupils** | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **Or**   1. **Embedded** | **Action Plan** | **Completed by** |
|  | How do you know that all pupils in your school feel safe?  What evidence do you have?  (Section 11 - 3.1) | *Evidence could include: -*   * *You provide information to children about how to keep safe in formats they understand and can access.* * *Surveys of pupil perception of how safe they feel in school are carried out on a regular basis.* * *Surveys about pupil perceptions of the frequency of incidents of sexual violence and sexual harassment occur, (either in or out of school) are used to inform both practice and curriculum.* * *Strategies are in place to recognise and respond to the disproportionate number of girls who experience sexual violence and harassment (both on-line and face to face).* * *RSHE/PSHE.* * *Staff reduce the additional barriers faced and provide a safe space for child or a young person who may be LGBT.* |  |  |  |
|  | What measures are in place to ensure your school is one in which children and young people are always valued, respected, listened to and taken seriously?  (Section 11 - 3.1, 3.7 and 4.5) | *Evidence could include: -*   * *Minutes of any children forums/focus groups you have consulted.* * *Case audits or case studies. are used as a learning tool with all staff.* * *Signed up to or created a children’s charter within your organisation.* * *Your organisation learns from comments and complaints.* * *Complaint with the National Youth Agency ‘*[*Hear by Right’*](http://www.nya.org.uk/our-services/hear-right/) *standards.* * *Your organisation has adopted the* [Salford Standards for listening to families | Salford Safeguarding Children Partnership](https://safeguardingchildren.salford.gov.uk/professionals/salford-standards-for-listening-to-families/) * *Staff are able to reassure all victims they are being taken seriously, regardless of how long it has taken them to come forward with a disclosure, and that they will be supported and kept safe.* |  |  |  |
|  | How do staff create and use opportunities to encourage children and young people to communicate about issues that concern them?  (Section 11 - 3.1) | *Evidence could include: -*   * *Consultations or surveys you have carried out with children; and evidence of how this has informed your service.* * *Processes or strategies in place to encourage children’s involvement.* |  |  |  |
|  | Do you have procedures in place to support Looked After Children (referred to in Salford as ‘Cared for Children’)?  What support is available to looked after children and their carers?  Do governors receive an annual report on LAC and act on any issues identified? | *Evidence could include: -*   * *The information the designated safeguarding lead holds on details shared by the Local Authority when a child has a social worker, and how it is considered as a matter of routine that this information is used so that decisions can be made in the best interests of the child’s safety, welfare, and educational outcomes.* * *The Designated Safeguarding Lead ensures that the school and their staff, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.”* * *The Designated Safeguarding Lead shares the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with the Senior Mental Health Lead, The Looked After Children Lead, teachers and school leadership.”* * *You have a designated governor for Looked after Children* * *Policy for Looked After Children.* * *Personal Education Plans (PEPs) are in place as evidence.*   [*https://www.salford.gov.uk/schools-and-learning/cared-for-children/*](https://www.salford.gov.uk/schools-and-learning/cared-for-children/) |  |  |  |
| 3.5 | Does the school have an Online Safety and Mobile Technology policy that includes the use of mobile technology in the school or college? Is there a pupils' version of the policy?  (PREVENT - 5.4) | *Evidence should include: -*   * *School’s internet policies include appropriate controls around extremism related searches and websites.* * *A policy on the use of mobile technology in the school or college and during on-line study at home. The policy includes the strategies for monitoring and filtering on-line access to information technology, including the provider’s submission to the UK Safer Internet Centre.* * *All staff inform their practice through the DFE Filtering and Monitoring Standards* |  |  |  |
| 3.6 | Does the Online Safety policy include how to keep children safe online, including when they are online at home? | *Evidence could include: -*   * *School’s policy includes education about the risks of using Apps, on-line gambling, and on-line games.* * *School’s policy includes a home/school partnership to protect pupils from Harmful Online Challenges and Online Hoaxes.* * *Remote Learning Policy.*   <https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes> |  |  |  |
| 3.7 | Have you **ensured** that there are appropriate internet filtering and monitoring systems in place which are regularly reviewed for their effectiveness, that protect pupils but do not lead to unreasonable ‘over blocking’ that could restrict what children can be taught with regards to online teaching and safeguarding? Does the DSL have overview of monitoring and filtering outcomes? Are governors aware of the systems in place?    (PREVENT 5.3) | *Evidence should include: -*   * *filtering by RM, and/or monitoring via Smoothwall or another subscription.* * *A record of monitoring reports and follow up action taken place.* * *Governor minutes where monitoring and incidents are reported.* * *Pupils are encouraged to use critical thinking with all online content.* * *Staff and pupils are involved in monitoring of online content.* * *Leadership team and relevant staff have an awareness and understanding of the filtering and monitoring provisions in place and manage them effectively and know how to escalate concerns when identified.* |  |  |  |
| 3.8 | Is there an Acceptable user Policy for Staff, Pupils & Parents and is there reference to terrorism and extremist material within the policy?  (PREVENT - 5.1 and 5.2 and 5.4) | *Evidence should include: -*   * *Strategies used to proactively engage staff, pupils, and parents in the Policy.* * *The policy includes both school and personal devices.* * *Processes are in place to consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities in allegations of sexual harassment or sexual violence.* |  |  |  |
| 3.9 | How does the curriculum ensure that online safety is included in relevant lessons? (PREVENT - 5.4)  Does the Designated Safeguarding Lead have oversight? | *Evidence should include: -*   * *Clear evidence of the strategies that have been put in place.* * *Staff and pupils know how to raise concerns and be sensitive in their own use.* * *PSHE/Computing curriculum.* * [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/896323/UKCIS\_Education\_for\_a\_Connected\_World\_.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf) * [*https://safeguardingchildren.salford.gov.uk/professionals/education/*](https://safeguardingchildren.salford.gov.uk/professionals/education/) |  |  |  |
| 3.10 | Does the school have a Social Media Agreement signed by Parents & other Stakeholders?  (PREVENT - 5.5) | *Evidence should include: -*   * *Parents sign a Social Media Agreement that sets out school requirements and expectations in relation to both on and off-site use of social media that could impact the school community.* * *School Twitter and Facebook accounts have appropriate controls and monitoring arrangements in place.* * *Communication with parents re permissions and taking photos and recordings.* |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4** | **Risk Assessment** | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **Or**   1. **Embedded** | **Action Plan** | **Completed by** |
|  | Are there clear protocols in place for ensuring that any visiting speakers/ teachers (whether invited by staff or pupils) are suitable and appropriately supervised.  (PREVENT – 6.1,) | *Evidence should include: -*   * *Protocol and template for due diligence.* * *Responsible bookings protocol, which includes due diligence checks to ensure that speakers are not presenting extremist views and ideas.* * *Clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.* |  |  |  |
|  | Does the school have an effective Due Diligence process on the use of school premises and facilities by outside agencies and groups.?  PREVENT 6.2 | *Evidence should include:*  *Policy and procedure available to all staff and Governors and outside agencies using the premises.* |  |  |  |
|  | Does the school have an effective emergency response strategy in place such as evacuation/lockdown/invacuation? Are Staff and pupils familiar with these?  PREVENT 6.3 | *Evidence should include:*  *Policy and procedure available to all staff and Governors*  *Strategy shared and understood by all Staff and Pupils.* |  |  |  |
|  | Does the school have systems in place for regularly reviewing school specific risk assessments? Have these assessments been updated to include risks of Sexual Harassment and Sexual Violence on School Premises? | *Evidence could include: -*   * *Revised risk assessment to include SHSV incidents* * *Evidence from incidents is used to inform updates to the review and revise supervision arrangements and enhance RHSE provision.* * *Risk assessments carried out after a report of sexual violence are recorded (paper or electronic) and kept under review.* * *The school actively considers the risks posed to all pupils and puts adequate measures in place to protect them and keep them safe.*   *.* |  |  |  |
|  | How do you ensure pupil safety in off-site education and work placements? | *Evidence could include: -*   * *Educational Visits policy.* * *Work experience documentation.*   [*https://evolve.edufocus.co.uk/evco10/evchome\_public.asp?domain=salfordlavisits.co.uk*](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=salfordlavisits.co.uk) |  |  |  |
|  | Are there processes in place which allows school to assess appropriate actions and responses to radicalisation and extremist incidents?  (Prevent - 2.1, 2.2, 2.3 and 2.4) | *Evidence should include: -*   * *A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.* * *There is a clear escalation policy about the appropriate time to call the police.* * *Prevent risks are explicitly referenced in the School Evaluation Form (SEF).* * *The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.* |  |  |  |
|  | How do you ensure that incidents of sexual abuse and harassment, cyberbullying, bullying, homophobic and racist behaviour are challenged? | *Evidence could include: -*   * *Review CPOMS (or other recording systems used) to ensure that behaviour incidents of a sexual nature can be easily identified and collated in order to identify patterns causing concern.* |  |  |  |
|  | How do you ensure that incidents of sexual abuse and sexual harassment, cyberbullying, bullying, homophobic behaviour and racism are logged and monitored? | *Evidence could include: -*   * *Review CPOMS (or other recording systems used) to ensure that behaviour incidents of a sexual nature can be easily identified and collated in order to identify patterns causing concern.* |  |  |  |
| 4.7 | Does the school carry out an annual survey of pupils’ views on bullying, cyberbullying and child on child sexual abuse and harassment in school and beyond the school gates? | *Evidence could include: -*   * *Reports to Governing Body that summarise the outcome of pupil surveys.* |  |  |  |
| 4.8 | Does the school identify children who are young carers and assess their needs? | *Evidence could include: -*  [*https://www.salford.gov.uk/health-and-social-care/caring-for-someone/young-carers/education/*](https://www.salford.gov.uk/health-and-social-care/caring-for-someone/young-carers/education/)   * *Young carers policy.* |  |  |  |
| 4.9 | Are there adequate security arrangements for the grounds & buildings? | *Evidence could include: -*   * *Risk Assessments are shared with all staff.* |  |  |  |
| 4.10 | Do you check that contractors regularly used by school, follow safer recruitment procedures? | *Evidence could include: -*   * *All contractor provide evidence of safer recruitment as part of the tendering process.* |  |  |  |
| 4.11 | Does the school have a Search and Confiscate Policy and Procedure which has been shared with Staff, Parents and Pupils?  Have all relevant staff received appropriate training in the use of the school’s search and confiscate procedures. | *Evidence could include: -*   * *The school policy is understood by all staff.* * *There are specific staff who have received training as Appropriate Adults.* * *The appropriate adult is named in the School’s Safeguarding policy.* |  |  |  |
| 4.12 | Does the school have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners. | *Evidence could include: -*   * *The effectiveness of security protection procedures are periodically reviewed to keep up with evolving cyber-crime technologies.* * *The school meets the* [*Cyber security standards for schools and colleges*](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges)*.* |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **5** | **Record Keeping** | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **Or**   1. **Embedded** | **Action Plan** | **Completed by** |
| 5.1 | What is the system for handling and recording confidential child protection and other sensitive information, including Operation Encompass (OE) and Operation Malmo referrals?  (Section 11 - 1.3)  Has the school ensured the key adult for OE has had the training and has access to the inbox | *Evidence could include: -*   * *Information sharing protocols.* * *Promote and use the DfE guidance on 'Information* [*Sharing advice for safeguarding practitioners'*](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice) *(July 2018).* * *All Staff and Governing Bodies / Management Committees/Proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.* * *What is done with the information the school receives from the police through the Operation Encompass and Operation Malmo process regarding Domestic Abuse incidents and Threat to Life notifications?* * *The Local Authority and the Police are kept informed of the Key Adult in the school responsible for administering the Operation Encompass email account.* |  |  |  |
| 5.2 | Are there detailed records of incidences of Physical intervention in a bound book with numbered pages? (Or in an electronic form that CANNOT be retrospectively amended) |  |  |  |  |
| 5.3 | How does the school ensure that confidential Child Protection information on a pupil is transferred (having been copied) when the pupil transfers to or from another school and that this is done securely?  (Section 11 - 1.3) | *Evidence could include: -*   * *Children’s data is shared safely and securely.* * *Information sharing protocols.* * *Promote and use the DfE guidance on 'Information* [*Sharing advice for safeguarding practitioners'*](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice) *(July 2018).* * *Processes in place where children leave the school, to ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.* |  |  |  |
| 5.4 | Do your records evidence effective partnership working & tenacity in following up concerns with relevant agencies? Do records clearly distinguish between fact, observation, allegation & opinion? | *Evidence could include: -*  *All concerns, discussions and decisions made, and the reasons for those decisions, recorded in writing.* |  |  |  |
| 5.5 | How long are records kept & how are they disposed of?  (Section 11 - 1.3) | *Evidence could include: -*   * *Children’s data is shared safely and securely.*   *SG & CP policy*  *Section 7 - Information sharing & confidentiality.*  *Section 8 – Records and monitoring.* |  |  |  |
| 5.6 | Does the school hold more than one emergency contact for each pupil? |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **6** | **Parents** | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **Or**   1. **Embedded** | **Action Plan** | **Completed by** |
| 6.1 | Does the school include in the prospectus or online, information for parents about the school’s role in child protection and safeguarding, including Operation Encompass?  (Section 11 - 3.2) | *Evidence for 6.1 to 6.7 could include: -*   * *You provide information to parents/public about how to keep children safe in formats they understand and can access.* * *Minutes of any parent/public forums/focus groups you have consulted.* * *Safeguarding policies.* * *Parent information apps/systems.* * *Clarity, in information for parents, that the welfare of the child is always paramount in any child protection/safeguarding processes within the school.* * *Information on OE and what it means for pupils and parents is available on the school’s website.* * *Information in the school handbook for parents/school website that clearly sets out the school commitment to work with families in a holistic and multi-agency way.* * *Communications with parents reinforce the importance of children being safe online and aware of what their children are being asked to do online, including the sites they will access and who from the school or college (if anyone) their child is going to be interacting with online.* |  |  |  |
| 6.2 | How do staff create and use opportunities to encourage parents and carers to communicate about issues that concern them?  (Section 11 - 3-2) | *Evidence could include: -*   * *Open door policies.* * *Online portals.* * *Preventative education and engagement with parents and carers.* |  |  |  |
| 6.3 | How does the school create and use opportunities to engage the wider school community in safeguarding children?  (Section 11 - 3.2) | *Evidence could include: -*   * *Multi-agency partnership work.* * *Liaison with Early Help Coordinators.* * *Representation on SSCP sub-groups.* |  |  |  |
| 6.4 | How do you gather information from parents about their views on children’s safety?  (Section 11 - 3.2) |  |  |  |  |
| 6.5 | How does the school inform parents of support available within the school and signpost to other agencies? | *Evidence could include: -*   * *Website* * *Emotional Health and wellbeing directory* * *Family support worker/learning mentor* * *School based early help leads* * *Early help school coordinator* * *Use of DSL Bulletin* |  |  |  |
| 6.6 | Does the school offer regular briefing on Online Safety and Mobile Technology for parents?  (PREVENT 5.5) | *Evidence could include: -*   * *Information packs for parents to raise awareness of harmful online challenges and online hoaxes.* * *Information shared with parents to highlight the school Monitoring and Filtering systems and how they are monitored and evaluated.* * *Discussions/information provided to parents about Harmful online challenges and hoaxes.* * *Parental Workshops to highlight potential risks during online activity at home.* * *Consultations or surveys you have carried out with parents/public.* |  |  |  |
| 6.7 | How are parents made aware of the School's Complaints Procedure? | *Evidence could include: -*   * *Your organisation learns from comments and complaints.* * *Complaint procedures/policy on website.* |  |  |  |
| 6.8 | How are parents made aware that the school is an Operation Encompass (OE) school.? | *Evidence could include: -*   * *Letters have been sent to parents notifying them of the school’s participation in OE and outlining the main principals of OE.* * *Information on OE and what it means for pupils and parents is available on the school’s website.* |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **7** | **Curriculum** | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **Or**   1. **Embedded** | **Action Plan** | **Completed by** |
| 7.1 | Does the school deliver a balanced curriculum that helps protect pupils against extremism and supports community cohesion? Does it develop critical thinking skills that help young people recognise risks and make safe choices online and offline?  Does the school have strategies to build resilience to radicalisation and a safe environment to consider challenging and controversial issues in a supported environment.  (PREVENT – 5.6 ,5.7, 7.1, 7.2, 7.3 7.4, 7.5, 7.6 and 7.7) | *Evidence should include: -*   * *Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism.* * *A range of activities are planned that and delivered in both lessons and the community, that explore the choices available to young people in the 21st century.* * *Ensure school is a safe place for discussion of sensitive topics with staff who are confident to hold discussions both within the curriculum and as they arise. Avoiding popularising of extremist views and mindful of existing duties which forbid political indoctrination.* * *Resources, displays and literature provide balanced information, advice, and alternative views for pupils.* * *SMSC is understood as a central strand in Prevent by all staff.* * *Pupils engage with views, beliefs and opinions that are different from their own in considered ways.* * *Online safety principles are aligned with British Values and support pupils to interact online in a respectful and tolerant way. Curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.* |  |  |  |
| 7.2 | Does the school have a fully implemented Relationships Education, Relationships and Sex Education and Health Education Policy and programme to meet the mandatory safeguarding requirements. | *Evidence could include: -*   * *The Policy and programmes of study meet the requirements of the statutory guidance.* * *The school ensure that the guidance DFE guidance on Harmful Online Challenges and Online Hoaxes (February 2021) is implemented into the RSHE, PHSE and Internet Safety aspects of curriculum delivery.* * *Minutes and records demonstrate that Governors and Parents have been integral in the development of the programme.* * *All staff should be 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, exploitation and Adverse Childhood Experiences.* * *Preventative education incorporates an approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding and help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.* * *Preventative education is inclusive and age appropriate creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment and Prevent.* * *Curriculum opportunities have been identified to enable pupils to recognise harmful online challenges and hoaxes*   [*https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes*](https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes)   * *Curriculum opportunities have been identified to enable pupils to recognise healthy, respectful friendships and relationships, including where relevant that Domestic Abuse, includes coercive and controlling behaviours.* |  |  |  |
| 7.3 | Does the school Prospectus and Curriculum Policies clearly identify a commitment to promoting local Safeguarding priorities and PREVENT associated risks are embedded into existing school policies and practice.  (Section 11 - 1.1) and (PREVENT -1.4) | *Evidence should include: -*   * *Safeguarding children is referenced within your school ethos and business plans.* * *Communications which highlight your organisations commitment to promote the safeguarding lead role and commitment to local safeguarding priorities.* * *All school policies reviewed and Prevent actions included where considered appropriate e.g., provide examples of school policies where radicalisation and extremism have been incorporated.* |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **8** | Initial Child Protection Case Conferences & Reviews | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **Or**   1. **Embedded** | **Action Plan** | **Completed by** |
| 8.1 | Do you ensure the appropriate member of staff represents the school at child protection conferences, Early Help, Family Assessment, CIN & TAC/TAF meetings?  (Section 11 – 1.3) | *Evidence could include: -*   * *Records of meetings and attendance at meetings are held by the DSL, in the confidential Safeguarding File.* |  |  |  |
| 8.2 | Do you ensure that the school provides reports for child protection conferences? |  |  |  |  |
| 8.3 | Do you ensure that learning from Salford Child Safeguarding Practice Reviews Reviews/Audits are disseminated to staff across the school? (Section 11 – 4.4 and 4.5) | *Evidence could include: -*   * *7 Minute Briefings are regularly discussed at team meetings.* * *Learning points from reviews are embedded into single agency training.* * *Single agency policies and procedures are regularly reviewed to ensure recent learning points from reviews are incorporated.* * *Learning events are held and staff are encouraged to attend.* |  |  |  |
| 8.4 | Do you regularly review Safeguarding files and do you have a mechanism to gather evidence that learning from both Salford and school reviews is embedded into staff practice? (Section 11 – 4.4 and 4.5) | *Evidence could include: -*   * *There is a single agency quality assurance framework that includes testing for learning from reviews & audits.* * *Case files are audited regularly to test for changes in practice because of learning from reviews & audit.* |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **9** | **Governing Boards** | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **Or**   1. **Embedded** | **Action Plan** | **Completed by** |
| 9.1 | Have all governors had enhanced DBS and Section 128 checks?  (Section 11 - 2.2)  *.* | *Evidence could include: -*   * *Safe recruitment policy in place and reviewed within set timeframes; should stipulate for who and how often criminal record checks will be undertaken.* * *A Section 128 check has been completed for ALL Governors or proprietors not in Regulated Activity within the school to ensure no person is disqualified from holding or continuing to hold office as a governor of a maintained school or academy.* * *DBS checks for Governors are in line with Governor Services advice/national guidance.* |  |  |  |
| 9.2 | Have all Governors attended induction and on-going regular Safeguarding and child protection and Prevent training? | *Evidence could include: -*   * *All Governors have completed Safeguarding and Child Protection Training at Induction.* * *All Governors attend Safeguarding and Child Protection update training in line with Governor Service guidance.* * *Training records for Governors are in line with Governor Services advice/national guidance.* |  |  |  |
| 9.3 | Have all Governors and Senior Leaders read and understood their legal responsibilities in relation to the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty | *Evidence could include: -*   * *All Governors have read and understood their responsibilities as set out in Pat Two – The Management of Safeguarding KCSIE 2023 and specific focus has been placed on Paragraph 83-94.* * *Governors are aware of and ensure all Policies and Procedures in the school reflect the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty.* |  |  |  |
| 9.4 | Has the governing body designated a governor with responsibility for safeguarding, child protection and /Prevent, who attends appropriate training? When was the most recent training? (PREVENT - 1.6) | *Evidence could include: -*   * *The Lead Governor has accessed appropriate training and this is recorded in line with Governor Services advice/national guidance.* * *Records of regularly meetings between the Lead Governor and the DSL.* |  |  |  |
| 9.5 | Does the school’s Senior Designated Lead report at least annually on safeguarding, child protection, on-line Monitoring and Filtering and Prevent to the Governing Board as appropriate? | *Evidence could include: -*   * *Annual Governor Safeguarding Report meets statutory requirements and includes detailed breakdown of all fixed term and permanent exclusions and the impact of strategies used by the school to address repeated exclusions of individuals.* * *Information shared with Governors to highlight the school Monitoring and Filtering systems and how any outcomes are acted upon to ensure pupil safety.* |  |  |  |
| 9.6 | Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.  (PREVENT - 1.3) | *Evidence should include: -*   * *Minutes of Governor’s meeting when Prevent briefing submitted to Governing Board setting out requirements of the duty and the safeguarding. arrangements in place.* * *Dates of meetings when Prevent has been discussed. Meeting agendas and minutes with actions taken forward.* * *Briefings that included Risk Assessment, Concerns and follow up, Staff confidence and training, Progress on embedding of values across school.* |  |  |  |
| 9.7 | Those responsible for governance and all staff exemplify British Values in their attitudes and behaviours. Leaders promote a positive and respectful environment in which pupils are safe, they feel safe and understand how to share any concerns.  PREVENT (1.1, 1.5 and 1.6) | *Evidence should include: -*   * *Minutes from Governing Body meetings.* * *Pupil Surveys.* * *RHSE policy and programme.* * *School ethos and mission statement.* * *School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools.*   *(Also see 9.6).* |  |  |  |
| 9.8 | Is time set aside for the governing board to review policies and procedures regarding safeguarding and child protection, including PREVENT and online safety as set out in KCSIE 2023?  PREVENT 5.1 and 5.4 | *Evidence could include: -*   * *Minutes from Governing Body meetings.* |  |  |  |
| 9.9 | How do governors monitor that child protection (including prevent duty) arrangements are adequate, and that deficiencies or weakness are remedied without delay? | *Evidence could include: -*   * *DSL and Designated governor meetings/reports.* * *School improvement/External audits/reports.* |  |  |  |
| 9.10 | How is the designated Governor involved in auditing & Quality assuring safeguarding provision in school? |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **10** | **Recruitment & Selection of Staff** | **Evidence**  (Edit this column as appropriate.  Embed evidence or hyperlink) | 1. **Not Met** 2. **Developing**   **Or**   1. **Embedded** | **Action Plan** | **Completed by** |
| 10.1 | Is the school’s recruitment policy in line with all guidance on safer recruitment practice?  (Section 11 - 2.2) | *Evidence could include: -*   * *Evidence for 11.1-11.4 could include: -* * *Safe recruitment policy in place and reviewed within set timeframes; should stipulate for who and how often criminal record checks will be undertaken (Keeping Children Safe In Education stipulates that in the case of Independent Schools, Academies and free schools any individual in a management role must have a Section 128 direction).* * *Staff know about the arrangements, through briefings.* * *Training and induction include safe recruitment processes and policies.* * *Suitability of the prospective employee is assessed based on checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information.* * *A curriculum vitae is only accepted alongside an application form.* * *As part of the due diligence on shortlisted candidates an online search is carried out.* * *Candidates are informed that an on-line social media search will be completed as part of the final stage of the recruitment process.* |  |  |  |
| 10.2 | Does the school have the single central record of staff and other adults working in the school?  Is there a person designated to be responsible for maintaining it? |  |  |  |  |
| 10.3 | Does the Single Central Record include volunteers and the record of the risk assessment undertaken to decide whether to obtain an enhanced DBS certificate for any volunteer or contractor not engaging in regulated activity*.*  Are all DBS documents destroyed once recorded. If they need to be retained in exceptional circumstances, they are only kept for a maximum of 6 months?  (Section 11 - 2.2) |  |  |  |  |
| 10.4 | Who is responsible for maintaining the SCR?  (Section 11 - 2.2) |  |  |  |  |
| 10.5 | Where applicable, have Staff Suitability Declaration forms been completed?  (Section 11 - 2.2) |  |  |  |  |
| 10.6 | Is there an established system for signing visitors in & out? |  |  |  |  |
| 10.7 | How is suitability of Supply Staff and alternative providers checked?  (Section 11 - 2.2) | *Evidence could include: -*   * *Written evidence from supply agencies confirming all the relevant vetting and barring checks have been completed.* * *Written statements obtained from any alternative providers the school uses, confirming they have completed all the relevant vetting and barring checks for their members of staff.* |  |  |  |
| 10.8 | Have at least the head and one governor undertaken the safer recruitment training,  (Section 11 - 2.2) and at least one trained person present is on recruitment panels?  (PREVENT4.4) |  |  |  |  |
| 10.9 | If you are contracting for regular services, are you checking that the contractors follow safer recruitment policies?  (Section 11 - 2.2) |  |  |  |  |

***11. Counter Terrorism Protective Security Checklist***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11.1**  **Emergency and Business Continuity Planning Health Check** | **YES** | **NO** | **UNSURE** | **N/A** |
| **Standard** |  | seek further guidance | seek further guidance |  |
| Do you regularly review your Emergency Response and Business Continuity Plan?  [Emergency planning and response for education, childcare, and children’s social care settings Guidance May 2023](https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings" \l ":~:text=The%20aim%20of%20an%20emergency,a%20range%20of%20potential%20incidents). |  |  |  |  |
| Are your staff activating and operating your plan? |  |  |  |  |
| Have you considered firearm and weapons in your plans? | S |  |  |  |
| Have you prepared an emergency ‘grab bag’? |  |  |  |  |
| Are your critical documents adequately protected? |  |  |  |  |
| Check your own arrangements with your property insurers for details of what is covered and ensure there is sufficient insurance to pay for disruption to business, cost of repairs, hiring temporary employees, leasing temporary accommodation and equipment.  If you subscribe to Salford’s property policy (RMP), cover is in place for School Buildings, Contents and Business Interruption (Increased Cost of Working, which would ordinarily cover things like temporary premises/equipment). There is also a specific Terrorism policy in place which covers both Property Damage and Consequential Loss. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11.2** **Housekeeping Good Practice** | **YES** | **NO** | **UNSURE** | **N/A** |
| **Standard** |  | seek further guidance | seek further guidance |  |
| Have you reviewed the use and location of all waste receptacles in and around your establishment, taking into consideration their size, proximity to glazing and building support structures? |  |  |  |  |
| Do you keep external areas, entrances, exits, stairs, reception areas and toilets clean and tidy? |  |  |  |  |
| Do you keep furniture in public areas to a minimum to provide little opportunity to hide devices? |  |  |  |  |
| Are unused classrooms, offices, meeting rooms, multi-purpose spaces function suites, marquees locked or secured? |  |  |  |  |
| Act Awareness and Scan training is available for office and administration to manage telephoned bomb threats or identifying suspicious behaviour?  <https://www.npsa.gov.uk/see-check-and-notify-scan>  <https://www.protectuk.police.uk/>  Contact safer schools team for details of sessions offered by GMP  [saferschools@salford.gov.uk](mailto:saferschools@salford.gov.uk) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11.3**  **Access Control Health Check** | **YES** | **NO** | **UNSURE** | **N/A** |
| **Standard** |  | seek further guidance | seek further guidance |  |
| Do you prevent all vehicles from entering goods or service areas where there will be large numbers of people, until they are authorised by your staff? |  |  |  |  |
| Do you have physical barriers in place to keep all but authorised vehicles  at a safe distance and to mitigate against a hostile vehicle attack? |  |  |  |  |
| Is there a clear demarcation identifying the public and private areas of your school? |  |  |  |  |
| Do your staff, including contractors, cleaners and all other employees wear visible ID badges at all times when on site? |  |  |  |  |
| Do you adopt a ‘challenge culture’ to anybody not wearing a pass in your private areas? |  |  |  |  |
| Do all business visitors to your management and administration areas have to report to a reception area before entry and are they required to sign in and issued with a visitors pass? |  |  |  |  |
| Are visitors’ badges designed to look different from staff badges? |  |  |  |  |
| Are all visitors’ badges collected from visitors when they leave? |  |  |  |  |
| Does a member of staff accompany visitors at all times while in the private or restricted areas of the school/academy? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11.4 CCTV** | **YES** | **NO** | **UNSURE** | **N/A** |
| **Standard** |  | seek further guidance | seek further guidance |  |
| If you have a surveillance camera system is it managed in accordance with this guidance?  [**https://www.gov.uk/government/publications/cctv-guidance**](https://www.gov.uk/government/publications/cctv-guidance) |  |  |  |  |
| Do you store the CCTV images in accordance with the evidential needs of the police? <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/378449/09-05-UK-Police-Requireme22835.pdf> |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11.5**  **Evacuation/Invacuation** | **YES** | **NO** | **UNSURE** | **N/A** |
| **Standard** |  | seek further guidance | seek further guidance |  |
| Is evacuation part of your Emergency or Security Plan? |  |  |  |  |
| Is invacuation into a protected space *within your site* part of your Emergency or Security Plan? |  |  |  |  |
| Do you have nominated Evacuation/Invacuating Marshals |  |  |  |  |
| Does your evacuation plan include ‘incident’ assembly areas distinct from fire assembly areas? |  |  |  |  |
| Have you determined evacuation routes? |  |  |  |  |
| Do you have reliable, tested communications facilities in the event of an incident? |  |  |  |  |
| Have any disabled or vulnerable staff been individually briefed about what would happen in the event of an incident? THINK about PEEP as part of EP and FIRE procedures |  |  |  |  |
| Do you have a review process for updating plans as required? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11.6**  **Information Security** | **YES** | **NO** | **UNSURE** | **N/A** |
| **Standard** |  | seek further guidance | seek further guidance |  |
| Are your paper documents and files locked away at the end of the day?  **(REFER TO YOUR EXISTING PROCEDURES)** |  |  |  |  |
| Do you have a clear-desk policy out of business hours? |  |  |  |  |
| Do you close down all computers at the close of the business day? |  |  |  |  |
| Are all your computers password protected? |  |  |  |  |
| Do you have computer firewall and anti virus software on your computer systems? |  |  |  |  |
| Do you regularly update this protection? |  |  |  |  |
| Have you considered an encryption package for sensitive information you wish to protect? |  |  |  |  |
| Do you destroy sensitive data properly when no longer required? |  |  |  |  |
| Do you back up business critical information regularly? |  |  |  |  |
| Have you invested in secure cabinets for your IT equipment? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11.7**  **Communication** | **YES** | **NO** | **UNSURE** | **N/A** |
| **Standard** |  | seek further guidance | seek further guidance |  |
| Are security and emergency issues and concerns discussed/decided at senior management level and form a part of your school’s culture? |  |  |  |  |
| Do you have an up to date security policy, or other documentation showing how security procedures should operate within your school? |  |  |  |  |
| Is this documentation regularly reviewed and if necessary updated? |  |  |  |  |
| Do you regularly meet with staff to discuss security issues? |  |  |  |  |
| Do you encourage staff and/or pupils to raise concerns about security? |  |  |  |  |
| For further information:  <https://www.cpni.gov.uk/security-culture>  <https://www.cpni.gov.uk/security-campaigns> |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11.8**  **High Profile Events** | **YES** | **NO** | **UNSURE** | **N/A** |
| **Standard** |  | seek further guidance | seek further guidance |  |
| Do you consider extra security measures for events, such as parents evening or performances etc? |  |  |  |  |
| Do you have separate security arrangements/risk assessments or procedures to ensure the safety of people on the premises during such events? |  |  |  |  |
| Do you have special arrangements for evacuation or invacuation during these events? |  |  |  |  |
| Is the site ‘zoned’ and restricted areas managed accordingly during events where members of the public are on the premises? |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **12. Single Central Record** | | |
| **Single Central Record Checklist** | | (Tick) |
| Name of person | |  |
| Evidence of photographic ID | |  |
| Qualification(s) Required | |  |
| Qualification(s) Evidenced and Date Checked | |  |
| DBS Enhanced Check and Date Received (not statutory to record number) | |  |
| Barred List Check (only if in Regulated Activity) and Date Received | |  |
| Prohibition Check (Teachers/People with QTS/other relevant staff) Date Checked | |  |
| Right to Work in UK Date Checked | |  |
| Overseas Checks needed/undertaken. Type and Date. | |  |
| Sanctions check for people who have taught in EEA countries (Jan. 2016 – Dec. 2020) | |  |
| s128 Prohibition Check for management positions in Independent schools (Free Schools and Academies); and for Governors in maintained schools. | |  |
|  | |  |
| **Useful to record** | |  |
| Start date | |  |
|  | |  |
| **Single Central Record (People to include)** (In Excel, usually on a separate tab) | |  |
| Teachers | |  |
| Support Staff | |  |
| Admin Staff | |  |
| Premises Staff | |  |
| Governors/Proprietors/Trustees | |  |
| Volunteers | |  |
| Agency Staff (working in the school for a 'reasonable' length of time) | |  |
| Contractors | |  |
| Student teachers (if on the school's payroll) | |  |
| Additional instructors/coaches/etc | |  |
|  | |  |
| **Notes** | |  |
| Make sure there are no gaps. Enter 'Not applicable', or another relevant phrase. | |  |
| SCR must be current. Remove people who have left. | |  |
| SCR must include Enhanced Check/Barred List for people appointed after 2006. | |  |
| No need for Enhanced Check or Barred List for people appointed prior to March 2002. | |  |
| SCR should record what has been seen and when it was seen. (There is no requirement to record name of person who carried out check). | |  |
|  | |  |
| **Some schools also record on the SCR (Not statutory)** | |  |
| Volunteer risk assessments. Date completed. | |  |
| Safeguarding Training | |  |
| Safer Recruitment Training | |  |
| References (2) (Checked and Date Received) | |  |
|  | |  |
| Checked by: | Date: | |

Should any training needs be identified as an outcome of this audit, contact Elaine Boulger, the Workforce Development Officer at elaine.boulger@salford.gov.uk. This will ensure training needs across the city can be identified and met.

These following policies should be considered alongside school child protection procedures and other related policies in school. These are (for example)

* **Core Values Policy**



* **Prevent Duty**

[Safeguarding Children and Young People Vulnerable to Violent Extremism (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_vio_ext.html)



* **Prevent Risk Assessment**

****

* **Attendance Policy**
* **Behaviour Policy**
* **Anti-bullying (including cyber ,homophobic and gender based bullying)**

[5.1.1 Bullying (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/g_bullying.html?zoom_highlight=bullying&zoom_highlight=bullying)



* **Child on child Abuse**



* **Sexual Violence and Sexual Harassment Policy**



* **Special Education Needs**

[Children with Disabilities and Complex Health Needs (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_ch_with_disabilities.html)



* **Online Safety and Mobile Technology (including Monitoring and Filtering policy)**

[Safeguarding Children and Young People Online (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_yp_online.html)

[Filtering and monitoring standards for schools and colleges](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges)



* **Appropriate use of technology**
* **DFE Guidance - Harmful online challenges and online hoaxes**

****

* **School Pupils with Medical Needs**

****

* **Children Missing Education**

[Children missing education • Salford City Council](https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/school-attendance-behaviour-and-welfare/children-missing-education/)

[Children Missing Education (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_ch_missing_educ.html)

  

* **Child Criminal Exploitation**

* [Multi-agency Practice Principles for responding to child exploitation and extra-familial harm (researchinpractice.org.uk)](https://tce.researchinpractice.org.uk/)
* **Gang Activity/Serious Youth Violence**

[Safeguarding Children and Young People Who May be Affected by Gang Activity (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_yp_gang_act.html)

****

* + **Human Trafficking and Modern Slavery**

[Children who are Victims of Modern Slavery, Trafficking and Exploitation (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_trafficked.html)



* **Child Sexual Exploitation**

[Safeguarding Children and Young People Abused Through Sexual Exploitation (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ab_sexual_exploit.html)

[Child sexual exploitation and missing from home | Salford Safeguarding Children Partnership](https://safeguardingchildren.salford.gov.uk/professionals/child-sexual-exploitation-and-missing-from-home/)



* **Emotional Well Being/Mental Health / Suicide/ Self Harm policies**

[Young People and Self-Harm (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_suicide_self_harm.html)

****

* **Self-Harm Policy**

****

* **Female Genital Mutilation FGM**

[Female Genital Mutilation Multi-Agency Protocol (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_fgm.html)

 

* **Staff Behaviour / Code of Conduct Policy**

[Code of conduct for employees in schools/PRUs (salford.gov.uk)](https://safeguardingchildren.salford.gov.uk/media/1858/code-of-conduct-for-employees-in-schools-and-prus-august-2022.pdf)



* **Safer Recruitment**

[Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_safe_rec.html)



* **Safer Working Practice**

[Professional and Personnel Relationships (cimpress.io)](https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital)

* **Educational Visits Policy**
* **Handling Allegations of Abuse Against Staff**

[Managing Allegations of Abuse made against Adults who Work with Children and Young People (proceduresonline.com)](https://greatermanchesterscb.proceduresonline.com/chapters/p_man_allegations.html?zoom_highlight=allegations)



* **Low Level Concerns Policy**

****

* **Whistleblowing**



* **Healthy Relationships/SRE/ PSHE**

  

* **Search and Confiscate Policy**

** **

* **Resolving Professional Disagreements, Effective Challenge and Escalation Policies**

 

* **School Security**

****

* **Health and Safety**

**NB This list is not exhaustive**

**Useful Links**

**Policy and Procedures**

1. Ofsted, Safeguarding Children, web link:

<http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children>

1. Working Together to Safeguard Children 2018, web link:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

1. Section 176 Education Act 2002, web link:

[http://www.legislation.gov.uk/ukpga/2002/32/section/176](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

1. Salford Safeguarding Children Partnership (SSCP) webpage’s;

<https://safeguardingchildren.salford.gov.uk/professionals/>

1. Department for Education – Online Safety and Mobile Technology guidelines, web link:

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/b00222029/child-internet-safety>

**Safer Recruitment and Selection**

1. Keeping Children Safe in Education DfE

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

1. Safeguarding: disclosure and barring – changes from September 2012, web link:

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/a00209802/disclosure-barring>

1. Allegations against people who work with children – the Local Authority Designated Officer (LADO), SSCP web page:

<https://safeguardingchildren.salford.gov.uk/professionals/>