**Safeguarding Compliance Checklist for Governing Boards and Proprietors**

Section 175 of the Education Act 2002 places a statutory duty on Local Authorities and governing bodies of maintained schools to have arrangements in place to ensure that they safeguard and promote the welfare of children. Section 157 of the Act places the same responsibilities on Independent Schools and Academies. The governing board is accountable for ensuring that the school has effective policies and procedures in place in accordance with DfE guidance [‘Keeping Children Safe in Education’](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (2023).

This checklist has been designed to support Governing Boards, Proprietors and Headteachers to undertake a brief check to ensure that the school is compliant with statutory guidance. Links to further guidance and training are embedded in the electronic copy of the checklist. Throughout this guidance, the term ‘governor’ and ‘Governing Board’ refers to governing boards of maintained schools (including maintained nursery schools), proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools.

In addition to this checklist, the school should complete and review the [self-evaluation tool for safeguarding](https://csapps.norfolk.gov.uk/ms/default.asp) on an annual basis and ensure that the Governing Board receives regular [reports](http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Safeguarding/Forms-and-templates/index.htm) on how the school manages the safeguarding function. The self-evaluation tool and a detailed report submitted to the Governing Board facilitate rigorous monitoring of the safeguarding function in accordance with the requirements of the Education Act 2002. Such systems will also support the school to identify areas for improvement beyond minimum statutory requirements.

**Summary of changes – September 2023:**

The checklist has been revised to reflect changes to the statutory guidance and to ensure that there are robust monitoring procedures in place. All changes to the document are outlined below.

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| --- | --- |
| **Section** | **Changes** |
| Throughout | * All references to ‘Keeping Children Safe in Education’ (2022) have been removed and replaced with reference to ‘Keeping Children Safe in Education’ (2023). * All links to the Norfolk Safeguarding Children website and the Safeguarding pages of the Norfolk Schools and Learning Providers website have been updated. * Additional links to guidance provided where appropriate. |
| Induction and training | * Amended to reflect the change of wording to prolonged periods and/or on repeat occasions for children absent or missing from education. |
| Governance and leadership | * Amended to reflect the updates in relation to filtering and monitoring. * Information added about the need for safeguarding procedures to be followed if the school receives an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children. |

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Revised September 2023

**Safeguarding Compliance Checklist for Governors and Proprietors**

**Date of completion:** [dd/mm/yyyy]

**Person(s) undertaking the check:** [Name and Role]

Governing boards and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all systems, processes and policies and should operate with the best interests of the child at their heart.

The following checklist aims to support governors and proprietors to explore the extent that a culture of safeguarding is embedded within their setting and identify areas for improvement.

| 1. **Policy and procedures** | **Potential exploratory questions** | **Evidence of compliance** | **Action** |
| --- | --- | --- | --- |
| 1.1 The school has developed a safeguarding and child protection policy which is reviewed annually and conforms to statutory requirements and NSCP procedures. The policy is clearly dated, highlighting the timescale for review.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Revised Model School Safeguarding Policy](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/safeguarding-forms-and-templates), September 2023  [Policy](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/policy) | When was the policy last reviewed?  On which date was it ratified by the Governing Board?  Is this ratification minuted in Governing Board meeting minutes? |  |  |
| 1.2 The policy is publicly available via the school or college website or by other means and parents are made aware of the school’s statutory responsibilities in accordance with the policy.  **Further Guidance**  [Statutory policies for schools and academy trusts](https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts), DfE, 2022  [Policy](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/policy) | Is the most up-to-date policy available on the website?  How are parents made aware? |  |  |
| 1.3 Has the governing board and senior leadership team decided if staff **not** working directly with children should read Part One or Annex A of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023 | Has there been a decision made as to whether any staff will only be reading Annex A (a condensed version of Part 1)?  What was the rationale for this decision making?  Was the decision recorded in a set of meeting minutes? |  |  |
| 1.4 All staff have read Part One or Annex A, as appropriate, of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023.  Those staff who work directly with children have also read Annex B.  Governors, senior leadership team and Designated Safeguarding Leads have read [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023 in its entirety.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023 | Have all staff read the appropriate parts of KCSIE 2023?  Have governors, the senior leadership team and Designated Safeguarding Leads read KCSIE 2023 in its entirety?  How is this evidenced for staff?  How is this evidenced for governors?  Is there evidence of opportunity for staff to seek support and test their understanding? |  |  |
| 1.5 Procedures are in place for dealing with allegations of abuse and concerns against members of staff, volunteers, contractors and supply staff that comply with national and [Norfolk Safeguarding Children Partnership (NSCP) guidance](https://norfolklscp.org.uk/about/policies-procedures).  **Further Guidance**  [Section 12 of the LA Model Policy](http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Safeguarding/Forms-and-templates/index.htm)  Part 4 of [*Keeping Children Safe in Education*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)*,* DfE 2023  [Norfolk Safeguarding Children Partnership](https://norfolklscp.org.uk/)  [Policy](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/policy) | What are the procedures for dealing with allegations?  What are the procedures for dealing with low-level concerns?  What evidence is there that staff fully understand these procedures?  Is there an external organisation (such as the NSPCC) that staff know they can report to if they do not feel able to raise concerns internally?  What evidence is available to demonstrate staff are aware of this? |  |  |
| 1.6 The school has developed a code of conduct for staff that clearly outlines the school’s expectations in relation to the behaviour of all staff and volunteers including the school’s approach to low level concerns.  This is provided to all staff at induction.  **Further Guidance**  Part 4 of [*Keeping Children Safe in Education*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)*, DfE* 2023  [Section 11 and 12 of the LA Model Policy](http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Safeguarding/Forms-and-templates/index.htm)  [Safer Working Practice Guidance 2022](https://www.saferrecruitmentconsortium.org/)  [Policy](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/policy)  [Safer recruitment and safer working practice](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/safer-recruitment-and-working-practice) | When was the code of conduct last reviewed?  When was it last seen by governors?  Does it fulfil the requirements of ‘Keeping Children Safe in Education’ (2023)?  Does it include the approach to managing low level concerns or is there a separate policy for this?  When were staff last given a copy of the code of conduct?  Is there evidence of opportunity for staff to seek support and test their understanding? |  |  |
| 1.7 A member of the governing board (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of a concern or an allegation of abuse being made against the Headteacher.  **Further Guidance**  Part 4 of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Safer recruitment and safer working practice](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/safer-recruitment-and-working-practice) | Has a member of the governing board been nominated?  How do staff know who this is and how they can be contacted?  Does the nominated person know about the Norfolk procedures for calling the [Local Authority Education Duty Desk to gain advice](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/safer-recruitment-and-working-practice/safer-working-practice)? |  |  |
| 1. **Induction and training** | **Potential exploratory questions** | **Evidence of compliance** | **Action** |
| 2.1 The following has been provided to all staff at induction:   * A copy of the policy, * Part One or Annex A, as appropriate, of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023 * Annex B of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023 * a staff code of conduct, * behaviour policy, * the school’s safeguarding response to children absent from education, * information regarding the role and identity of the Designated Safeguarding Lead and any deputies.   Evidence of this induction is retained by the school.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Training and webinars](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/training-and-webinars) | Who delivers safeguarding induction to new staff at the setting?  Does this induction comply with statutory guidance?  What level of induction do other adults such as supply teachers, volunteers and contractors receive?  What evidence is there of the safeguarding induction taking place? |  |  |
| 2.2 All other staff and governors have undertaken appropriate training about their role and responsibility and refresher training at the required intervals.  **Further Guidance**  [LA safeguarding training requirements](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/training-and-webinars/training)  [LA whole school training package](https://csapps.norfolk.gov.uk/ms/default.asp)  [Training and webinars](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/training-and-webinars) | What was the date of the last whole school training for staff?  What evidence is there that it took place?  Who delivered this training?  What actions will the DSL(s) be taking in light of the analysis of evaluations?  How has this feedback helped shape the CPD for safeguarding for the forthcoming academic year?  What was the date of the last training attended by the safeguarding governor?  Have all governors had safeguarding training?  How has this helped inform their knowledge in fulfilling their statutory responsibilities for safeguarding? |  |  |
| 2.3 The school keeps up to date records of all staff safeguarding training including levels of training and dates.  **Further Guidance**  [LA Training Requirements Grid](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/training-and-webinars/training)  [Safeguarding training and induction record, September 202](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/safeguarding-forms-and-templates)3 | Is the training log held by the setting up to date?  Is it known when training dates will expire?  Who has responsibility for booking training?  Who has the responsibility for monitoring the completion of training? |  |  |
| 2.4 In addition to regular training all DSLs and staff receive regular safeguarding updates to provide them with relevant skills and knowledge to safeguard children.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Education Safeguarding Team newsletters and webinars](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/training-and-webinars/updates)  [NSPCC Safeguarding in Education updates](https://learning.nspcc.org.uk/newsletter/safeguarding-in-education-update)  [Educate Against Hate newsletter](https://www.educateagainsthate.com/) | How are staff updated in relation to safeguarding throughout the academic year?  Where is the evidence for this?  Do all staff access these updates?  What is the impact of the training / updates on staff practice in the setting?  Have DSLs attended any other safeguarding related training?  What has been the learning and actions from any recently attended safeguarding training courses?  Does the DSL attend a local DSL network linked to a Local Safeguarding Children Group (NSCP)? |  |  |
| 2.5 A senior member of the school’s leadership team has been appointed to the role of designated safeguarding lead. They should take lead responsibility for safeguarding and child protection, including online safety. They have additional time, funding, training, resources and support to carry out the role effectively.  The role is explicitly stated in the role holder’s job description.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [LA Training Requirements Grid](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/training-and-webinars/training)  [Roles and Responsibilities](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/roles-and-responsibilities) | When was the date of the Lead DSL’s last DSL training?  Have they attended a NSCP multi-agency training course in the last 3 years?  Does it explicitly state in their job description that they are the Lead DSL and outlines their responsibilities in light of this?  Has the DSL attended any other safeguarding related training?  What has been the learning and actions from any recently attended safeguarding training courses? |  |  |
| 2.6 There is an alternative person identified to fulfil the role in the DSL’s absence and there is always cover for this role. The role is explicitly stated in the role holder’s job description, and they are trained to the same standard as the Lead DSL.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Roles and Responsibilities](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/roles-and-responsibilities) | When did the DSLs complete DSL training?  Have they attended a NSCP multi-agency training course in the last 3 years?  Does it explicitly state in their job description that they are the DSL and outlines their responsibilities?  Have the DSLs attended any other safeguarding related training?  What has been the learning and actions from any recently attended safeguarding training courses? |  |  |
| 2.7 The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the [Prevent duty](https://www.gov.uk/government/publications/prevent-duty-guidance).  **Further Guidance**  [‘Revised Prevent Duty Guidance: for England & Wales’, HM Government (updated April 2021)](https://www.gov.uk/government/publications/prevent-duty-guidance)  [‘Prevent duty self-assessment tool for schools’ (October 2022)](https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools)  ‘[The Prevent duty: Departmental advice for schools and childcare providers’](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty), DfE 2015  ‘[Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools’,](https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc) DfE 2014  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Prevent duty training (online),](https://www.gov.uk/guidance/prevent-duty-training) Home Office, 2023 | When was the date of the DSL’s last Prevent training?  Is there a broad and balanced curriculum in place to promote the spiritual, moral, social and cultural development?  When were all staff last trained in relation to The Prevent Duty?  When was the setting’s Prevent risk assessment last reviewed?  Have the DSLs referred any pupils through the National Prevent referral mechanism? |  |  |
| 1. **Safer Recruitment and Single Central Record** | **Potential exploratory questions** | **Evidence of compliance** | **Action** |
| 3.1 The Headteacher and at least one Governor have completed safer recruitment training.  **Further Guidance**  [Safer Recruitment Training Guidance](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/training-and-webinars/training)  [Safer recruitment and safer working practice](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/safer-recruitment-and-working-practice) | What evidence is there that appropriate members of staff and a governor(s) have undertaken safer recruitment training within the last 5 years? |  |  |
| 3.2 The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks as outlined in Part 3 [[Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023.](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [HR](http://www.schoolspeoplenet.norfolk.gov.uk/Manager/Resourcing-your-school/Employing-people/Pre-employment-checks/index.htm) Provider advice and guidance | What evidence is available to demonstrate that staff appointments adhere to safer recruitment practices, including a formal interview?  Is the Single Central Record fully compliant with statutory guidelines?  Do personnel files contain all appropriate evidence to demonstrate safer recruitment practice? |  |  |
| 3.3 All safer recruitment checks are evidenced in the Single Central Record, and this checked regularly for accuracy.  **Further Guidance**  [SCR Template Revised September 2023 and SCR checklist](http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Safeguarding/Forms-and-templates/index.htm)  [Safer recruitment and safer working practice](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/safer-recruitment-and-working-practice) | How often is the Single Central Record monitored?  Who monitors the Single Central Record?  What evidence is there that any actions have been identified and completed in a timely fashion? |  |  |
| 1. **Record keeping** | **Potential exploratory questions** | **Evidence of compliance** | **Action** |
| 4.1 Record keeping of any concerns or allegations of abuse against members of staff, volunteers and supply staff complies with Part 4 [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023.  **Further Guidance**  Part 4 of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Record keeping](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/record-keeping) | Where are these records held?  Are they held securely?  Do only appropriate staff have access to them?  Have many calls to the Local Authority Education Duty Desk have been made in relation to allegations and low-level concerns?  Can the Headteacher provide assurances that the advice sought been acted upon? |  |  |
| 4.2 Records are reviewed for potential patterns of concerning behaviour and appropriate action is undertaken.  **Further Guidance**  Part 4 of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Record keeping](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/record-keeping) | Does the Headteacher review these records to check for any potential patterns?  Have any patterns been identified?  If so, what actions has been taken in light of these? |  |  |
| 4.3 The school has robust systems for recording and responding to safeguarding concerns in line with Annex C [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023.  These systems are monitored and evidence of quality assurance activities by the safeguarding lead, for example audits of children's child protection files/records is retained in line with [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023.  **Further Guidance**  [*Keeping Children Safe in Education*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)*, DfE* 2023  [Recording forms](http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Safeguarding/Forms-and-templates/index.htm)  [Record Keeping](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/record-keeping) | Do DSLs regularly review records of concern?  How is this undertaken?  What are the strengths and areas for improvement arising from reviewing records? |  |  |
| 1. **Pupil voice** | **Potential exploratory questions** | **Evidence of compliance** | **Action** |
| 5.1 Safeguarding systems are well promoted, easily understood and accessible for children to confidently report abuse knowing their concerns will be treated seriously.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Gaining Pupil Voice](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/pupil-voice) | Do children know how to report abuse?  Do children know and understand what will happen after reporting abuse?  Are pupils spoken with individually following a safeguarding concern being raised?  What are the mechanisms for this?  What does pastoral support look like in the setting?  What impact does this support have on pupils and families? |  |  |
| 5.2 The school encourages a culture of listening to children and taking into account their wishes and feelings.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  School council/ambassadors  [PSHE curriculum](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe)  Pupil perception surveys  Wishes and Feelings work  Conversations with staff and / or governors  [Operation Encompass](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/operation-encompass)  [Gaining Pupil Voice](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/pupil-voice) | How is pupil voice gained?  Are surveys completed with pupils, parents and staff?  Where concerns arose from the survey response, how many children were spoken with individually?  What are the next steps from the analysis of responses?  Which tools are used?  What does the analysis of pupil surveys tell us about pupil safety and wellbeing? |  |  |
| 1. **Governance and Leadership** | **Potential exploratory questions** | **Evidence of compliance** | **Action** |
| 6.1 Designated Safeguarding Leads understand the individual needs of pupils with a social worker and ensure school staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Review of children in need](https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need), DfE June 2019  [Promoting the education of children with a social](https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker)  [Worker](https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker), DfE, 2022  [Monitoring and Evaluation](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/monitoring-and-evaluation) | What academic support is in place for children who have a social worker?  Do children with social workers achieve as well as their peers? |  |  |
| 6.2 The school is implementing a whole school or college approach to tackling sexual violence and harassment between children that ensures a culture acceptable behaviour, a safe environment and does not minimise abuse and abusive behaviours.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Review of sexual abuse in schools and colleges](https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges), Ofsted, June 2021  [Norfolk Harmful Sexual Behaviour Team](https://www.norfolk.gov.uk/safety/harmful-sexual-behaviour-in-children-and-young-people)  [Contextual Safeguarding Network](https://contextualsafeguarding.org.uk/) toolkits | Have staff had appropriate training in this area and who delivered this?  What are the setting’s procedures if there is a child presenting with Harmful Sexual Behaviour?  What does the risk assessment look like?  Has analysis been undertaken of incidents of sexual violence / sexual harassment?  What has changed in practice following this analysis? |  |  |
| 6.3 The school or college has a whole setting approach to online safety based on the 4 C’s of content, contact, consent and commerce which is reviewed annually.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [360 Degree Safe](https://360safe.org.uk/) online safety self-review tool  [DfE filtering and monitoring standards](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges)  [UK Safer Internet Centre](https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring)  [South West Grid for Learning Tool](http://testfiltering.com/)  [DfE Cyber security standard for schools and colleges](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges) | Is there a robust Online Safety policy in place?  Is this reviewed and ratified annually?  Are there appropriate filtering and monitoring measures in place?  Are there acceptable use policies/ICT code of conduct for pupils, staff, governors and visitors?  What evidence is available to demonstrate that these have been signed and understood?  When did staff receive online safety training, including understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring?  When did the setting last complete an online safety audit?  What were the actions from this, and have they been addressed?  What is the setting’s procedure for dealing with online safety incidents?  How many incidents have there been in the last academic year; were these dealt with effectively and has there been any learning from them? |  |  |
| 6.4 Governing Board regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.  **Further Guidance**  [Template Safeguarding Report to Governing Body](http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Safeguarding/Forms-and-templates/index.htm)  [Management oversight of Governors](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/toolkit/monitoring-and-evaluation/management-oversight) | Does the Governing Board receive regular safeguarding updates?  Do the Governing Board minutes reflect the discussion with any questions or challenges posed?  What are the trends / patterns that DSLs are experiencing in relation to their safeguarding work? Why do they think this is?  Do they need any support from governors in relation to this?  How is their wellbeing?  Do they need supervision or have access to other support mechanisms?  Have numbers of cause for concerns / operation notifications / call to CADS / number of children at section 17, section 47, with an EHAP increased / decreased / stayed relatively stable?  Why do DSLs think this is?    What does this mean for school safeguarding practice? |  |  |
| 6.5 The curriculum is broad and balanced including the teaching of British Values and safeguarding related themes.  **Further Guidance**  [Teaching about relationships, sex and health](https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health), DfE, March 2021  [PSHE curriculum](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe), DfE Sept 2021  [Relationships Education, Relationships and Sex Education (RSE) and Health Education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education), DfE, Sept 2021  [Road safety](https://www.norfolk.gov.uk/roads-and-transport/roads/road-safety/road-education-and-training/road-safety-for-children-and-young-people)  [NSPCC Pants materials for Primary Schools](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/) | How is safeguarding taught within the curriculum?  What is the evidence of impact for pupils?  Are there specific incidents or local issues that need to be addressed? |  |  |
| 6.6 The Governing Board ensures there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023  [Preventing and Tackling Bullying, DfE](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) 2017  [Mental Health and Behaviour in Schools, DfE](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) 2018  [Promoting children and young people’s emotional health and wellbeing](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing), DfE Sept 2021  [Rise Above](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview), Public Health England resource  [Senior Mental Health Lead training](https://www.gov.uk/guidance/senior-mental-health-lead-training), DfE June 2023 | Is there a senior mental health lead(s) at the setting?  When did they complete their training?  Is there evidence of this?  Have staff had training in this area?  What evidence is available to demonstrate the support offered to pupils within the setting?  How many referrals have been made to external organisations for mental health support? |  |  |
| 6.7 The Governing Board ensures that where school or college facilities are hired or rented to organisations or individuals assurances are in place from the body concerned that appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed, to keep children safe.  **Further Guidance**  [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?utm_source=b6087c16-0c9f-4040-9528-125e9405feb4&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate), DfE 2023 | Are there assurances that the organisation/individual concerned has appropriate safeguarding and child protection policies and procedures in place?  Is there any inspection of the relevant policies and procedures?  Are safeguarding requirements included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises?  Does it state that failure to comply with this would lead to termination of the agreement?  If the school receives an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, is there an understanding of how this would be followed up? |  |  |

| **Action required** | **Timescale** | **Name & Position of person responsible** | **Date action completed & evidence of impact** |
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