

Andrews' Endowed Church of England Primary School

SAFEGUARDING CHECKLIST



Statutory Requirements / Documents	Evidence / If not what plans are in place
Working Together to Safeguard Children (DfE July 2018)	Yes
Keeping Children Safe in Education (DfE Sept 2023)	Yes. Regular staff training during staff meetings discusses the impact of KCSIE on our practise.
Teaching Online Safety in Schools (DfE June 2019)	Yes
Mental Health and Behaviour in Schools (DfE, 2018)	Yes
The Prevent Duty (Home Office 2015)	Yes
Children Missing from Education (DfE 2016)	Yes
Elective Home Education Guidance for Local Authorities (DfE April 2019) (pgs.7, 22-30)	Yes
The Designated Teacher for Looked after & Previously Looked After Children (Feb 2018)	Yes
<b>Critical Policies</b>	
Child Protection & Safeguarding Policy	Yes, policies folder and safeguarding board in the staffroom
Published on website	Yes
Reviewed annually	Yes September review

The Threshold Document Hampshire and Isle of Wight Safeguarding Children Partnership	Yes and on safeguarding board in the staffroom Read by appropriate staff, read by all governors
Guidance on dealing with Drug and Alcohol related incidents (Sept 2020)	Yes, policies folder
Staff code of conduct -Discipline, Conduct and Grievance Policy	Yes, policies folder and safeguarding board in the staffroom
Behaviour Management Policy, including exclusions (schools own)	Yes, policies folder and safeguarding board in the staffroom
Managing Allegations against Staff Policy	<i>Develop this Policy further using MOPPS</i>
Staff Confidential Reporting Code (Whistle blowing)	Yes, policies folder and safeguarding board in the staffroom
Managing Allegations against other Pupils guidance/statement – child on child abuse includes sexual violence & sexual harassment section 5 – KCSIE	<i>Published on website Yes Reviewed annually Yes Publication date and review date are on it.</i>
Managing Medical needs/Medicines- schools own	Yes
Equality, Diversity, Values – Schools own	Yes
Anti- Bullying Policy/process- Schools own	Yes policies folder. Anti-Bullying Policy to be reviewed and updated.
Schools complaints Procedure	Yes, policies folder and safeguarding board in the staffroom and website. Develop of this further.

<b>Reports</b>	
Safeguarding Audit Safeguarding Report to Governors (S175 Safeguarding Audit with action plan) (at least annually)	<i>Headteacher's Reports Safeguarding Audit Complete Safeguarding reports are completed monthly</i>

Statutory Requirements / Procedures	Evidence/ If not what plans are in place
Appointment of Senior & Deputy Designated Safeguarding Leads from the Senior Teaching Team who oversee other Leads, Safeguarding Activities and line manages other Leads in their Safeguarding Role	Yes <i>DSL Mrs Gemma Gundry</i> <i>DDSL Mrs Annie Vincent</i> <i>DDSL Miss Ali Daffey</i>
DSL cover in place for school staff when required, including cover for staff to have a point of contact in all offsite activity?	<i>Yes as above</i>
Appointment of other Leads to help them in the Safeguarding role & trained to the same standard (DSL certified training)	<i>Mr Sam Paine</i>
Appointment of a Designated Teacher for 'Looked After Children' & has appropriate training for that role & who should work with the virtual school	<i>Mrs Gemma Gundry</i>
Appointment of a Designated Teacher for SEN/D	<i>Mrs Lucie Harris</i> <i>Mrs Angela Baverstock (November)</i>
Appointment of a Designated Safeguarding lead/teacher with responsibility for the 'Prevent Duty' and make referrals if necessary?	<i>DSL Mrs Gemma Gundry</i> <i>DDSL Mrs Annie Vincent</i> <i>DDSL Miss Ali Daffey</i>
Mandatory DBS Checks for everyone in 'regulated activity' Policy Statement	Yes By Tracy Slater kept securely within the computer system. Regular monitoring of SCR by Safeguarding Governor and DSL.
Leaflet for volunteers/frequent visitors in the school	Yes
Policy & Risk management assessment for a student/ECT placed in at/the school	Yes <i>Held with the SCR record</i>

Policy & Risk management assessment supply & frequent visitor	Yes Held with the SCR Record
An online SCR	Yes <i>Tracy Slater</i> <i>Audits taken place every month by Headteacher and further audit completed by Safeguarding Governor.</i>
A Supporting Personnel file with evidence to support the SCR which is in one place and regularly reviewed against current requirements	Yes In Business Manager's office. Tracy Slater and Gemma Gundry.
Vetting Checks for all adults included on a Single Central Register (SCR)  <i>[This includes 'Disqualification by association' checks for schools who work with under-8s.]</i> <i>(Includes annual declarations and especially those who have opted out of repeat DBS checks)</i>	Yes Tracy Slater responsible for managing and completing. All up to date
There is a member of the Senior Management Team who oversees the SCR and reviews it to check for compliance (once per term)	Yes <i>Gemma Gundry</i>
Are leaders, the senior DSL & Deputy DSL aware of the additional risks of schools sitting on borders with other Local Authorities in reference to referral processes across borders, children moving schools, transfer of academic and welfare histories?	Yes

<p>There is a copy of School's Guidelines on Record Retention periods Hampshire</p>	<p>Yes</p>
<p>Confidential record-keeping of Welfare Child Protection concerns, are records kept in writing?          Are Child Protection records kept separate to other pupil files?          Do you have a separate form for recording Child Protection/welfare concerns, and can you evidence all decisions, actions taken, feedback to referrer and outcomes?</p>	<p>Yes Online- CPOMS. DSL and DDSLs have full access other staff can add incidents and report to DSL and DDSLs. They can also add actions to the incidents.</p>
<p>Are CP records transferred securely both paper and on online including if online any archived paper files, and a receipt and evidence trail, especially from the receiving school and when transferring out?          Who is nominated with responsibility for this?</p>	<p>Yes  <i>Receiving schools have also been followed up for the receipts.          Gemma Gundry and office</i></p>
<p>Governors and staff understand their duties under safeguarding and Information sharing, and GDPR?</p>	<p>Yes  <i>Governors have received Safeguarding Training for Governors</i></p>
<p>The school has an RSE policy which meets statutory requirements and meets pupil's local needs e.g.- the local context of safeguarding?</p>	<p>Yes</p>

Statutory Requirements / Training	Evidence/ If not what plans are in place
Is there an up-to-date Training Record/registers for all staff, governors, and volunteers?	Yes. File in the office with all training records, dated and signed. Tracy Slater
Do you hold all the original Training certificates on file? DSL Safer Recruitment Paediatric First Aid	<i>Yes held in office</i>
Has the Senior & Deputy Lead and all other Designated Safeguarding Lead/s had training relevant to their role, which is kept up to date annually and has a certified course every two years after that?	Yes On Training Record
Does the Head Teacher and all staff undergo Child Protection training which is updated “regularly” at least annually; this must include whole school training?	Yes On Training Record
Do you undertake annual whole school training which includes induction for new starters, and this includes supply & agency?	Yes
Are you equipping those staff who will under sex relationship/ healthy relationship education to be able to deliver this in the classroom and as part of a developing curriculum?	Yes All trained. Curriculum is discussed.

<p>Safer Recruitment Training, (at least one person on every interview panel-training every five years with a three year top up/refresher) [It may also be beneficial for staff involved in the administration of recruitment procedures to take part in this training too.]</p>	<p>Yes on training record There is evidence that this was the case in interviews. Tracy Slater and Lucie Harris also trained. Governors have also been invited to be on the recruitment panel.</p>
<p>Are there at least two questions at interview about safeguarding?</p>	<p>Yes</p>
<p>Is the role of both Senior Designated Safeguarding Lead explicit in the person's job description?  Is the role of Dep Designated Safeguarding Lead explicit in the person's job description?</p>	<p>Yes  Yes</p>
<p>It is essential that the Designated Safeguarding Lead has the 'appropriate authority' for this role. Is this the case?</p>	<p>Yes</p>
<p>Does the Designated Safeguarding Lead have "sufficient time, funding, training, resources and support to provide advice and support?</p>	<p>Yes Time is spent daily on this on reading CPOMS entries, talking with staff and children as required. Friday afternoon is set aside weekly to review and monitor previous weeks entries.</p>

Statutory Requirements	Evidence/ If not what plans are in place
<b>Mandatory Induction &amp; updates for all staff includes the following: all staff should also understand these.</b>	
Does induction & updates include the signs and symptoms of abuse, & contextual safeguarding e.g. CRE, CSE, Serious violence, gangs - and information about how to raise concerns?	Yes <i>Training this year was undertaken on the 1.9.23 led by The Flying Child Project.</i>
Does all staff & governors know about the local issues facing pupils in their community & are kept up to date with this?	Yes. All governors received training as a whole body. All staff receive regular updates during staff meetings.
Are all teaching staff clear about who to report to and how to report a concern – Children’s social care referral/advice routes	Yes we have a flow chart on safeguarding board and this is in the staff toilets
Are all non- teaching staff e.g. lunchtime supervisors, clear about what is abuse and their duties to report and who and how in the school?	<i>Yes Headteacher meets with them</i>
Are all staff aware of Domestic Abuse, the school DA notifications received from the police, and understand the impact of children living in households with domestic abuse?	Yes
Are all staff aware of the link between mental health, emotional wellbeing, and risk of children and understand the impact on children struggling with this?	Yes



Do non-teaching staff receive additional updates relevant to their role to keep them up to date with national & local critical issues	Yes, we have weekly briefings on a Monday and weekly emailed updates sent to all staff
Staff Code of Conduct [including use of the internet / social media; staff/pupil relationships; and information about the 'Position of Trust'.	Yes all discussed during training and on the safeguarding board.
Child Protection and Safeguarding Policy	Yes and it is on the website
Procedure on the managing allegations against staff	<i>Yes. Use of MOPPs and partnered with Educational Personal Services.</i>
Know about The Local Authority Designated Officer (LADO) and who the LADO is Flowchart displayed for staff.	Yes on safeguarding board and in the toilets. Evidence of discussions with LADO.
Keeping Children Safe in Education – Information for all staff At least part one - all staff including volunteers At least part one & two- all senior leaders including governors	Signed Yes and signed to say they have read it.
Attention is drawn to the non-statutory guidance 'What to do if you're worried a child is being abused'	Yes
How to raise a concern or allegation about another adult in school.	Yes
Information sharing advice for safeguarding practitioners (DfE 2018)	

	Yes
Whistleblowing Policy available?	Yes
<b>Other</b>	
Appointment of a lead/designated teacher/pastoral lead in anti-bullying & online safety?	<i>Gemma Gundry Sam Paine</i>
Is the school developing a culture of online safety as a safeguarding priority in the school?	Yes and part of our curriculum. Online Safety Question at the beginning of each Computing Session.
Is the Headteacher clear that in the case of Allegations against Staff they must not investigate but submit a LADO referral form <b>in all cases if it meets the threshold?</b> Does the Head report within one day, by using the form all allegations against staff to the LADO?	Yes Uses the safeguarding procedures & process Yes
Are there records of when an allegation is not referred and the decision making around this and any internal risk management therefore, in place? (KCSIE21)	<i>Advice has always ben sought based around allegations.</i>
Is there accurate recording of pupil attendance, including where appropriate in-lesson/ off site recording?	Yes
Is there robust follow-up to pupil absence?	<i>Yes Monthly reviews and communication sent to parents.</i>

<p>Are there mechanisms for managing attendance and for those vulnerable children not in school?</p>	<p>Yes, call any family we have not heard from by at least 9:30. Meet families where we have concerns and work with them. Where necessary we follow legal route.</p>
<p>Does the school have appropriate safeguarding procedures for children who go missing from education, particularly on repeat occasions?</p>	<p>Yes we report this to the LA. Complete a Missing from Education form.</p>
<p>Does the school have and use processes for EHE and when parents are requesting EHE for their child? Can they evidence what these are and parents/carers who have requested this?</p>	<p>Yes we report this to the LA. Complete the specified forms.</p>

<p>Is the environment safe? Regular walk arounds &amp; audit of premises, including access to &amp; from school?</p>	<p>We have Perimeter / Access / physical safety around the building, robust reception, security of access and exist, robust signing in. Frequency of walk rounds with Governors to increase.</p>
<p>Are staff aware of their mandatory duty under the Serious Crime Act 2015, to make a report to the police if they hear a disclosure that a girl under 18 appears to have undergone Female Genital Mutilation?</p>	<p>Yes This is reflected in our training. FGM training has been a focus session.</p>
<p>Are staff aware of the most critical specific safeguarding issues</p> <ul style="list-style-type: none"> <li>FGM</li> <li>CSE</li> <li>Child sexual abuse within the family</li> <li>Online safety</li> <li>Distribution of peer images/ Sexting</li> <li>Peer on peer abuse</li> <li>Prevent Duties</li> <li>Dealing with medical needs/Admin of medicines</li> <li>Criminal exploitation &amp; County lines (CRE)</li> <li>Knives &amp; gang culture</li> </ul>	<p>Yes, this is reflected in our training and Child Protection Policy</p>

Ofsted	Evidence/ If not what plans are in place
<b>Leadership and Management</b>	
Do leaders and managers check and ensure safeguarding is in the curriculum (KCSIE)	Yes we have a planned curriculum
Is there a framework of safer recruitment & safer working practices evident through QA of all processes?	Yes
Are the pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, clearly at the heart of the school's work?	Yes planned in the curriculum. SMSC document and British Values document.
Is safeguarding practice effective? (not just in the statutory / documentary sense)	Yes and this is monitored by the SLT and Safeguarding Governor..
Have leaders & managers created a culture of vigilance? Is pupil welfare actively promoted?	Yes and this is monitored by the SLT.
Is there evidence of using pupil and parent questionnaires' & or tools to self-assess whether pupils feel happy in the school/college?	Yes pupil confernces. Increase use of Parent surveys.
Are pupils listened to and do they feel safe?	Yes and monitored by SLT through pupil interviews at least termly
	Yes and monitored by SLT through pupil interviews at least termly

Are staff trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they know how to and have evidence that they report concerns?	
Do leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan?	Yes and monitored by SLT
Is there evidence of multi-agency partnership working?	Yes see CPOMs
Is there vigilant and consistent implementation of policies and procedures to ensure that children's health, safety and well-being are supported?	Yes and reviewed regularly by Governors we use a spreadsheet using RAG to alert us
How effectively do leaders' work to protect pupils from radicalisation and extremism? Do leaders respond swiftly where pupils are vulnerable to these issues? Is there high-quality training to develop the vigilance, confidence and competency of staff so that they can challenge pupils' views and encourage debate?	All staff undergone Prevent training and this is regularly discussed in training
Do learners take responsibility for keeping themselves safe and healthy?	Yes we discuss ways to keep safe and teach how to keep safe through the curriculum. PSHE Curriculum including Safeguarding. Risk assessment is also part of the curriculum.
Does the school have clear and robust policies around the delivery, collection, & supervision of children when outside?	Yes, gates locked and door coded. Child Absconding Policy has been written.
Are there robust systems in place on reception for all visitors and including contractors?	Yes in reception and on websites

Is there safeguarding information on display in the school and in reception for visitors and parents?	Yes in reception and on websites
All staff, visitors, contractors wear ID and pupils are aware of this? Do staff sign in and out?	Visitors wear badges and contractors wear badges. Lanyard system that children understand and are able to discuss. Staff sign in and out.
Are there adequate arrangements for alternative provision/off site education & safeguarding checks as part of the process?	We do not use this currently.

<b>Behaviour &amp; Attitudes, Personal Development</b>	
Does the school's approach to attendance ensure that no specific group of pupils is disadvantaged by a high absence rate? Is poor attendance tackled to ensure that pupils move towards at least expected attendance rates?	We monitor attendance daily and discuss any concerns with families.
Does the behaviour management policy reflect the culture of safeguarding & is in line with inclusivity?	Yes see policy
Is the school aware of the need to support and evidence the needs of looked after children and the role of the virtual school in that support?	Yes
	Yes we test this out through pupil conferences

Does the school have an open culture that actively promotes all aspects of pupils' welfare? Are pupils' safe and do they always feel safe. Do they understand how to keep themselves and others safe in different situations and settings? Do they trust appropriate adults to take rapid and appropriate action to resolve any concerns they have?	
Does the school have a RSHE policy which tackles sensitive issues like abuse?	Yes see policy
Most children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation, and respect for others.	Yes our Ofsted report commented on children's behaviour.
Do staff and pupils work hard to prevent all forms of bullying and do they deal effectively with instances of bullying behaviour.	Yes and this links to our values. We set high expectations and work with Primary Behaviour support to further enhance this.
To what extent do pupils have an effective understanding of how to stay safe online, including the dangers of inappropriate use of mobile technology and social networking sites?	We have Subject Ambassadors and teach this through the curriculum as well as weekly Online Safety questions.
To what extent do pupils have information and know about how to handle tricky, dangerous situations to help with later life skills	PSHE curriculum.
To what extent can the school demonstrate preparing pupils for transition to include keeping themselves safe and coping with moving on?	We have an excellent transition programme and especially support vulnerable pupils who need additional support. Our ELSA works together with the children as well as teachers and LSAs and we work to involve families.



<b>Early Help</b>	
Does the school understand the role of early help, and identifying and supporting emerging needs?	Yes and make referrals. We also use the threshold chart to support this judgement.

<b>Transition</b>	
Those pupils who have welfare/CP concerns & where there is a file, a discussion takes place with the receiving in DSL of the school to alert the school of any issues, & in preparation of the new school to be fully informed?	Yes this is robust.

<b>Ofsted</b>	<b>Evidence/ If not what plans are in place</b>
<b>Inspecting Safeguarding in early years, education and skills settings</b>	
Creation of a positive culture, where 'safeguarding is an important part of everyday life', backed up by staff training at every level.	Yes

The effectiveness of safer recruitment, vetting, and safeguarding policies and procedures.	Yes
Staff awareness of the signs of harm from within the family and the wider community.	Yes
Timeliness of response to safeguarding concerns.	Yes
Quality of the school's contribution to multi-agency plans for children. Evidence of partnership working for the most vulnerable & disadvantaged pupils in the school?	Yes

<b>Children and Young People</b>	
Is there a positive impact on learners from the school's safeguarding approach?	Yes pupils feel safe and happy
Do children know how to complain and understand the process to do so?	Yes the children are encouraged to share their opinions and talk with trusted adults.
Can children name a trusted adult they can talk to about concerns?	Yes and checked in pupil interviews

Are children supported, protected and kept informed of any actions when they raise concerns?	Yes
Are children safe from discrimination and bullying?	If this occurs it is dealt with immediately and monitored. Different solutions are put into practise.
Are children supported in learning to recognise and manage risk?	Yes in the curriculum such as science and in Forest School.
Are children absent from school quickly and robustly followed up?	Yes, office calls home before 9:30

<b>Adults</b>	
There is a clear and effective policy that describes the safeguarding procedures in the school which is 'regularly reviewed'	Yes
Adults give a 'strong, proactive response' that reduces the risk of harm e.g. - staff can identify learners who are vulnerable	Yes
Adults understand that indicators of all types of harm to children and young people, including child & criminal sexual exploitation, and issues concerning radicalisation or extremism	Yes
Adults understand the risks from technology and the internet and can support children in learning how to keep safe online	Yes
There are effective safeguarding procedures and concerns are shared 'immediately'	Yes
	Yes

Adults seeks consent from parents before sharing information (unless to do so would increase the risk of or actual harm to a child)	
Staff respond to children with clear boundaries and understand the triggers for behaviour	Yes
Staff work as a team and reflect on their responses to the behaviour of learners	Yes
Staff can use de-escalation strategies	Yes
Where physical intervention strategies are used, that all incidents are 'reviewed, recorded and monitored' and 'the views of the learner are sought and understood'	Yes
There are clear and effective arrangements for supervision and support to staff who work 'directly and regularly with learners whose safety and welfare are at risk'.	Yes
Leaders know about & staff use individual risk management plans e.g.- problematic/sexually harmful behaviour, "runners" from school, complex health conditions, emotional health & wellbeing (risk of self-harm/suicide)	Yes

<p><b>In addition:</b>  <b>Safeguarding requirements for <i>leaders and managers</i></b>  (Responsibilities placed on governing bodies, registered providers, proprietors and management committees)</p>	
<p><b>Counter Terrorism and Security Act 2015 Duties / Preventing Terrorism</b></p>	<p><b>Evidence/ If not what plans are in place</b></p>
<p>Has a member of staff been identified to lead on <i>Prevent</i></p>	<p>Yes</p>
<p>Have staff received training about their <i>Prevent</i> duties, the issues involved, how to recognise and report concerns, and how to tackle questions they may be asked.</p>	<p>Yes 1/9/22</p>
<p>As a minimum, the DSL should have completed <i>Prevent</i> awareness training, and be able to provide advice and support to other staff.</p>	<p>Yes Training record in place.</p>
<p>Have governors been made aware of their duties in relation to <i>Prevent</i></p>	<p>Yes</p>
<p>Does the school have effective engagement with parents &amp; families?</p>	<p>Yes</p>
<p>Is the school able to demonstrate a general understanding of risk for children and young people in the area?</p>	<p>Yes</p>
<p>Are strategies in place to identify 'At Risk' students?</p>	<p>Yes</p>

Are procedures in place to protect children at risk of radicalisation?	Yes
Has the Safeguarding and/or Child Protection Policy been updated to account for the Prevent duty? OR Has a separate policy been written for preventing young people being drawn into terrorism? (model DCC policy available)	Yes
Has the referral route for extremism concerns been made explicit?	Yes
Does the school have effective policies for the booking and supervision of visiting speakers?	Yes
Do school staff understand how to make a referral to the Channel programme?	Yes
Are staff aware of the increased risk of online radicalisation? How are they reducing this risk for children and young people in the school?	Yes
Does the school's ICT filtering system successfully prevent the online access of extremist materials?	Yes
Does the school's ICT filtering system appropriately filter online access in community languages?	Yes

Website – Safeguarding	Evidence/ If not what plans are in place
Evidence of how the school safeguards its pupils is accessible and easy to find? Separate section? -linked to safeguarding policies on the site?	Yes
Have added the CEOP report abuse button & other online reporting mechanisms to get help?	Yes
Information for parents/carers? Useful national websites to support parents/carers in the role? E.g.- on line safety	Yes
Evidence of promoting safeguarding activities for pupils.	Yes
A statement of the school’s ethos and values.	Yes
Copy of Safeguarding and Child Protection Policy & it is up to date?	Yes
Copy of the behaviour policy?	Yes
Copy of the complaints policy & how to use the complaints procedure?	Yes
Evidence of anti-bullying? copy of statement/policy Initiatives/ awards	Yes



Evidence of child participation? Pupil counsels Childs voice	Yes
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