

# Learn-AT

Learning ~ Fellowship

## Safeguarding Practice Guidance

2017

## Table of Contents

<b>1</b>	Introduction	<b>3</b>
<b>2</b>	The Law and National Framework	<b>3</b>
<b>3</b>	Definitions	<b>4</b>
<b>4</b>	Roles and responsibilities	<b>4</b>
<b>5</b>	Safer Recruitment	<b>7</b>
<b>6</b>	Working in partnership	<b>8</b>
<b>7</b>	Responding to concerns	<b>8</b>
<b>8</b>	Procedural steps	<b>10</b>
<b>9</b>	Escalation	<b>11</b>
<b>10</b>	Recording of concerns	<b>11</b>
<b>11</b>	Referral to Social Care	<b>11</b>
<b>12</b>	Particular Circumstances	<b>12</b>
<b>13</b>	Public Protection Concerns	<b>14</b>
<b>14</b>	Radicalisation and Extremism	<b>14</b>
<b>15</b>	Diversity and Safeguarding	<b>14</b>
<b>16</b>	Good Practice and Safeguarding	<b>15</b>
<b>17</b>	Help and Support During and After Dealing with Safeguarding Matters	<b>16</b>
<b>18</b>	Managing Allegations against Adults Working within the Trust	<b>16</b>
<b>19</b>	Appendix 1 - Legal Powers and Duties	<b>18</b>
<b>20</b>	Appendix 2 - Flowchart of Actions	<b>20</b>
<b>21</b>	Appendix 3 - SGF1 Form	<b>21</b>
<b>22</b>	Appendix 4 - Categories of Abuse	<b>25</b>
<b>23</b>	Appendix 5 - Safeguarding Checklist	<b>26</b>
<b>24</b>	Appendix 6 - Internal Process Flowchart	<b>27</b>
<b>25</b>	Appendix 7 – Learn-AT Annual Safeguarding Calendar	<b>28</b>

## 1. Introduction

All Learn-AT staff, including the central team, will adhere to the policy and procedural requirements as laid out in its Safeguarding Policy 2017.

This Safeguarding Practice Guidance should be followed to ensure that on a day to day basis the needs of the children and young people can be promoted, addressed and given the highest priority. To this effect every member of staff, no matter what their role, will be given this document when they join the organisation.

## 2. The Law and National Framework

The requirements of the trust and each academy to safeguard and promote the welfare of all children and young people are embedded in legislation, government and local authority guidance. Learn-AT policy is therefore in line with this wider framework.

**Legal:** Appendix 1 outlines the key legal framework and the important difference between prevention and protection which now underpin the work of safeguarding.

**Government:** the government guidance 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education 2016' are the essential national safeguarding documents and give practical guidance on implementing legal requirements. Each academy should have at least one copy of each which should be accessible to staff.

**All Learn-AT staff must be issued with their own copy of Part 1 of Keeping Children Safe in Education 2016.** Time must be given for staff to read the document and they must confirm by return that they have both read and understood the document. Each academy provides a quiz for all staff to help them to engage with and understand the requirements.

**Local:** each Local Authority Children's Services, Social Care department, has a Local Safeguarding Children Board (LSCB) made up of senior managers from each main organisation to oversee at a local level the arrangements for working together in the interest of safeguarding. This body produces LSCB procedures which are in line with 'Working Together to Safeguard Children 2015' and which influence each organisation's own procedures.

Each academy should have access to an online copy of their Local Authority's LSCB procedures.

**Organisational:** The Trust has its own policy and procedure which mirrors and compliments all of the above.

**Daily:** This policy must be accessible to all staff in each academy no matter what their role.

### **3. Definitions**

It is important to see safeguarding as the “umbrella” term for everything that is done to support children and young people, to keep them safe and promote their welfare. ‘Working Together to Safeguard Children 2015’ defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of a child's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care: and
- taking action to enable all children to have the best life chances.

Child protection however is defined as:

- part of safeguarding and promoting welfare;
- the activity to protect specific children who are suffering, or who are likely to suffer, significant harm.

It can be seen therefore that protection is only one part of safeguarding and indeed the spirit of the legislation is about promotion of children's needs and the prevention of harm. This supports the need for all staff to be able to respond early when they have a concern rather than wait until something is more defined and certain.

The most critical message from the legislation is that “the child's welfare is paramount”.

### **4. Roles and Responsibilities**

Everyone has a role to play in ensuring the well-being and safety of children, young people, their families and each other.

Each academy will appoint a member of the Senior Leadership Team to the role of Designated Safeguarding Lead (DSL). The DSL is the person to whom staff should pass their concerns and who will ensure a practical and efficient way of dealing with those concerns. Each academy will appoint a Deputy DSL who will provide cover and extra capacity for the DSL.

The DSL will:

- ensure an open and efficient route for staff to bring concerns to them of any sort and to have their concerns taken seriously;
- promote the procedural pathway within the academy so staff are aware of the way to report concerns;
- ensure academy procedures are followed and adhered to with regard to referring a child if there are concerns about possible abuse;
- offer clear advice and support to staff bringing concerns or needing help;
- consider whether concerns referred to him/her need to be referred to Children's Social Care. Appendix 2 provides a flowchart which

summarises the actions a DSL should undertake in deciding if a referral is needed;

- offer appropriate feedback as necessary as to the progress of the concern;
- maintain written records of concerns about a child even if there is no need to make an immediate referral and keep a record system to ensure consistency;
- discuss with the Principal any complex concerns;
- ensure that all such records are kept confidentially and securely and are separate from pupil records;
- ensure that an indication of further record-keeping is marked on the pupil record;
- ensure complex cases are referred without delay and especially where a child or young person subject to a child protection plan is involved;
- gather, collate and analyse as appropriate all relevant information for purposes of quality assurance.

The Trust recognises that larger academies may require additional capacity to support the DSL. In these circumstances more than one Deputy DSL can be identified. All Deputy DSLs should have training to the same level as the DSL.

The Principal will:

- offer day to day support and guidance to the DSL as necessary;
- oversee the promotion of safeguarding throughout the academy, ensuring all staff are appropriately trained and aware of their responsibilities;
- ensure cover where necessary in the absence of the DSL;
- offer supervision to the DSL in relation to their role and decisions made;
- ensure that a senior member of staff is designated as the person in charge of Looked After Children and receives appropriate training;
- encourage pupils and parents to inform the academy of any concerns;
- work with the representative of the academy Local Governing Body to put mechanisms in place to ensure that pupils requiring safeguarding measures are monitored in relation to their situation and progress with their learning;
- ensure all recruitment procedures follow safeguarding best practice based on advice from HR;
- contribute as appropriate to quality assurance processes; and
- ensure sufficient allocation of time is given to DSLs to undertake the role.

The academy Senior Leadership Team will support the Principal to discharge the duties to safeguard. In order to do this the Senior Leadership Team will:

- promote the importance of safeguarding throughout the academy;
- oversee the effectiveness of safeguarding systems, especially procedures, and review and report any changes that are required;
- support the work of the DSL to ensure an effective process for dealing with concerns; and
- ensure that the academy fulfils its statutory duty to co-operate with other agencies and that the chain of accountability is clear from front line to senior level.

All Staff will:

- ensure they have their own copy of this Safeguarding Practice Guidance and know how to access the Safeguarding Policy and the related procedures and policies, including the Child Protection Policy;
- make sure they have undertaken the appropriate training for their role;
- take responsibility to report any concerns, no matter what their role;
- ensure they have a copy of part 1 of Keeping Children Safe in Education 2016 and that they have read and understand it;
- be aware of the need to minimise their own vulnerability in not being alone with children or in situations that could render them vulnerable to poor practice and/or allegations against them; and
- always be aware of the needs of young people and be vigilant for any possible signs of abuse.

The Trust Safeguarding Manager will:

- ensure that all policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes disseminated to all academies;
- ensure that there are systems in place to support the effective management of safeguarding, especially the role of DSLs, training for all staff and supervision as appropriate;
- ensure that there is available to academy principals someone who can offer appropriate external advice and support with safeguarding concerns especially when they are complex and/or relate to allegations against staff;
- ensure quality assurance processes are in place and oversee the information they produce to measure the progress and effectiveness of existing safeguarding frameworks; and
- produce information to the Trust Board in relation to Safeguarding to ensure that the Board can demonstrate that it is discharging its safeguarding obligations appropriately.

## 5. Safer Recruitment

The Trust creates a culture of safe recruitment and adopts recruitment procedures that help deter, reject or identify people who might abuse children. It will make decisions about the suitability of prospective employees/volunteers based on checks and evidence obtained throughout the recruitment and selection process.

An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of employment checks. The level of checks required will depend on the role and duties of an applicant and determined by regulated or unregulated activity and whether the work is supervised or unsupervised as defined by the DfE, Keeping Children Safe in Education, statutory guidance for schools and colleges, 2016.

The Trust will carry out the following employment checks for all new appointments to regulated activity:

- Verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start employment in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as teacher is not subject to a prohibition order issued by the Secretary of State, using the Teacher Services Online service;
- Verify the candidates mental and physical fitness to carry out their work responsibilities. (NB - a job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role);
- Verify the person's right to work in the UK;
- Make any further checks the Trust considers appropriate if the person has lived or worked outside the UK;
- Verify professional qualifications as appropriate; and
- Seek employment references, verifying previous employment history.

A record of the checks carried out will be held in a single central record (SCR) and will cover the following people:

- all staff (including supply staff) who work at the academy;
- all others who work in regular contact with children in the academy, including; and
- all members of the proprietor body, ie the Trust Board.

***Advice and guidance about safer recruitment and pro-forma templates to support compliance are available from Leicestershire Traded Service – Safeguarding and HR.***

The SCR will also hold information from any agency or third party organisation the Trust uses. This will include details of individuals who will be working at the academies (for example, contractors) and their identity will be checked upon arrival to ensure the person presenting themselves for work is the same person on whom the checks have been made.

## **6. Working in Partnership**

### **Parents/Carers**

Wherever possible, dealing with concerns should be done in co-operation with those with caring responsibility for the child/young person unless to do so would place them at further risk. Research is very clear that the greater and sooner the engagement with parents/carers, the better the outcome for the child.

However, decisions about informing parents/carers and asking questions about concerns are delicate and so advice should be taken by the DSL to ensure this is done in the interests of the child/young person.

### **External Agencies**

It is essential to have on-going engagement with external agencies. DSLs and Principals will have contacts with such agencies and represent the Academies at various multi-agency meetings.

### **Children and Young People**

As a result of learning from Serious Case Reviews, it is important to ensure that, wherever appropriate, the child or young person is included in any decisions about them, including how to progress a concern. This may simply involve getting information from them about relevant matters and/or seeking their views about how they feel matters could be resolved. Section 53, Children Act 2004 makes explicit the need to seek the child's wishes and feelings when dealing with concerns about them - see Appendix 2.

## **7. Responding to concerns for help**

"Doing nothing is not an option" – Inquiry into the death of Baby Peter – Lord Laming

It is the responsibility of everyone in the life of the Trust to take any concerns seriously and deal with them appropriately.

It is likely that concerns will arise in a number of ways:

- Someone has a 'niggling concern' – often described as a 'feeling in the belly' or a 'feeling that something isn't right'. Such a response requires staff to talk with each other and begin a dialogue to see if a child needs an early response or intervention about a particular matter;



- Regular patterns of behaviour or concerns – in isolation, it is likely that a concern could be explained or dismissed. However, with good recording systems, concerns can become more identifiable when they are more regular and persistent;
- Behaviours of children – given that children will often communicate their concerns in many ways and especially through their behaviour, it may be that the behaviour is in itself a form of disclosure;
- Concerns about general welfare of a child which might need practical immediate help;
- Third party information – another child or adult shares information about someone;
- Concerns about staff arise and how they relate to a child;
- Observing the behaviour between children with each other;
- A specific disclosure – a child makes a specific allegation or disclosure;
- Concerns about a member of staff's behaviour in relation to their own children, perhaps expressed through social conversation or evident because the member of staff is going through personal difficulties, which could affect their own parenting capacity and/or professional judgement.

All concerns, no matter how they arise, should be taken seriously and considered for action and the appropriate steps taken as part of Trust procedures. However, any concerns or allegations of abuse must be reported immediately as these will always need to be passed to the appropriate Local Authority.

All staff will be alert to their own possible hesitations in passing on concerns of any sort, the most common being:

- the fear of being wrong;
- the fear of reprisals from others;
- the fear of 'spoiling' a relationship with a child, their family or a member of staff if it about them;
- thinking that a behaviour or concern is 'normal' and therefore can be dealt with as part of their day to day care without any other action necessary;
- explaining a child's behaviour as part of their disability or learning needs, thus not giving adequate attention to the concern or even dismissing it;
- not being strong enough to challenge others who don't agree that there is a concern, especially when a staff member is new or afraid to challenge managers;
- worrying that reporting will make it worse for the child;
- believing that it is others who have the responsibility to deal with safeguarding issues – "it's not my job".

In addition, staff should be aware that there are a number of reasons why children may not want, or be able, to tell of a concern:

- they are scared because they are being threatened;
- they worry about what will happen to them;
- they think what is happening to them is normal for themselves – and everyone else too;
- they cannot communicate in a way that gets their concern acknowledged;
- they are afraid that they will not be taken seriously;
- they have tried to tell before but to no avail and so don't want to bother again;
- they worry about getting their parents/family into trouble.

It will be especially important to recognise that for children with Special Educational Needs and Disabilities, and/or English as an Additional Language, their ability to communicate any concerns may need extra sensitive support and skill.

It is NOT the responsibility of staff to make judgements about whether what a child says is true or not. It is important to take the child seriously and ensure that the correct procedure is followed to allow a thorough assessment of the concern and then for the DSL to determine the best courses of action.

## **8. Procedural Steps**

Some concerns may be able to be dealt with as part of the day to day care of the child. However, those concerns should still be recorded and passed to the DSL as there may have been previous similar low level concerns which will help to form a bigger picture and for which a pattern is forming.

Any concern should be recorded on the Trust's Safeguarding Form (attached at Appendix 3) and passed without delay to the DSL. If the matter is of a protection nature and needs urgent attention, there should be no delay in notifying the DSL and even if this means the Safeguarding Form is completed subsequently.

Staff should not investigate the concern. The DSL is responsible for considering the concern, assessing it and recommending appropriate action, including further investigation.

There will be a number of options for the DSL to consider which need to be in line with Local Authority thresholds for intervention. Some practical steps may be:

- i. No further action – this should only be agreed and recorded if the matter is already dealt with, possibly as part of the day to day care of the child and there are no outstanding safeguarding concerns.
- ii. Monitor the well-being for the child – this should only be agreed if the concerns are manageable within the academy setting, as part of a plan which makes clear what is to be monitored and with a review timescale appropriate to the concern. It may be appropriate that an Early Help Assessment is commenced.
- iii. Seek advice from Social Care for options for help and support - especially for a child in need.

- iv. Make a formal referral to Social Care as per the Local Authority threshold for intervention and especially if allegations of abuse are made in any capacity.

## **9. Escalation**

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL;
- staff not being satisfied about the decision of the DSL or Principal;
- staff aware that a colleague has not passed on a concern;
- external agencies not accepting a referral from an academy when it is felt one is needed;
- staff not aware of what has happened to their concern because of a lack of feedback.

It is important that staff do not close a concern because they feel “stuck” or “they can’t do anymore”. It is important to escalate concerns to DSLs, Principals, other senior staff or if necessary, to the Trust Safeguarding Manager.

The important principle is not to allow a concern to be “closed down” without it having received the necessary attention, assessment and resolution.

## **10. Recording of Concerns**

The Trust Safeguarding Form (attached at Appendix 3) is the official recording form for all academies and the central team and should be used by anyone who has a concern of any sort, no matter what their role or status. The form also records the actions taken by the DSL.

This form is as important for niggling concerns as for any other concern as it will identify any early help needed and give a picture of any resources needed as a means of prevention.

The referral form will be stored securely in the school’s safeguarding record keeping system. Any electronic records should be password protected and kept in the academy’s electronic safeguarding management record keeping system (HP Easy Connect Server).

## **11. Referral to Social Care**

All academies will use their Local Authority’s threshold criteria for determining those situations which need to be formally referred to Children’s Services, Social Care.

Once a decision has been made to make a formal referral, the matter should be referred by the DSL, by telephone, to the Local Authority’s agreed point of referral. The DSL will always complete the required referral form agreed with the local Social Care team, within 24 hours of the academy referral.

It will be important for the DSL to follow up with Social Care any action that has been agreed to ensure there is no delay in reaching outcomes and to avoid a child remaining vulnerable.

## **12. Particular Circumstances**

The categories of abuse for children are outlined in Appendix 4. Any concerns in any of these categories will be of the highest priority and should be reported without delay to Social Care so that they can assess them thoroughly.

In addition, there are other circumstances which need urgent consideration because for children and young people to live in such situations their vulnerability may increase and could lead, in some instances, to abuse.

'Keeping Children Safe in Education July 2016' and "Working Together to Safeguard Children 2015" identify those areas of vulnerability, all of which need to be assessed and the impact on the whole family considered:

- Child Sexual Exploitation (CSE) – Children's Services have protocols for dealing with CSE and advice should always be taken as to the most appropriate options available;
- bullying, including cyberbullying – this often needs advice from external agencies, especially if managing the behaviour within the academy is having little effect;
- domestic violence – it is important to acknowledge that children and young people remain vulnerable within such settings and help is often needed quickly;
- drugs - both the use of and the effect of living in a household of adults using drugs. The wider implications of being subject to dealers and exploiters is very significant;
- fabricated or induced illness - Children's Services have protocols for which careful steps must be followed and advice taken;
- faith abuse - children and young people affected by faith and/or religious cultures, directly abused by those in faith positions and indoctrination to follow particular faith pathways need advice from agencies;
- Female Genital Mutilation (FGM) - advice must be sought. Growing research suggests information is often known about children who have been subject to FGM or at threat of it or that someone else in the family has been subject to it. All such concerns should be reported. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. This needs to be done with the support of the Designated Safeguarding Lead and must be followed up by a written initial concern form;
- forced marriage - advice must be taken without delay;
- gangs and youth violence - these are often complex situations and need the coordination of all agencies;

- gender-based violence/ Violence Against Women and Girls (VAWG) - this is a growing and significant area of safeguarding and needs urgent co-ordination and response;
- mental health – children and young people living with parents with mental ill health issues may be vulnerable due to becoming a young carer. They need help to make sense of the parent's illnesses and/or may be worrying that they too will become ill – (see 'Keeping the Family in Mind' Barnardos);
- Private fostering – A private fostering arrangement is essentially one that is made privately (without the involvement of the Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative (examples of close relatives include: parent, step-parent, sibling, aunt, uncle or grandparent) with the intention that it should last for 28 days or more. If the intention is for the arrangement to be for more than 28 days Children's Services must be informed to assess the situation and ensure the child's welfare and is being safeguarded by the new carers;
- teenage relationship abuse - relationships between young people either as friends or boyfriend/girlfriend can be seen as normal but exploitation and early signs of tension, disputes and potential violence need to be dealt with very early and preventatively;
- trafficking – children and young people who disappear or are at risk of removal from families and their home should be seen as of highest priority.

In addition, other relevant areas of vulnerability may include children:

- who are living with, or witnessing, a combination of domestic abuse, substance misuse or parental mental ill health. Research has made clear that children living in one or more of these situations will be particularly vulnerable and will need the help of others to assess the impact on their well-being;
- up to the age of 16 years old (for disabled children 18 years) who are young carers, who have responsibility for parents and/or siblings;
- who are vulnerable through the use of technology and social media (E-Safety);
- who are disabled, especially with communication and learning disabilities or have medical conditions;
- who self-harm;
- who harm other children, especially sexually;
- who have transient, chaotic and erratic lifestyles, especially because of changes accommodation or periods of being missing;
- subject to discrimination;
- who are sending or receiving inappropriate and/or offensive images/language (including sexting).

### **13. Public Protection Concerns**

In certain situations, there are public protection risks. This refers to a situation where someone may remain a risk to others because of the nature of the situation. In such cases, wider considerations must be given to others who may be at risk, whether or not there is evidence that this is the case. Such situations would include:

- an adult or child who has disclosed sexual abuse within childhood – the questions remain about where their abuser is and if they are currently having contact with other children and other vulnerable people within or external to their own family. It could also be that they are in a professional role involving children and young people;
- concerns about children and young people being exploited – sexually, through supply of drugs, financially etc. Consideration should be given to the whereabouts of those who are causing the harm and in what context are they operating i.e. alone or with others;
- other general situations where adults may simply be behaving inappropriately and could therefore be a risk in a number of general ways e.g. driving whilst under the influence of alcohol puts the public at large at risk.

In all Public Protection matters the DSL should be informed and they will make the appropriate contact with Children's Services and/or the Police. Consent to refer is not required in such situations because of the wider implications of risk to others.

The co-ordination of such concerns is done through Multi-Agency Public Protection Arrangements (MAPPA), made up of Social Care, Police and Probation and other appropriate agencies as required.

In these circumstances, the MAPPA co-ordinator for the Local Authority should be contacted by the DSL.

### **14. Radicalisation and Extremism**

The Trust has a statutory duty under the Counter Terrorism and Security Act 2015 and through statutory guidance on the Prevent duty to have due regard to the need to prevent people from being drawn into terrorism. The Trust has a Community Cohesion and Preventing Extremism and Radicalisation Policy which should be read in conjunction with this Practice Guidance.

### **15. Diversity and Safeguarding**

All children have the right to be free from harm and protected. The procedures should be followed irrespective of a child's diverse needs to ensure that they get the

right sensitive help but also so as not to “normalise” their behaviour due to their particular individual needs and how they are expressed.

It will be important to speak with the DSL to ensure that the needs of the child or young person are respected without losing sight of the safeguarding concerns which need addressing. It may be that help and advice is required from external agencies.

In particular, concerns about children and young people with disabilities need a thorough assessment, given research is clear that these children are more open to abuse from others because of their increased vulnerability.

The individual and diverse needs of each child and young person should be clearly recorded as part of the child's day-to-day support. It will be particularly important should concerns arise that staff are sensitive to the right support and services for those needs, giving extra consideration to the specific targeted help and care. This will sometimes require the expertise of others and external agencies.

## **16. Good Practice and Safeguarding**

All staff should constantly be aware of the situations in which they work which might increase their own vulnerability and that of others, especially the children or young people.

Staff should pay particular attention to:

- not forming any inappropriate relationship with pupils, including Post-16 students, including a sexual relationship (which is illegal), or any other social relationship;
- not being alone with children or young people without supervision or chaperone (for instance if a child requests a private discussion you should not be alone in a room with a closed door);
- not being over-friendly with children so as to blur professional boundaries or give poor models of conduct or behaviour;
- not using social media in any way which compromises their role and professional accountability, especially in communicating with children or young people without permission;
- not taking pictures of any pupil on personal phones or cameras;
- not engaging with children and young people in a way which creates a dependency on them and which colludes with inappropriate relationships of any kind;
- not discussing matters related to anything or anyone at work in a social context and with those who have no right to hear such information, including friends and family as appropriate;
- not dismissing concerns raised by anyone by making a judgement about their validity and thus questioning whether they are true or not. Staff have a duty to take all concerns seriously and to pass them on. It is not their judgement as to whether they are true, accurate or likely.

## **17. Help and Support During and After Dealing with Safeguarding Matters**

Dealing with safeguarding concerns can sometimes affect those who have witnessed, processed or actioned them. In some of the more complex situations where children are particularly vulnerable, it is not unusual for staff to be affected, especially as they recognise the impact on the children and young people of their situation. This will be particularly relevant when staff know them well.

It is important for staff to recognise that getting support for themselves is a sign of taking responsibility and the Trust will make available appropriate support. The DSL will be able to play a key role in offering support given they will have taken a member of staff through a process and this will be especially important when reaffirming to staff that they did the right thing in passing on the concern.

It will be particularly important to help staff not to be made the scapegoat by others if they are unhappy that a matter was passed on, especially if about another member of staff; support will be needed to de-personalise any situation and ensure emphasis is placed on the duty of care to follow Trust procedures.

Appendix 5 provides a checklist for all staff which sets out, in summary, their general responsibilities for safeguarding and the outline process to follow if they have a safeguarding concern.

## **18. Managing Allegations against Adults Working within the Trust**

The Trust takes very seriously allegations against members of staff and acknowledges that if concerns are not addressed as early as possible they can create unsafe working environments and leave staff and children increasingly vulnerable.

The Trust has a 'Managing Allegations against Adults Working within the Trust' policy which should be followed in all cases where concerns are identified in relation to an adult working within the Trust's conduct which affects/could affect pupil(s) welfare or may result in a potential safeguarding issue.

Concerns about colleagues in the context of pupil welfare and safeguarding may arise in several ways:

- poor attitude or practice that potentially impacts on the general well-being of children that need addressing;
- aspects of poor practice witnessed by others;
- staff speaking against the ethos of the Academy;
- non-compliance with Trust's policies and procedures.

More specifically, allegations may be made against an adult working within the Trust by a child or colleague in relation to abuse. All of the above will be seen as reportable matters and discussions must take place without delay with Principal.

However, certain allegations in relation to staff have to be reported by the DSL to the Designated Officer (the LADO) who is the statutory lead for dealing with and advising about such issues, specifically where a member of staff has:



- 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Internal decisions in such cases should not be finalised without the advice of the Designated Officer. The reasons why staff may not wish to report their colleagues must be understood.

It would not be unusual for people to know and believe that practice is not acceptable but feel unable to respond because of the fear:

- they may be wrong;
- for their own job and prospects if they report another colleague;
- of isolation by other staff;
- about what might happen to the member of staff in the long term.

It is particularly difficult if staff members are also close friends and/or partners in a relationship.

It must be recognised that the child's welfare remains paramount at all times and it can be very easy to lose sight of the impact on others of being on the receiving end of unacceptable and sometimes illegal behaviour.

Issues about attitude and poor practice may be dealt with internally and as part of the member of staff's development and competency. However, if such concerns are persistent and any plan with that member of staff has not affected change, advice should be sought and appropriate people included in the decision-making process.

## **Appendix 1**

### **Legal Powers and Duties**

The Children Act 1989 and 2004 outline the powers and duties to safeguard and promote the welfare of children. The key sections are described below.

#### **Children Act 2004**

Section 10 requires each Local Authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the Local Authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area, which includes protection from harm or neglect alongside other outcomes.

Section 11 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged regarding the need to safeguard and promote the welfare of children.

This is a particularly important section for the Trust and all the academies in understanding its need to co-operate with Children's Services Social Care in fulfilling this duty to safeguard and protect.

Section 13 requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that the Secretary of State may prescribe in regulations that should be represented on LSCBs.

Section 14 sets out the objectives of LSCBs, which are:

- a. to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the local authority, and
- b. to ensure the effectiveness of what is done by each such person or body for the purposes of safeguarding and promoting the welfare of children.

The LSCB Regulations 2006, made under section 13, set out the functions of LSCBs, which include undertaking reviews of the deaths of all children in their areas and undertaking Serious Case Reviews in certain circumstances.

#### **Education Act 2002**

Section 175 places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are either pupils at a school or who are pupils under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies/free schools) by virtue of regulations made under section 157 of this Act.

#### **Children Act 1989**

The Children Act 1989 places a duty on local authorities to promote and safeguard the welfare of children in need in their area.

**Section 17(1)** of the Children Act 1989 states that it shall be the general duty of every local authority:

- a. to safeguard and promote the welfare of children within their area who are in need; and
- b. so far as is consistent with that duty, to promote the upbringing of such children by their families.

by providing a range and level of services appropriate to those children's needs.

**Section 17(10)** states that a child shall be taken to be in need if:

- a. the child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority under Part III of the Children Act 1989;
- b. the child's health or development is likely to be significantly impaired, or further impaired, without the provision of such services; or (c) the child is disabled.
- c. Under section 17, Local Authorities have responsibility for determining what services should be provided to a child in need. This does not necessarily require Local authorities themselves to be the provider of such services.

**Section 47(1)** of the Children Act 1989 states that:

Where a Local Authority:

- a. is informed that a child who lives, or is found, in their area (i) is the subject of an emergency protection order, or (ii) is in police protection; and
- b. have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm:

the authority shall make, or cause to be made, such enquires as they consider necessary to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

**Section 53** of the Children Act 2004 amends both section 17 and section 47 of the Children Act 1989, to require in each case that before determining what services to provide or what action to take, the Local authority shall, so far as is reasonably practicable and consistent with the child's welfare:

- a. ascertain the child's wishes and feelings regarding the provision of those services or the action to be taken; and
- b. give due consideration (regarding the child's age and understanding) to such wishes and feelings of the child as they have been able to ascertain.

### **Police Protection Powers**

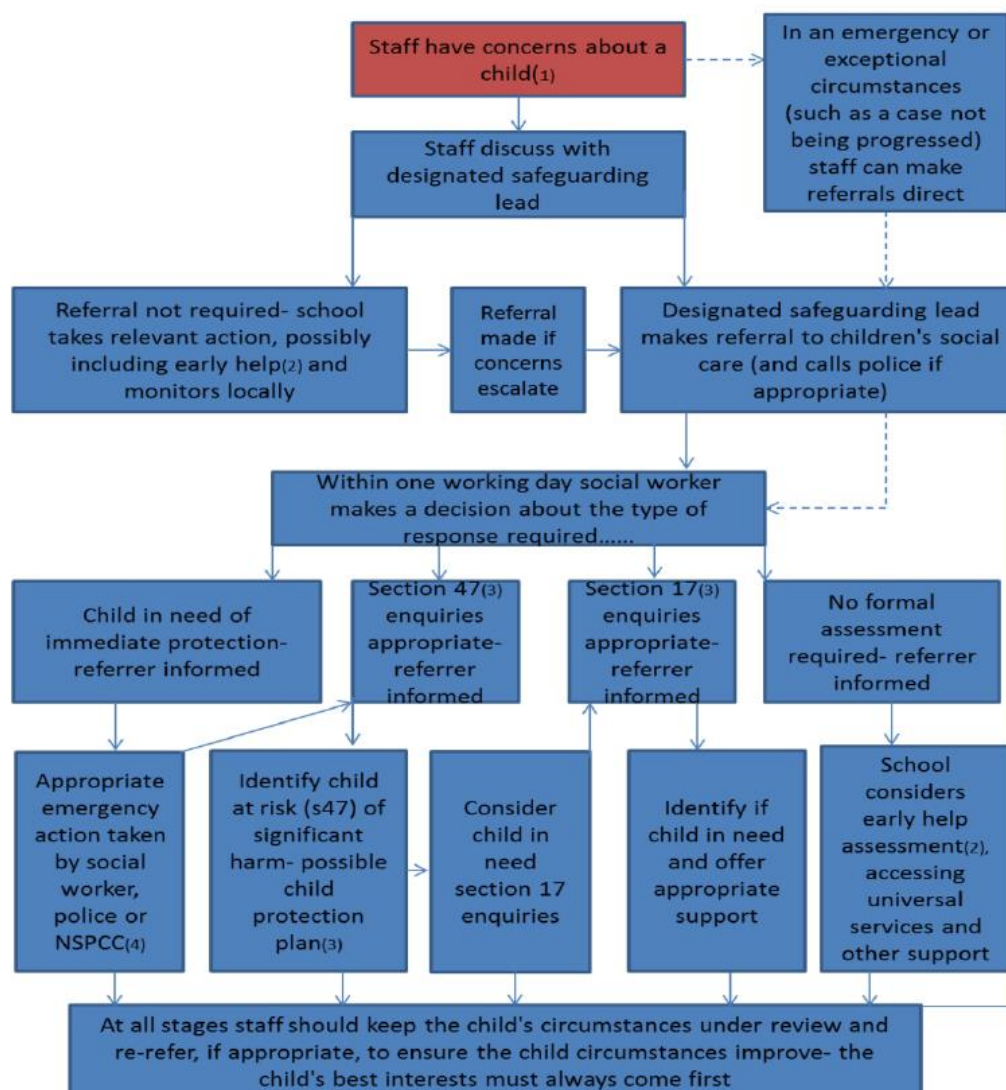
Under **Section 46** of the Children Act 1989, where a police officer has reasonable cause to believe that a child could otherwise be likely to suffer significant harm, the officer may:

- remove the child to suitable accommodation; or
- take reasonable steps to ensure that the child's removal from any hospital, or other place in which the child is then being accommodated is prevented.

No child may be kept in police protection for more than 72 hours.

## Appendix 2

Flowchart of actions when there are concerns about a child taken from Keeping Children Safe in Education 2016.



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. Chapter One of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm- full details in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

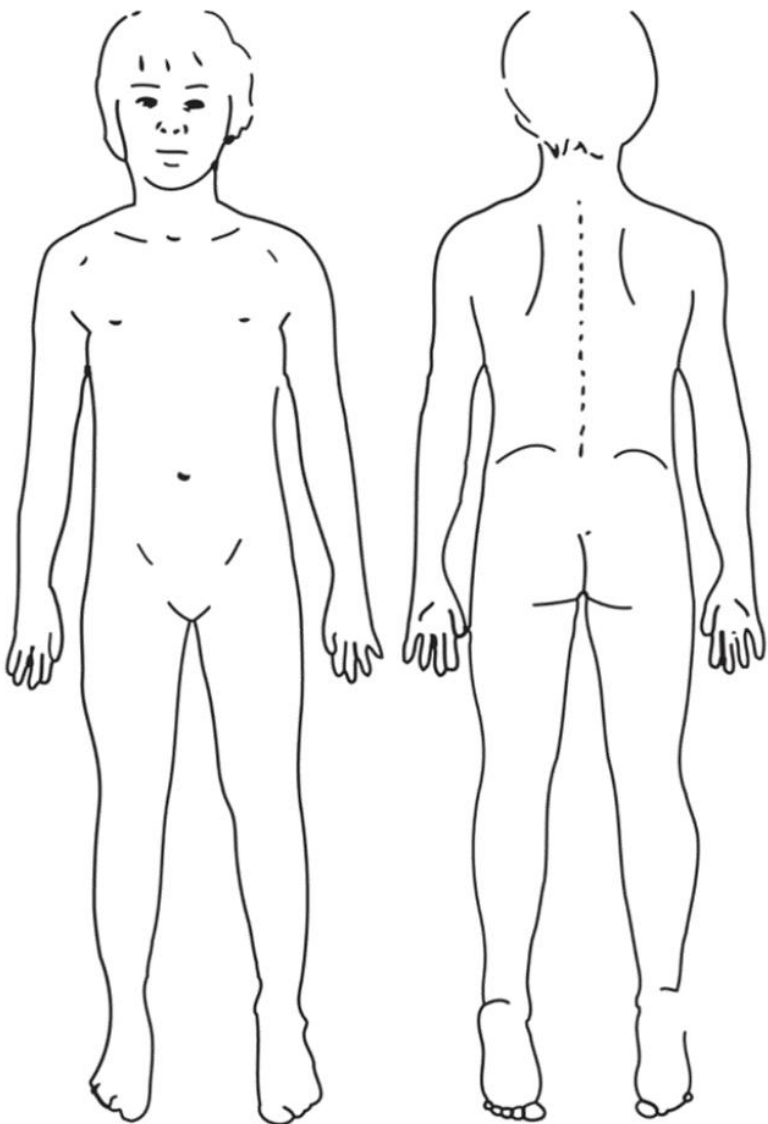
**Appendix 3 SGF1 – Safeguarding Children and Young Adults Form**

*This form should be filled out by hand, addressed in a sealed envelope and personally handed to the DSL / Deputy DSL. No copy should be made.*

<b>Academy</b>			
<b>Name of child</b>		<b>Date of Birth</b>	
<b>Class</b>		<b>Year Group</b>	
<b>Nature of Concern/Incident:</b> <i>(Please ensure your report is clear and would be understandable to someone to someone unconnected with the issue)</i>			
<b>Source of Information</b>			
<b>Date of incident/concern</b>		<b>Time of incident/concern</b>	

<b>Supporting Documents</b>			
<b>Continuation Sheet(s)</b>			
<b>Body Map</b>			
<b>Name of Reporting Professional</b>			
<b>Signed</b>			
<b>Date report completed</b>		<b>Time report received</b>	
<b>SAFEGUARDING TEAM USE ONLY</b>			
<b>Received by</b>			
<b>Date Report Received</b>		<b>Time Report Received</b>	
<b>Initial actions taken</b>			
<b>Signed</b>			
<b><i>This form must be scanned, encrypted/password protected and stored in the academy's safeguarding records on HP Easy Connect Server.</i></b>			

**SGF2 – Body Map**

<b>Academy</b>			
<b>Name of Child</b>		<b>Date of Birth</b>	
<b>Class</b>		<b>Year Group</b>	
			
<b>Name of Reporting Professional</b>			
<b>Signed</b>			
<b>Date report completed</b>		<b>Time report completed</b>	

**SGF3 – Continuation / Discussion Record Form**

<b>Academy</b>			
<b>Name of Child</b>		<b>Date of Birth</b>	
<b>Class</b>		<b>Year Group</b>	
<b>Name of Reporting Professional</b>			
<b>Other professionals present/involved</b>			
<b>Date report completed</b>		<b>Time report completed</b>	
<b>Discussion notes</b>			
<b>Page</b>		<b>of</b>	
<b>Signed</b>			
<b>Signed</b>			

**Appendix 4 Categories of Abuse**

<b>Abuse</b>	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by
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	those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
<b>Physical Abuse</b>	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
<b>Emotional abuse</b>	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
<b>Sexual abuse</b>	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
<b>Neglect</b>	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: <ul style="list-style-type: none"> <li>• provide adequate food, clothing and shelter (including exclusion from home or abandonment);</li> <li>• protect a child from physical and emotional harm or danger;</li> <li>• ensure adequate supervision (including the use of inadequate care-givers);</li> </ul> ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Appendix 5 Safeguarding Checklist for All Staff**

### **Policy and Procedures**

- You should have access to the Learn-AT Safeguarding Policy;

You should have your own copy of:

- Learn-AT Safeguarding Policy
- Learn-AT Safeguarding Practice Guidance
- Your academy's Child Protection Policy
- Keeping Children Safe in Education (Part 1)
- Code of Conduct
- What to do if you're worried a child is being abused
- LA Safer Working Practice Leaflet

### **Key Names and Contact Numbers**

- You should know who the DSLs are in your school and how to contact them
- You should have access to appropriate other numbers if required: Central Team key numbers, Social Care, Police and local emergency services.

### **Safeguarding Training**

- No matter what your role or status, you will undertake safeguarding training;
- You should attend induction training;
- You should have additional safeguarding training in accordance with the Safeguarding Training Curriculum;
- You should be pro-active in ensuring your own training is up to date.

### **Support and Help**

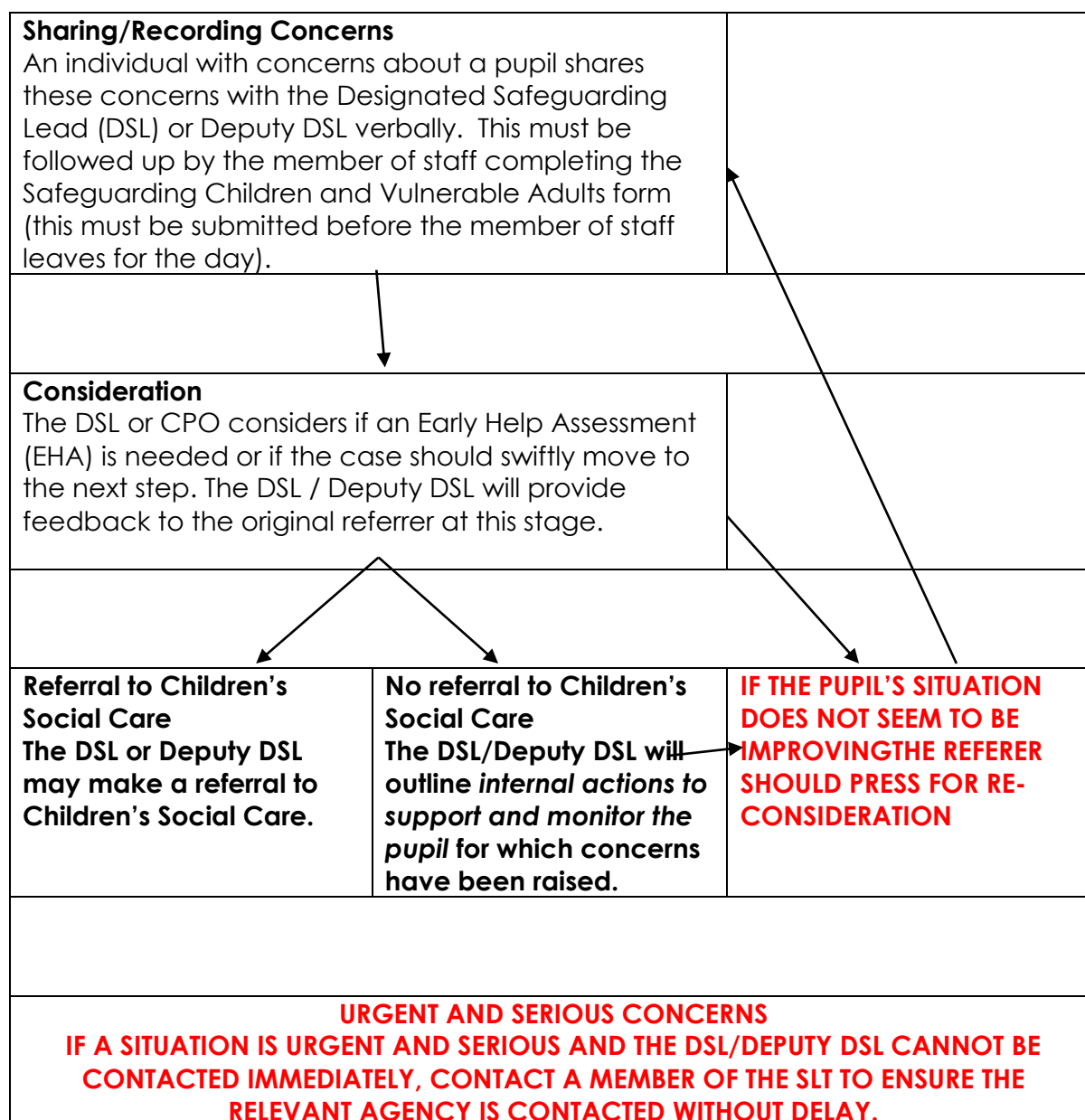
You might need help when, or after dealing with, safeguarding concerns. There are people within the organisation and external to it that can provide any help, counselling or support.

### **Some Important Safeguarding Lessons**

- *Doing nothing is not an option;*
- *No one person can do it all, sort it all or know it all;*
- *Don't make a judgement about something before it has been assessed;*
- *The child's welfare is paramount;*
- *It is easy for professionals to always think the best of people rather than what is best for other people.*

## Appendix 6

### Flowchart - summary of internal process to use when a member of staff has a safeguarding concern



## Appendix 7: Learn-AT Safeguarding Calendar

Term	Academy Action	Trust Action	Reporting Arrangements	
			Local Governing Bodies	Trust Board
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Check reviewed CP Policy is on academy website</li> <li>• Check dates for statutory safeguarding training are booked: DSL refresher training; new DSL training; Managing Allegations; Safer Recruitment.</li> <li>• Website Check</li> <li>• Comprehensive check of SCR (incl. volunteers and visitors) and latest template.</li> <li>• Staff safeguarding training updates booked</li> <li>• Internal Academy Safeguarding Audit Action Plan review</li> </ul>	<ul style="list-style-type: none"> <li>• Trust DSL Network Meeting – Safeguarding Practice/Policy Review incl. calendar</li> <li>• Check Academy SCRs</li> <li>• Trust Safeguarding Audits for some academies</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt updated Child Protection/Safeguarding Policies;</li> <li>• Confirm submission of Annual Safeguarding Return;</li> <li>• Confirm Autumn Term Safeguarding training and actions in place.</li> </ul>	<ul style="list-style-type: none"> <li>• CEO Report</li> <li>• Adopt reviewed Trust Safeguarding Policies</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Check SCR for new recruits</li> <li>• Internal safeguarding audit</li> <li>• Safeguarding Action Plan Review</li> <li>• Safeguarding Governor monitoring visit</li> <li>• Staff safeguarding training updates</li> <li>• Website check</li> </ul>	<ul style="list-style-type: none"> <li>• Check Academy SCRs</li> <li>• Monitor progress against internal audit action plan</li> <li>• Trust Safeguarding Audits for some academies</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• HT Report to LGB to include outcomes of safeguarding audit monitoring and Spring Actions</li> <li>• Safeguarding Governor Visit report</li> </ul>	CEO Report
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Check SCR for new recruits</li> <li>• Staff safeguarding training updates</li> <li>• Website Check</li> <li>• Complete LA annual safeguarding return</li> <li>• Action Plan Review</li> <li>• Check LA model Child Protection Policy for updates and refresh on academy website.</li> </ul>	<ul style="list-style-type: none"> <li>• External Safeguarding Check (Andrew Hall/Angela Kirk)</li> <li>• Trust DSL Network Meeting</li> <li>• Review Learn-AT Safeguarding Policy and Practice Guidance and refresh on trust website</li> <li>• Annual Safeguarding Report to Trustees</li> <li>• Trust Safeguarding Audits for some academies</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Safeguarding Return</li> </ul>	CEO Report

## Governor Monitoring Visit Report

### Monitoring of safeguarding

This monitoring proforma should be used alongside the ones for behaviour, attendance, SMSC and British values, as well as an annual health and safety audit, to ensure that the full range of areas related to safeguarding are in place.

<b>Name of governor/s</b>	
<b>Date of visit</b>	
<b>Focus of visit</b>	The effectiveness of safeguarding
<b>Reference/s to actions from the School Development Plan</b>	
<b>Name of staff with responsibility for safeguarding</b>	
<b>Useful documents for governors to read prior to this monitoring visit</b>	Ofsted: Safeguarding in schools – best practise 2011 Ofsted: Inspecting safeguarding in early years, education and skills settings, updated Aug 2015. Both available via <a href="http://www.gov.uk">www.gov.uk</a>

<b>Statutory policies and documents</b>	<b>Tick if meets requirements</b> <b>Indicated when last renewed</b>
Child protection (Safeguarding) policy	Renewed annually
	<b>Those below should be renewed within 3 years, but governing body to decide</b>
Behaviour policy (approved by the headteacher)	Must also be on school website
Behaviour principles written statement (approved by the governing body)	
Statement for procedures for dealing with allegations of abuse against staff	
Supporting pupils with medical conditions	

Health and safety policy	
Freedom of information	
Staff discipline, conduct and grievance	
Complaints procedure statement	
Accessibility plan	Must be renewed every 3 years
Data protection policy	Must be renewed at least every 2 years
Early Years Foundation Stage (EYFS)	Does not need to be separate if the other school policies cover EYFS
Single Central Record (SCR)	Live document
Safeguarding Training Record	Live Document

Recommended exemplar policies are usually available on local authority websites. It is important that a school updates its policies by taking account of the latest legal and recommended updates. It should not simply use its old policy and update what has been previously written.

<b>Other related recommended/ relevant policies</b>	<b>Date last updated – should be within 3 years</b>
Safer recruitment policy	
Staff/ volunteer Induction policy/ booklets	
Anti-bullying policy (including cyber bullying and homophobic bullying)	
E-safety policy	
Physical intervention policy	

Does the **SCR cover the following people? (SCR information updated September 2016)**

	Yes/ no
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All staff, including supply staff, who work in school (check staff listed against a printout from the school's administration database of paid staff )	
All others who are paid to work, in regular contact children in school – including for example, trainee teachers, music teachers, sports coaches, contacted cleaners, kitchen staff etc. Check that all names are on the SCR. School are not required to carry out checks on volunteers who are not undertaking <a href="#">regulated activity</a> (see 'Keeping Children Safe' document for definition of 'regulated activity').	
Regular volunteers undertaking regulated activity	
From 1 September 2016, all new and existing governors (must be applied for within 21 days of appointment). Governors require an 'enhance' DBS, but unless they are also involved in regulated activity, they do not need a barred list check.	

Identity	Name	
	Address	
	Date of Birth	
	Evidence seen (name of person) and date	
Qualifications	Professional qualification required? Yes/ No	
	Qualification evidenced and date	
DBS check	DBS enhanced check (no requirement for SCR to have the DBS numbers)	
	Barred list check and date (this used to be called list 99) – included in an 'enhanced DBS with barred check' but not on a 'standard' or 'enhanced' DBS check.	
Prohibition from Teaching (prohibition and barring are two different lists and BOTH must be checked)	Prohibition from teaching check date (from April 2014 – schools can access the Employer Access Online Service) – this is NOT included in a DBS check, so must be checked separately for all QTS staff in maintained schools	
	Prohibition from teaching check date for all staff who teach in academies and free schools (as in these schools teachers do not have to be QTS qualified)	
S128 Management Check	Only needed for academies and free schools for those in management positions, including employees and Trustees (dated)	
Right to Work in UK	Right to Work in UK on people who have lived or worked outside the UK. Check visas as those from some countries show as student visas, so they give the person the right to study but not to work in the UK. Evidence seen and dated	
Overseas checks	Evidence seen and dated	
	EEA restrictions check (for people from EEA countries, plus Iceland, Liechtenstein and Norway)	
For supply staff and staff employed through another employer (e.g. sports coaches, some music teachers, contact cleaners etc.) written confirmation has been received that the employer has carried out the relevant checks and obtained appropriate certificates, including a DBS certificate.  N.B. Contractors providing occasional or temporary services are not completing 'regulated activity' but schools should make a decision based on the any potential access to children.		

**SCR must show that the required checks have been carried out, certificates obtained and the date on which the checks were completed**

**Disqualification by association check (note -this does not need to be on the SCR)**

The school has asked existing employees (and new employees as part of pre-employment checks) working in early or later years settings and	
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those who are directly concerned in the management of such provision to provide the relevant information not only about themselves but also about a person who lives or works in the same household as them.	
Have all staff returned this information? If not, what processes are taking place?	

<b>Discussion with member of staff with responsibility for safeguarding</b>	<b>Comments:</b>
Does the Child Protection policy state the name of the designated safeguarding person (DSP)? What was the date of their last training? Check date on certificate, it needs to be within last 2 years.	
Is there at least one other staff who has been trained to designated person level? The actual number of staff required to be trained to this level will be dependent on the size and nature of the school and is a decision for the school leaders. Check date/s on certificate/s.	
Have staff read part 1 of 'Keeping Children Safe'? What evidence is there that this took place?	
Have governors read part 2 of 'Keeping Children Safe'? What evidence is there that this took place?	
Does the policy actually identify procedures in line with guidance?  What was the date of the last staff training/s for safeguarding? (needs to be within last 1 year). How effective is the register for checking all staff have had training	



<p>updated, especially those who are part-time?</p> <p>Checking by talking with a range of staff e.g. NQT, experienced teacher, TA, lunchtime supervisor. Are the procedures in the policy understood and being followed? What supporting evidence of this is available? Is safeguarding routinely discussed at staff meetings?</p>	
<p>Is the Early Help Assessment (EHA) - formally known as the Family Common Assessment Framework (FCAF) - used to identify children and families with additional needs? How many of these has the school completed in the last 12 months?</p> <p>Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions have been supportive to the pupil concerned? Are records kept securely?</p> <p>Do staff attend multi-agency meetings to safeguarding children?</p> <p>Select anonymised case studies and discuss with Designated Safeguarding Person. How well do records and discussions reflect policy and how well have referrals been dated, recorded and followed up?</p>	
<p>What training have staff received who provide intimate care? What procedures are in place for ensuring accurate records and that the dignity of pupils who receive intimate care? Does training and do procedures appear sufficient? Talk to the staff involved, are they confident that they</p>	

<p>have enough training to meet the needs of the pupil/s they support?</p>	
<p>What procedures are in place for pupils who receive medication in school? Check that the procedures in the school policy for the supporting pupils with medical conditions are being followed. How does the school ensure that any pupils on daily medication receive it and how can this be checked, especially if key staff are absent?</p>	
<p>Have there been any referrals of allegations against staff, carers or volunteers to the Local Authority Designated Officer (LADO) in the last 12 months? Are records kept securely? Was the referral made within 1 working day?</p>	
<p>How aware are staff of procedures for managing allegations against staff? Check records of process.</p>	
<p>Has the headteacher received safer recruitment training? Has a member/s of the governing body received training for safer recruitment? How good is the evidence demonstrating that safer recruitment procedures are followed?</p>	
<p>Has the safeguarding lead received Prevent Training?</p> <p>What action has the school taken to ensure that pupils are safe from the dangers of radicalisation and extremism (Prevent)?</p>	

<p>What action has the school taken to ensure that pupils are safe from the dangers of sexual exploitation, female genital mutilation?</p> <p>What training have staff received in each of these areas? Have there been any referrals in the last 12 months? How well were the school's procedures followed?</p>	
<p>Which staff have current first aid certificates? Are there staff who work with EYFS children who have paediatric first aid certificates (the no. of staff with first aid certificates should reflect the size of the school and should be sufficient to ensure that the school, including school trips can be safe).</p>	
<p>Are risk assessments in place for all buildings/ rooms and for the grounds? Is an annual health and safety audit carried out? Have previous recommendations been followed up?</p>	
<p>Has there been an effective risk assessment completed for each school visit that has taken place in the last 12 months?</p>	
<p>Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security?</p>	
<p>Are visitors checked in and out of the building? Are procedures for signing in and</p>	

<p>out robust? Are there procedures for visually identifying these visitors once in the building that are good enough, so that any potential intruders can be challenged? Do the adults in school on the day of your visit have a clear identification badge? If not, what is the school's system and is it keeping pupils safe?</p>	
<p>Have termly fire drills been carried out with records to show this?</p>	

**Please note that the contents of this visit report must not be shared with other governors until it has been made available to the headteacher (at least 7 days in advance of any publication) and approved by the Chair of Governors for publication.**

<p><b>Comments and Recommendations</b></p>
<p><b>Points requiring further discussion at full governors:</b></p>

Signed \_\_\_\_\_  
(Visiting Governor)

Signed \_\_\_\_\_  
(Designated Safeguarding Person)

Signed \_\_\_\_\_  
(Headteacher)

Signed \_\_\_\_\_  
(Chair of Governors)

## Note

Throughout this monitoring the governor should be aware that safeguarding, needs to ensure that children are protected from all the aspects outlined below and should therefore keep this list in mind during this monitoring visit. The proformas for monitoring attendance, behaviour, SMSC and British values will also provide further supporting evidence for governors.

\*Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

It also relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

\*From Ofsted: 'Inspecting safeguarding in early years, education and skills setting' updated August 2015



