**The safeguarding responsibilities of governing bodies,**

**proprietors and management committees**

**Keeping Children Safe in Education 2023**

| **Requirement**  **(KCSiE September 2023 paragraph reference in brackets)** | **In place**  **or X** | **Action to be taken** |
| --- | --- | --- |
| **Mandatory** |  |  |
| All staff are aware of systems in the school that support safeguarding and these have been explained to them as part of staff induction. (13) These include:   * Part 1 of KCSiE and Annex B (2023) * the child protection policy * the school’s behaviour policy * the staff code of conduct * the safeguarding response to children who go missing from education * the role of the designated safeguarding lead (including the identity of the DSL and any deputies) |  |  |
| The school has a senior board level lead to take leadership responsibility for safeguarding arrangements. (80) |  |  |
| All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated. (81) |  |  |
| The Governing body is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. (82) |  |  |
| Governing bodies and proprietors are aware that among other obligations, the Data protection Act 2018 and the UK General Data Protections Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. (94) |  |  |
| There is a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. (95 -97) |  |  |
| The school has a child protection policy and procedures in place –including a staff behaviour policy (Code of Conduct) that are in accordance with government and local authority guidance, updated annually (as a minimum) and made available publically via the school’s website. (99) |  |  |
| The school has put in place appropriate safeguarding responses to children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future. (99/175) |  |  |
| The school holds (where reasonably possible) more than one emergency contact number for each pupil. (102) |  |  |
| A senior member of the school’s leadership team is designated to take lead responsibility for safeguarding - the “designated safeguarding lead”, who will undertake training every two years. (Annex C)  The school/academy ensures that there is a designated lead available at all times that the school is open for staff to discuss concerns. (55) Any deputy is trained to the same standard as the DSL. (105) In addition to formal training, their knowledge and skills are updated at regular intervals, or at least annually, to keep up with any developments relevant to their role. (Annex C) |  |  |
| The job description for the person appointed as designated safeguarding leads should include specific reference to the role (103) |  |  |
| All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Information is kept confidential and stored securely. (68) |  |  |
| The school contributes to multi-agency working in line with the statutory guidance, Working Together to Safeguard Children (December 2020) and knows that the three safeguarding partners – local authorities, health (Integrated Care Boards) and the police – have a shared and equal duty to work together to safeguard and promote the welfare of children, in partnership with relevant agencies (including education) (107- 114) |  |  |
| The school recognises the importance of information sharing between practitioners and local agencies. (116) The school processes personal information fairly and lawfully and keeps the information it holds safe and secure. (118) The school understands that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (120) Relevant staff have due regard to the data protection principles (119) and are aware that the “safeguarding of children and individuals at risk” is a processing condition that allows practitioners to share information (119) |  |  |
| When a child leaves the school the DSL ensure that their child protection file is transferred to the next schools or college as soon as possible and obtains a receipt for the file. (122) Where appropriate, the DSL shares information with the new school in advance of the child leaving. (123) |  |  |
| All staff members undergo safeguarding and child protection training (including online safety, and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. (124) Staff receive regular child protection updates as required (and at least annually) to provide them with relevant skills and knowledge to safeguard children effectively. (125)  Staff are given to opportunity to contribute to and shape safeguarding arrangements and child protection policy, in recognition of the expertise that they build by managing safeguarding concerns on a daily basis. (126)  Safeguarding training, including online safety training is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. (127) Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. (24/127)  Training has regard to the Teachers’ Standards. (128) |  |  |
| Appropriate filters and monitoring systems are in place to safeguarding children from potentially harmful and inappropriate online material, but over blocking does not lead to unreasonable restrictions. (134) |  |  |
| The school ensures that children are taught about safeguarding, including online safety. (137) The school’s approach to online safety is reflected in the child protection policy. (138) |  |  |
| The school has appropriate filters and monitoring systems in place governors regularly reviews their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.  Governing bodies review the filtering and monitoring standards in line with DfE guidance.  Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks. (142/143) |  |  |
| The child protection policy includes:   * procedures to minimise the risk of peer on peer abuse; * the systems in place (and they are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously; * how allegations of peer on peer abuse will be recorded, investigated and dealt with; * clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported; * a recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported; * a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children; * recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and * the different forms peer on peer abuse can take. (157) |  |  |
| Systems are in place to allow children to express their views and give feedback about safeguarding. (96) |  |  |
| The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers, including governors, who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. (232) At least one person who conducts an interview in the school has completed safer recruitment training. (209) |  |  |
| The school makes any further checks it thinks is appropriate so that any relevant events that occurred outside the UK can be considered. |  |  |
| As part of the shortlisting process the school considers carrying out an online search as part of their due diligence on the shortlisted candidates. (The school informs the candidates if this is the case.) This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview (221) |  |  |
| Staff have the skills, knowledge and understanding to keep looked after and previously looked after children safe. (189) The school has appointed a designated teacher to promote the education achievement of registered pupils who are looked after, who has the appropriate training and relevant qualifications and experience. (190) |  |  |
| The child protection policy reflects that fact that additional barriers can exist when recognising abuse or neglect of children with SEN and disabilities. (199) |  |  |
| The school has processes and procedures to manage any safeguarding concerns about staff members (71-73/152) and for dealing with allegations of abuse against staff and volunteers and also any allegations against other children. The school has policies and procedures in place to deal with concerns (including allegations) which do not meet the harm threshold – low level concerns. (152/Section 2 Part 4) |  |  |
| The headteacher and all other staff working with children undertake appropriate training to equip them to carry out their responsibilities for child protection, which is regularly updated. All staff members should receive safeguarding and child protection updates as required, but at least annually. (125) All staff are aware that any child may benefit from early help, and that some have particularly vulnerabilities. |  |  |
| A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and/or partner agencies in the event of allegations of abuse being made against the headteacher (358) |  |  |
| If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have carried out on a girl under the age of 18, the teacher know that they must report this to the police (via the DSL) (44) |  |  |
| A single central record in place and is up to date and complete. (268) |  |  |
| School staff who are identified as working in childcare settings have completed a self-declaration to state that they are not in breach of the Childcare Disqualification Regulations 2006. (266) |  |  |
| There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. (154/347) |  |  |
| The school has an admission register and attendance register. All pupils are places on both registers.  [School attendance guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf) |  |  |
| All schools must inform the Local Authority within five days when a child is removed from the school roll or starts at school out of normal transition dates. [Stat guidance template (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf) |  |  |
| **Good practice** |  |  |
| A nominated governor has been appointed to champion child protection and monitor safeguarding. |  |  |
| A nominated governor has been identified to ensure that appropriate filtering and monitoring systems are in place. |  |  |
| The school completes a schools and colleges audit (Section 11 audit) in line with the requirements of the Essex Safeguarding Children Board (or as directed). |  |  |
| An annual safeguarding audit and report to governors is completed. |  |  |