



# SAFEGUARDING REVIEW

2019

# CONTENTS

INTRODUCTION.....	3
METHODOLOGY.....	3
FINDINGS.....	5
RECOMMENDATIONS.....	12
FINAL NOTE.....	16
APPENDIX A: AUDIT TOOL.....	17
APPENDIX B: SCHOOL SAFEGUARDING LEADS.....	21
APPENDIX C: OFSTED'S PUPIL SURVEY QUESTIONS.....	25
APPENDIX D: SAFEGUARDING GOVERNOR.....	27
APPENDIX E: TERMLY SAFEGUARDING MONITORING FORM.....	29
APPENDIX F: ANNUAL SAFEGUARDING GOVERNOR REPORT.....	30

## INTRODUCTION

One of the key priorities set out in the City of London Corporation's Education Strategy 2019-2023 is the commitment to *"...work in partnership to deliver education that is safe, inclusive, supportive and empowering for all – regardless of age, background or circumstance"*.

Through equality of opportunity and by maintaining a proactive stance on promoting inclusion and social mobility, the City of London aims to uphold the rights of children to protection, provide a safe environment for children to learn in, and ensure that the health, safety and welfare of pupils are of paramount importance to all the adults who work in the Family of Schools.

As part of its 2018/19 Annual Action Plan, the Education Board commissioned this review to quality assure safeguarding practices against statutory requirements and current guidance to align best practice approaches across the Family of Schools within their localised contexts.

The objective of this review is to ensure robust safeguarding arrangements are in place across each school so that children and young people are kept safe in education and enabled to flourish and achieve their full potential.

The review was designed and conducted between January and March 2019 by the author of this report, Sham Kidane, Safeguarding Consultant.

## METHODOLOGY

The scope of this review included examination of safeguarding practice across the following three key areas:

- Leadership & Management
- Child Protection, Safeguarding & Promoting Child Welfare
- Partnership Working

The review framework was based on an audit tool (see Appendix A) that addressed the statutory requirements, guidance and best practice standards of a wide range of safeguarding measures against each of the above key areas.

The full review programme involved:

- Examining the documentary evidence provided by schools
- Reviewing the school website and published inspection reports where available
- Meetings with the Headteacher, Designated Safeguarding Lead (DSL), Deputy DSL(s), and Safeguarding Governor
- A guided review of the Single Central Record (SCR) by the relevant SCR lead
- A guided tour of the school
- Checks with the local authority Designated Officer and education safeguarding service

The review was also informed by:

- Observation of one City of London Education Safeguarding Forum
- Observation of one Headteachers' Forum
- Interviews with the City of London corporate HR and Recruitment business partners
- Interviews with the City of London Academies Trust (COLAT) CEO and HR Director

Notable limitations of the design and conduct of this review is that it did not include:

- Direct involvement of parents, pupils or teaching staff
- Site visits to any location other than the main school building
- Full content review of each policy or procedure submitted as evidence

While all schools welcomed visits and actively engaged in discussions about their safeguarding arrangements, the extent of their participation in the review varied for several reasons primarily to do with timing. The table below lists the dates each school was visited and the record of the Safeguarding Leads in the schools at the time of this review can be found in Appendix B.

TABLE 1: SCHOOL SITE VISIT DATES

SCHOOL	DATE OF VISIT(S)
City of London School for Girls	6 <sup>th</sup> & 12 <sup>th</sup> February
Guildhall School of Music and Drama (GSMD)*	26 <sup>th</sup> February & 5 <sup>th</sup> March
City of London School	1 <sup>st</sup> March
Redriff Primary City of London Academy	4 <sup>th</sup> March
City of London Academy Southwark	4 <sup>th</sup> March
Newham Collegiate Sixth Forum	5 <sup>th</sup> March
City of London Academy Highgate Hill	6 <sup>th</sup> March
City of London Academy Highbury Grove	6 <sup>th</sup> March
City of London Academy Hackney	7 <sup>th</sup> March
City of London Academy Islington	7 <sup>th</sup> March
City of London Academy Shoreditch Park	8 <sup>th</sup> March
City of London Primary Academy Islington	8 <sup>th</sup> March
Gallleywall Primary City of London Academy	11 <sup>th</sup> March
Sir John Cass's Foundation Primary School	11 <sup>th</sup> March
City of London Freeman's School	12 <sup>th</sup> March

Lastly, it is important to highlight that this review was not only an audit of existing safeguarding practices but also an opportunity to share best practice approaches and to gather participants' views about the role of the City of London in supporting robust safeguarding arrangements to be achieved and maintained as a standard across the Family of Schools.

---

\* GSMD is not a school but rather a Higher Education Provider that is regulated by the Office for Pupils. They are included in this review because of their Junior Guildhall programme, a specialist Saturday School for children aged 4-18 in London and across their 4 regional centers. The term 'school' is used for simplicity and to highlight that it is only their safeguarding arrangements for under 18s that have been included in this review.

## FINDINGS

### OVERALL

Safeguarding across the Family of Schools is effective. Although there were areas for development in both practice and systems, in most cases these were not areas that left children at risk.

All 15 schools understand and believe in the principle that safeguarding is everyone's responsibility; they recognise the essential role schools play in protecting children from abuse, safeguarding them from harm and promoting their welfare and demonstrated throughout this review that they take this responsibility seriously.

The recommendations and proposals set out at the conclusion of this report are informed by the following general findings and the feedback gathered directly from schools.

### LEADERSHIP & MANAGEMENT

Headteachers and experienced DSLs provide good leadership in cultivating a culture of safeguarding in schools. This is evident in the relationships seen and described between school staff and children across the Family of Schools and the extended safeguarding teams established in most schools.

In most primary schools and across all secondary schools, the safeguarding teams go beyond the requirement of one DSL and deputy DSL structure to include safeguarding leads across year groups and school services (e.g. afterschool clubs, boarding, pastoral teams etc.).

Safeguarding leads, teaching and support staff are well-trained to recognise and respond to children's safeguarding needs and there are clear reporting lines that are understood and followed in most schools.

Most schools demonstrated a dynamic range of learning and development approaches to delivering safeguarding training across their staff group, including whole school induction programmes, regular in-person and email briefings, multi-agency training, and e-courses. The topics covered in training programmes reflect the requirements set out in statutory guidance, lessons learned from serious case reviews, as well as issues specific to the individual school communities.

The commitment to keeping children safe and promoting their welfare as observed in practice and described by school leaders was often a stronger indication of their safeguarding culture than what is reflected on school websites and in written policies and procedures. This was often due to policies being out-of-date or model templates that have not been adapted to the specific school and therefore not accurately reflective of the safeguarding culture or practices on the ground.

In terms of site safety, schools with multiple sites and those operating out of temporary locations or sites undergoing building works have increased safeguarding and health and safety risks, which leaders understand require careful attention and close management. While a full audit of on and off-site safety was not completed, observations of the

safeguarding arrangements in the main school buildings visited indicate that school leaders understand their contexts well and have implemented appropriate measures to keep children safe in school.

Safer recruitment practice across the Family of Schools is generally good. It is strongest amongst teaching staff and support staff recruited directly by school and with adults who are clearly engaging in Regulated Activity.

There are sound recruitment and hiring processes in place, but these can become convoluted when split between schools and corporate HR in the City.

Evidence of schools' commitment to safeguarding was seen in recruitment material and in the value-based interview questions in use, and, in most cases, schools were aware of relevant changes in legislation and guidance and working towards implementing these (e.g. changes in Disqualification by Association checks and management of agency staff providers and contractors).

As part of this review, the administrators of the Single Central Record (SCR) for 14 out of 15 schools were interviewed, spot checks of the live SCR were conducted in 11 schools, printed copies were seen in two schools, and in one school the findings from a recent external inspection report was relied upon to inform this review.

The general finding is that the quality of SCRs across the Family of Schools is variable.

The most effective and well managed SCRs were those that were administered by experienced personnel who understood the requirements well, knew their systems confidently, and could explain the work underway to address known gaps.

The efficacy of the SCR as a safeguarding measure was improved further in schools with senior leaders who understood their responsibility for and content of the SCR and exercised oversight through a regular programme of quality assurance spot checks.

Recording is an important aspect of safeguarding practice. The quality of recording can affect schools' ability to recognise and respond to concerns, apply appropriate thresholds, account for decision-making and actions taken and ultimately keep children safe.

The review of recording practice across all 15 schools found variable practice.

Practice was strongest where DSLs were able to demonstrate good quality oversight over the range of safeguarding issues in their schools including an ability to analyse information, recognise patterns, and account for the profile of concerns (i.e. how many children known to have concerns, at which level, and what is being done about it). Where practice required improvement, this was largely due to recording systems and methods that did not clearly bring to light information that should be knowable or was not organised in a useful way.

The majority of schools operate a paper or computer file recording system (n=12) while a few others are using safeguarding software programmes to support their recording, reporting and reviewing practice (n=3). Safeguarding software is being trialled or actively considered by four schools, and there is software in place in one other school, but it is not yet in use.

The software programmes in use are called *Safeguard* and *My Concern* and the one being considered across several schools is *CPOMS*.

While there are clear benefits to software solutions, if the practice standards around recording are not sound, a software programme will not itself improve the quality or effectiveness of recording, reporting or reviewing. The need to think carefully about what is recorded, reviewed, and reported, why, how and by who was highlighted in discussions with each school.

Essential to the review of leadership and management of safeguarding across the City's Family of Schools was the specific consideration of governance arrangements and more specifically, the role of the Safeguarding Governor.

In line with statutory requirement for governing bodies and proprietors to have a senior board level lead to take leadership responsibility for their school's safeguarding arrangements, this review found that there is a named Safeguarding Governor for each school and in the one case where recent board changes resulted in a vacancy in this position, the Chair of Governors assumed this role as an interim measure in recognition of its importance and to ensure compliance.

Of the 12 individuals who serve as named Safeguarding Governors across the 15 schools, 10 took part in this review by engaging in interviews in person or via telephone conference. Governors' direct involvement as well as feedback from school staff and a review of safeguarding reports, where provided, helped inform the findings about the quality and effectiveness of existing arrangements.

In most schools, Safeguarding Governors were found to be carrying out their role to a good standard. While there were some who were considerably more engaged and knowledgeable, there was also a minority of cases where improvements would be required for this role to be effective.

Where it presents as most effective, Safeguarding Governors can demonstrate their understanding of school safeguarding requirements and how they maintain oversight of these arrangements. These governors engage in and promote training, they work closely with the DSLs to provide support and challenge as needed, they know the school's profile of need as well as the measures being taken to keep children safe. In these cases, there are clear reporting lines between the Head and DSL, the Safeguarding Governor and the full governing body.

Separate to the work of named Safeguarding Governors at the LGB level, a notable strength of COLAT is the systematic oversight of safeguarding arrangements that the Trust CEO maintains through receipt of termly monitoring data completed by DSLs and a programme of annual visits across all eight academies to review safeguarding practice in schools, the findings of which are then collated and reported annually to the COLAT Board.

## CHILD PROTECTION, SAFEGUARDING & PROMOTING CHILD WELFARE:

The review findings in this section were largely positive. Heads and safeguarding leads across the Family of Schools know their school community well. They understand the key safety threats children in their schools face and have measures in place to mitigate the risk factors.

All DSLs understand their schools' obligations under Working Together to Safeguard Children (2018), KCSIE (2018), the Prevent Duty (2015), Mandatory Reporting Duty of female genital mutilations (2015) and the local safeguarding protocols.

The staff training programmes and information bulletins seen reflect the comprehensive range of safeguarding and child protection matters that schools need to be aware of. Although improvement is required in the way training is logged and monitored, in most cases DSLs can demonstrate that key information reaches staff, volunteers and visitor so that they are appropriately trained and briefed about the school's safeguarding arrangements and their role in keeping children safe.

Schools engage in campaigns such as Safer Internet Day, Anti Bullying Week, and Child Mental Health Week as well as ensuring safeguarding and welfare matters such as these are addressed in the curriculum, in the pastoral care provided and in standalone policy and procedures.

There are clear and well informed arrangements in place to keep children safe online with most schools having a named lead for E-Safety within the safeguarding team.

Schools have behavioural policies in place that are appropriately distributed to staff as part of their induction programme. They are aware of and make good use of DfE advice and guidance on the management of peer on peer abuse with some schools being further ahead in learning about and accessing new Contextual Safeguarding approaches to understanding and responding to the risks of extra-familial and peer-on-peer abuse.

Most schools display key contact information about the safeguarding team, the pastoral support services available, and out of school support options on their websites, in their newsletters, on-site on bulletin boards and often in the schools' reception area.

While the prevalence of certain risk factors and welfare concerns varied across schools, the mental health and emotional wellbeing of pupils stood out as the most common challenge and concern reported by DSLs. In most schools there is good quality corresponding resources in the pastoral care offer, external partnerships and well-established links with community services in response, but nevertheless this remains a great area of need.

A key area for improvement in several schools was their safeguarding response to children who go missing from education. Both in practice and in policy, the need for a stronger focus on the safeguarding implications of children who miss education and a more robust approach to managing this risk was identified and highlighted with schools directly. As with the behavioural policy, effective 2018, schools' management of this risk factor is a required focus of staff induction.



Case examples discussed with each of the 15 schools demonstrated both strengths and areas for development in practice and the safeguarding arrangements in place. Schools engaged openly in this review, demonstrating thoughtful reflection and good quality understanding of the protection, safeguarding and welfare needs of their pupils and the challenges and opportunities in their local areas.

Schools know themselves and their communities well.

#### PARTNERSHIP WORKING

The City of London Family of Schools are spread across 6 different local authorities<sup>†</sup> and the findings from this review confirm that each are well connected and appropriately compliant with their local safeguarding partners and protocols.

It is recognised that many pupils live in local authorities other than where their schools are based and as such, DSLs across the Family of Schools often have to interface with many more children's service departments than those in their local area. Schools understand these requirements well as indicated by case examples discussed and evidence of the confident use of escalation pathways seen in situations where there was a need to challenge the threshold response to concerns raised.

Of the 15 schools, 13 are in local authorities that were judged to be Good at their most recent Ofsted inspection of Children's Services, one is in a local authority that was judged as Requiring Improvement, and one that was found to be Inadequate.

The schools are aware of their local authority's position and in the case of the Inadequate authority, the DSL is involved in the partnership engagement meetings to keep abreast of the improvement work underway.

Schools are actively engaged with their local safeguarding children boards (LSCB) through the take up of multi-agency training, learning from serious case reviews, access to resources and use of local protocols such as escalation pathways. Schools are alert to the move from LSCBs to local safeguarding partnership arrangements and for the most part, they are monitoring this transition closely.

The feedback received from the education safeguarding leads consulted in each of the six local authorities was consistently positive. They know the schools well, have good quality relationships with DSLs and Heads and tend to have good oversight of the main issues in each setting.

For the schools where feedback from MASH, Child Protection Chairs and Independent Reviewing Officers was obtained, the findings highlighted good quality partnership working through information sharing, written reports, and attendance and contributions to multi-agency planning meetings.

---

<sup>†</sup> When taking into account the spread of GSMD's Centres for Young Musicians (CYM), the numbers of local authorities in which children receive regular tuition increases to 11. The additional 5 local authorities - Norwich, Essex, Lambeth, Peterborough and Somerset - were not included in the scope of this review.

All six local authority designated officers were consulted, and they were largely positive about how allegations of abuse against staff were managed in the schools they knew of, but could not account for those they had not received referrals from.

DSLs in schools without recent experience or any history of managing allegations of abuse against staff or volunteers were encouraged to reflect on the reasons for low or no incidents of allegations against staff to assure themselves that this is down to effective safer recruitment practices, good staff conduct, appropriate relationships and the strength of the safeguarding culture in their schools instead of any failure to recognise or respond appropriately or any doubt that pupils know when and how to report concerns about teachers and other adults in schools. Doing such an exercise could help schools identify gaps as well as offer assurance.

Local authority designated officers are on hand to provide advice, support and training to help schools review their understanding and application of this procedure and schools were encouraged to take this up where needed.

As the scope of this review did not extend to the direct involvement of parents or pupils, schools were relied upon to demonstrate the quality and impact of parental engagement in keeping children safe and to identify how the voice and experience of pupils is captured and used to determine how safe they feel in school.

In most cases, schools provided evidence of formal parent forums, informal coffee mornings, regular opportunities to meet with teachers and senior leaders, newsletters, and surveys to demonstrate how they reach parents to share safeguarding information (e.g. how to keep children safe online) and establish their views about their children's safety in school.

In addition to the curriculum, schools report the use of assemblies to disseminate safeguarding information and promote the culture of safeguarding directly with pupils and in some schools, surveys or student led groups are used to establish how safe children feel and what should be done to promote safety. Schools who have requested a sample survey have been given a copy of Ofsted's survey questions for reference that they could consider adapting to fit their local context (see Appendix C).

With respect to parental responsibility, schools demonstrated good quality understanding of the various legal arrangements their pupils are and could be in and the efforts they make to understand their family relationships. Schools have clear records of the pupils who are in local authority care, subject to special guardianship or child arrangement orders, and where disclosed, those who have been adopted. Schools understand what Private Fostering Arrangements are and the need to report this, which is addressed in most schools' safeguarding policy.

While there are real pressures and challenges in accessing services in many local authorities, the quality of partnership working across the Family of Schools is largely positive with schools engaging with local services as well as parents and pupils as key partners in fostering a safe environment for children to learn and grow in.

## CONCLUSION:

Safeguarding arrangements are effective across the Family of Schools. However, there are areas that require improvement to enhance the effectiveness of the arrangements and ensure robust systems are in place.

In summary, these are:

- a. Governance
  - Safeguarding Governors did not routinely demonstrate sufficient understanding of their role or the quality of safeguarding arrangements in the schools they have responsibility for
  - The variability in quality, frequency and content of reporting between the DSL, Safeguarding Governor and the Governing Body and the implication of this on governor oversight
- b. Safer Recruitment and SCR
  - In cases when staff or governors are recruited and appointed by corporate HR, schools' accountability for the suitability of these appointments is limited despite their responsibility for ensuring this
  - DBS arrangements and recording practices vary considerably within and between schools. Tolerance for delays in providing DBS evidence requested amongst the Governor cohort was too high in some cases
  - SCR spot checks are not routinely done at all schools, not done by people who know what is required, and/or not routinely tracked for progress against identified gaps from one spot check to the next
- c. Policies and Procedures
  - Safeguarding related policies are not routinely current or adapted to ensure they are school specific when based on model policies
  - The safeguarding response to children who miss education needs to be strengthened in policy and practice in most schools
  - Most schools would benefit from reviewing their management of allegations against staff practice and procedures
- d. Recording Practice
  - The quality of recording practice is not sufficiently robust across all schools

The recommendations in the following table address the identified areas for improvement as well as offering proposals for the development of sustainable, high quality structured systems of scrutiny and support that fit within the Education Strategy's Accountability Framework and reflect the Family of Schools' commitment to:

- |                            |  |
|----------------------------|--|
| • Developing partnerships  | • Sharing best practice  |
| • Learning from each other | • Exploring opportunities to become more efficient through greater collaboration |

## RECOMMENDATIONS

1.	Governance	Training
		<ul style="list-style-type: none"> <li>a. Education Unit to extend its annual Introduction to Safeguarding training for Governors from one session in the morning to include one in the afternoon and one in the evening to make this offer accessible to more governors</li> <li>b. At least one of the three sessions should be a refresher training for experienced governors ready for and able to engage in more advanced content</li> <li>c. Any Safeguarding Governor opting out of this training should be expected to provide confirmation of similar training completed within the last two years</li> </ul>
		Guidance
		d. All Safeguarding Governors to be provided with best practice advice to guide them in their role (see Appendix D)
		Reporting and Evidence of Oversight
		<ul style="list-style-type: none"> <li>e. COLAT safeguarding monitoring practice to be adopted for use between DSL and Safeguarding Governors for termly updates (Appendix E)</li> <li>f. Whether or not termly safeguarding updates are reported to governing bodies, there should be one full annual safeguarding report that offers good quality overview and analysis of key information (see Appendix F). Clerks should take care that safeguarding discussions are adequately recorded in the minutes to reflect the quality of governor scrutiny and oversight</li> </ul>
		Lines of Accountability
		g. COLAT to review roles and responsibilities for safeguarding governance between Local Advisory Boards, Local Governing Boards and the City of London Academy Trust Board and support schools to understand these arrangements
2.	Safer Recruitment	Pre-appointment Checks <ul style="list-style-type: none"> <li>a. A culture of safer recruitment needs to be upheld across all school appointments. To assist in standardising the response to any delays in meeting the statutory requirement for pre-appointment checks, this review, with the support of many administrators, proposes the use of an escalation protocol for the benefit of SCR administrators and to assist oversight of senior leaders and governing bodies. The escalation protocol should address the need for: non-compliance to be reported up within set timescales; risk assessments and interim safeguards to be implemented where there is senior leadership agreement to allow more time; and that the appointment offer will be withdrawn should the information required not be forthcoming.</li> </ul>

		SCR – Single Central Record
		<ul style="list-style-type: none"><li>b. COLAT to consider the content of their Assurance Letters for academies’ SCRs to include the specific names of the relevant individuals. The use of the letters should also be considered against the frequency and type of contact and access central staff have across the schools.</li><li>c. Administrators and senior leaders, including relevant governors, who quality assure SCRs should receive training</li><li>d. SCR administrators and those who are responsible for spot checking its content to complete Safer Recruitment training</li><li>e. SCR spot checks should be logged to confirm who completed this, when and the outcome as standard practice</li></ul>
	3. Policies & Procedures	Policy updates
		<ul style="list-style-type: none"><li>a. Senior leaders and governing bodies to ensure safeguarding policies and procedures are current and reflective of their specific school needs and arrangements</li></ul>
		Children Missing from Education
<ul style="list-style-type: none"><li>b. The safeguarding response to children who miss education needs to be clearly communicated to all school staff, addressed specifically in staff induction programmes, shared with parents and, where appropriate, pupils, and clearly reflected in school Attendance Policies. Schools should liaise closely with their local authorities to ensure they understand and align practices</li></ul>		
Managing allegations against staff and volunteers		
	<ul style="list-style-type: none"><li>c. Schools to review their procedures and practice in this area. As part of the review, schools are encouraged to consult with their local authority designated officer</li><li>d. In the case of COLAT, the procedure needs to be amended to account for the Trust’s management structure</li></ul>	
4. Recording Practices	Recording about Children	
	<ul style="list-style-type: none"><li>a. Safeguarding records and filing practice should meet the following basic elements:<ul style="list-style-type: none"><li>• Secure (locked) filing arrangements separate from other general pupil records</li><li>• Clear front sheet of administrative details and key contacts</li><li>• Chronology/running record that details significant events, concerns, actions, by who and when.</li><li>• Concerns need to clearly record how this became known, what actions were taken, why, by who, when, and what needs to happen next</li><li>• Records of one child should be kept together in a way that avoids papers getting lost or mixed up (including incoming/outgoing correspondence, reports, plans etc.)</li><li>• Systems should include an overview of all the children along with a snap shot of the nature of the worry/ involvement (e.g. CP, Early Help, CIN, CLA, Monitoring)</li></ul></li></ul>	

5. Structured System of Scrutiny & Support	Annual Scrutiny Meeting: Safeguarding
	<p>a. School safeguarding arrangements to be included in the City of London’s annual scrutiny meeting protocol.</p> <p>In recognition of its paramount importance, the effectiveness of schools’ safeguarding arrangements and compliance with statutory requirements should benefit from the structured system of support and challenge available through this existing process.</p>
	City of London Family of Schools’ Safeguarding Review
	<p>b. A comprehensive independent review of safeguarding arrangements across the Family of Schools to take place biennially.</p> <p>The outcome of the independent safeguarding reviews commissioned by the Town Clerk in 2014 and 2016 found that the involved schools at the time (4) welcomed the deeper dive provided by such a process indicating that it was beneficial in terms of evidencing compliance and assisting the schools to develop. This third independent safeguarding review also found that schools valued the opportunity for guided self-assessment and external quality assurance and would want future reviews.</p> <p>However, schools raised that external checks and audit requirements from the City could benefit from better coordination centrally so that the range of expectations could inform the timing, scope and purpose of reviews across the corporation and become more effectively streamlined as a result.</p> <p>With this in mind, the timing and reach of this recommended review programme should be organised following a stocktake of the range of City safeguarding requirements on schools and designed to meet as many of these requirements as possible without diluting the fundamental purpose of this work: to ensure that there is a culture of vigilance and effective procedures in place across City schools to keep children safe.</p> <p>The two-yearly cycle proposed reflects the timing of statutory guidance updates, minimum training requirements for safeguarding leads, accounts for the number of internal monitoring processes schools’ are engaged in with their local authorities, and recognises the need for schools to have time to implement learning from reviews and develop their safeguarding arrangements.</p>

<div>6. Family of Schools' Commitment:</div> <ul style="list-style-type: none"> <li><i>Develop Partnerships</i></li> <li><i>Share Best Practice</i></li> <li><i>Learn from each other</i></li> <li><i>Efficiency through greater collaboration</i></li> </ul>	<div>DSL Forum</div>
	<div>a. A termly forum for Designated Safeguarding Leads from the Family of Schools</div> <p>Building on what is working well in the Family of Schools led forums for Headteachers, Heads of Sixth Form and Chair of Governors, DSLs as a distinct group amongst school leadership teams would benefit from a safeguarding forum that is not local authority specific but rather focused on raising practice standards across City schools through the exchange of ideas, learning, tools and resources.</p> <p>Feedback received from experienced senior leaders as well as newer DSLs indicated a wish for thinking space amongst peers where there could be a focus on safeguarding as a positive duty, going beyond a compliance, to consider different ways of working to achieve the safe culture that all schools are striving for.</p> <p>Throughout this review, the opportunity to share what was working well in one school with another was highly valued by DSLs with many seeking to make connections and learn directly from their counterparts across the Family of Schools. Examples of this ranged from the use of software solutions, to the management of the DBS updating system, sharing research, exchanging parent engagement methods, sharing approaches to gathering pupil voice, and sharing experience about training methods and providers.</p> <p>The benefit of this DSL forum for individual schools is in the access to increased peer support, learning and resources; collectively, such a forum, could serve to raise standards across the Family of Schools, and as a reputable group of schools in the education community, there is real potential for the Family of Schools to contribute to and influence safeguarding practice at a regional and national level.</p>
	<div>DSL Information Portal</div> <div>b. Develop a City of London Family of Schools DSL Information Portal</div> <p>The development of an information portal to share resources across the Family of Schools (training material, strategies, templates, research, notices etc.) is recommended to promote continuous collaboration. In addition to the forum, this portal could serve as a live format for the exchange of practical resources to increase efficiency.</p>

## FINAL NOTE

My grateful thanks to all schools, governors, and local authority safeguarding leads who took part in this review. They all did so with openness, honesty, and a willingness to contribute and learn in the interest of keeping children safe in education.

All arrangements were made efficiently and enabled me to carry out the review in the best of conditions.

The values promoted across the City of London Family of Schools of kindness, inclusion, integrity, pride, empathy, respect and responsibility were evident in the culture of schools I experienced throughout the site visits.

Best Wishes,

Sham Kidane  
Safeguarding Consultant  
March 2019



## APPENDIX A: AUDIT TOOL

1. LEADERSHIP & MANAGEMENT				
#	Requirements	Findings	Evidence	Recommendations
1.1	Statutory Guidance, Policies & Procedures <ul style="list-style-type: none"> <li>a) Keeping Children Safe in Education</li> <li>b) Child Protection and Safeguarding</li> <li>c) Managing Allegations of Abuse Against Staff</li> <li>d) Whistleblowing</li> <li>e) Code of Conduct</li> <li>f) Complaints</li> </ul> <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>• Hard copy of policies, code of conduct, procedures. Website review.</li> <li>• Evidence of distribution, discussion and communication with staff, parents and pupil</li> <li>• Evidence of tracking/recording who has received and agreed to adhere/uphold school standards</li> <li>• Discussion about how this is promoted to create a culture of safeguarding</li> <li>• Examples of implementation/use</li> </ul>	
1.2	Safeguarding Leads <ul style="list-style-type: none"> <li>a) Designated Safeguarding Lead (DSL)</li> <li>b) Governor lead for Safeguarding</li> <li>c) Senior Leadership support to DSL</li> <li>d) Governors' support/challenge of safeguarding arrangements</li> </ul> <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>• Names of DSL and Governor lead for Safeguarding</li> <li>• DSL Deputy Arrangements</li> <li>• Job description</li> <li>• Training records</li> <li>• Minutes of staff meetings, senior leadership team meetings, Governing Body to evidence safeguarding discussions and actions</li> </ul>	
1.3	Safe Recruitment <ul style="list-style-type: none"> <li>a) Compliant Interview Panels</li> <li>b) Single Central Record</li> </ul> <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>• Safer Recruitment policy and procedure</li> <li>• List of staff and governors who have completed training with dates</li> <li>• Copy of recent adverts showing the commitment to safer recruitment</li> <li>• Examples of interview questions used to explore candidates' motivation for working with children</li> <li>• Discussion with person responsible for the SCR/Review live SCR</li> </ul>	
1.4	Safeguarding Training <ul style="list-style-type: none"> <li>a) Staff</li> <li>b) Governors</li> <li>c) Volunteers</li> </ul> <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>• Training records with dates of most recent /next expected training</li> <li>• DSL and Governor lead for safeguarding training records</li> <li>• List of range of safeguarding training to evidence level, topic, type</li> <li>• Evidence of monitoring/tracking system</li> </ul>	

## 1. LEADERSHIP & MANAGEMENT

#	Requirements	Findings	Evidence	Recommendations
1.5	<p>On Site Safety</p> <ul style="list-style-type: none"> <li>a) Entrance/Exits /Pick up/Drop offs</li> <li>b) Supervision outside of class time</li> <li>c) Visitor Arrangements</li> <li>d) Pre/After School clubs</li> </ul> <p><a href="#">What to Consider</a></p>		<ul style="list-style-type: none"> <li>• Signing in book and ID requirements</li> <li>• Security arrangements in the building and on school grounds</li> <li>• Evidence of school response to pupil who go missing from school</li> <li>• Evidence of approved adult and emergency contact list for pupils</li> <li>• Standard on internet access for visitors</li> </ul>	
1.6	<p>Off Site Safety</p> <ul style="list-style-type: none"> <li>a) School Visits</li> <li>b) Work Experience</li> <li>c) Pupils in Alternative Provisions</li> <li>d) Transportation</li> </ul> <p><a href="#">What to Consider</a></p>		<ul style="list-style-type: none"> <li>• Safeguarding on School Visits procedures</li> <li>• Pre-visit checklists for staff</li> <li>• Work Experience agreement requirements</li> <li>• Evidence of Risk assessments</li> </ul>	
1.7	<p>Reporting, Recording &amp; Reviewing</p> <ul style="list-style-type: none"> <li>a) Information Sharing Protocols</li> <li>b) Record Keeping Standards</li> <li>c) Leadership/Governance line of sight</li> <li>d) Sharing and implementing learning</li> </ul> <p><a href="#">What to Consider</a></p>		<ul style="list-style-type: none"> <li>• Training Records</li> <li>• Copies of relevant forms such as Disclosures Forms, Cause for Concern forms</li> <li>• Review of record keeping system</li> <li>• Evidence of monitoring forms</li> <li>• Annual Safeguarding Report to Governing Board</li> <li>• Evidence/examples of notification/communication to CoL of significant safeguarding incidents</li> </ul>	

## 2. CHILD PROTECTION, SAFEGUARDING & PROMOTING CHILD WELFARE

#	Requirements	Findings	Evidence	Recommendations
2.1	Children Missing Education <a href="#">What to Consider</a>		<p>Suggested evidence is applicable to each requirement</p> <ul style="list-style-type: none"> <li>• Policies, Procedures, local protocols</li> <li>• Evidence that the above is shared appropriately with staff, pupils and parents (e.g. meeting minutes, posters, leaflets, assembly agenda etc.)</li> <li>• Evidence of implementation (e.g. talk through anonymised case examples, records)</li> <li>• Curriculum material and any example of use of external agencies/speakers/projects to address CP, Safeguarding, Child Welfare</li> <li>• Evidence of issue specific training, awareness raising and information sharing with staff (e.g. meeting minutes, news bulletins, training records)</li> <li>• Evidence of awareness of local issues and school's response</li> <li>• Evidence that school seeks feedback and views of parents and pupil (e.g. surveys, forums, comment cards, suggestion box etc.)</li> <li>• Record of actions taken in response to the above</li> <li>• Support arrangements for children post disclosure/post incident</li> <li>• Evidence of safeguarding culture in the school (e.g. Is the DSL known to pupils, are there strategies to identify/support parents facing adversity, examples of how school learns from experiences and improves processes/systems accordingly?)</li> </ul>	
2.2	Sexual Violence and Harassment between Children <a href="#">What to Consider</a>			
2.3	E-Safety <a href="#">What to Consider</a>			
2.4	Child Sexual Exploitation <a href="#">What to Consider</a>			
2.5	Mental Health <a href="#">What to Consider</a>			
2.6	Radicalisation and Extremism <a href="#">What to Consider</a>			
2.7	Anti-bullying <a href="#">What to Consider</a>			
2.8	Managing Behaviour <a href="#">What to Consider</a>			
2.9	Safe Relationships <a href="#">What to Consider</a>			
2.10	Sharing Concerns <a href="#">What to Consider</a>			
2.11	Safeguarding in the Curriculum <a href="#">What to Consider</a>			
2.12	Faith, Culture and Beliefs <a href="#">What to Consider</a>			
2.13	Families Facing Adversity <a href="#">What to Consider</a>			

3. WORKING WITH OTHERS				
#	Requirements	Findings	Evidence	Recommendations
3.1	Local Procedures a) Local Safeguarding Protocols b) Escalation Policy <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Records (anonymised) showing attendance and contributions to CP, CiN, and/or TAC meetings</li> <li>Examples of referrals initiated by the school</li> <li>Examples of use of the escalation pathways</li> <li>Evidence to show that DSL has shared information about local developments with staff</li> </ul>	
3.2	Designated Officer (formerly LADO) a) Local Protocol <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Examples of referrals made and outcome</li> <li>Examples of referrals considered and not made</li> <li>Evidence of recording and reporting</li> <li>Evidence of learning reviews and any changes made as a result</li> <li>Evidence of training for DSL and HR Lead</li> </ul>	
3.3	Local Safeguarding Children Board (LSCB) a) S.175/157 (s.11) Audits b) Multi-Agency Training c) Safeguarding Practice Reviews (formerly Serious Case Reviews) <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Evidence of most recent s.11 audit / compliance letter</li> <li>Evidence of awareness and take up of multi-agency training</li> <li>Examples of learning from local/national SCRs and any change in local practices that resulted from this</li> </ul>	
3.4	Working with Parents <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Website has link to the most recent safeguarding policy and policy is available to parents on request</li> <li>Displays of key contacts in school for parents includes DSL</li> <li>Copy of any additional safeguarding information given to parents</li> <li>Example/anonymised case study of showing school's engagement with parents</li> </ul>	
3.5	Parental Responsibility (PR) <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Evidence of engagement with Designated Teacher for looked after children and the relevant Virtual School (e.g. PEPs)</li> <li>Evidence of school's knowledge of pupils' legal status</li> <li>Evidence that staff know what Private Fostering is / any referrals made</li> </ul>	

## APPENDIX B: SCHOOL SAFEGUARDING LEADS

CITY OF LONDON SCHOOL	
CHAIR OF GOVERNORS	James Thomson
HEAD OF SCHOOL	Alan Bird
DESIGNATED SAFEGUARDING LEAD	Coco Stevenson
SINGLE CENTRAL RECORD LEAD	Sheetal Gill
SAFEGUARDING GOVERNOR	Rosie Gill
LOCAL AUTHORITY	City of London
LA DESIGNATED OFFICER	Pat Dixon
LA EDUCATION SAFEGUARDING LEAD	Kristie Hilton

CITY OF LONDON SCHOOL FOR GIRLS	
CHAIR OF GOVERNORS	Clare James
HEAD OF SCHOOL	Ena Harrop
DESIGNATED SAFEGUARDING LEAD	Susie Gilham
SINGLE CENTRAL RECORD LEAD	Vicky Pyke
SAFEGUARDING GOVERNOR	William Russell
LOCAL AUTHORITY	City of London
LA DESIGNATED OFFICER	Pat Dixon
LA EDUCATION SAFEGUARDING LEAD	Kristie Hilton

CITY OF LONDON FREEMEN'S SCHOOL	
CHAIR OF GOVERNORS	Roger Chadwick
HEADMASTER	Roland J. Martin
DESIGNATED SAFEGUARDING LEAD	Stuart Bachelor
SINGLE CENTRAL RECORD LEAD	Kelly Montague
SAFEGUARDING GOVERNOR	Stuart Fraser
LOCAL AUTHORITY	Surrey
LA DESIGNATED OFFICER	Maggie Poole
LA EDUCATION SAFEGUARDING LEAD	Jane Dufton

SIR JOHN CASS'S FOUNDATION PRIMARY SCHOOL	
CHAIR OF GOVERNORS	Matt Piper
HEADTEACHER	Alexandra Allan
DESIGNATED SAFEGUARDING LEAD	Alexandra Allan
SINGLE CENTRAL RECORD LEAD	Graham Watson
SAFEGUARDING GOVERNOR	Sally Moore
LOCAL AUTHORITY	City of London
LA DESIGNATED OFFICER	Pat Dixon
LA EDUCATION SAFEGUARDING LEAD	Kristie Hilton

REDRIFF PRIMARY CITY OF LONDON ACADEMY	
CHAIR OF GOVERNORS	Antony Smyth
EXECUTIVE HEADTEACHER	Mickey Kelly
HEAD OF SCHOOL	Charlotte Heath
DESIGNATED SAFEGUARDING LEAD	Charlotte Heath
SINGLE CENTRAL RECORD LEAD	Emma Bartlett
SAFEGUARDING GOVERNOR	Lucas Green
LOCAL AUTHORITY	Southwark
LA DESIGNATED OFFICER	Eva Simcock
LA EDUCATION SAFEGUARDING LEAD	Apo Cagirci

GALLEYWALL PRIMARY CITY OF LONDON ACADEMY	
CHAIR OF GOVERNORS	Antony Smyth
EXECUTIVE HEADTEACHER	Mickey Kelly
HEAD OF SCHOOL	Sheila Cohring
DESIGNATED SAFEGUARDING LEAD	Sheila Cohring
SINGLE CENTRAL RECORD LEAD	Janie Ewing
SAFEGUARDING GOVERNOR	Lucas Green
LOCAL AUTHORITY	Southwark
LA DESIGNATED OFFICER	Eva Simcock
LA EDUCATION SAFEGUARDING LEAD	Apo Cagirci

CITY OF LONDON ACADEMY SOUTHWARK	
CHAIR OF GOVERNORS	Antony Smyth
EXECUTIVE PRINCIPAL	Richard Bannister
HEAD OF SCHOOL	Bryce Wilby
DESIGNATED SAFEGUARDING LEAD	Mehmet Emin
SINGLE CENTRAL RECORD LEAD	Sian Lehrter
SAFEGUARDING GOVERNOR	Lucas Green
LOCAL AUTHORITY	Southwark
LA DESIGNATED OFFICER	Eva Simcock
LA EDUCATION SAFEGUARDING LEAD	Apo Cagirci

NEWHAM COLLEGIATE SIXTH FORM CITY OF LONDON ACADEMY	
CHAIR OF GOVERNORS	Rachel McGowan
PRINCIPAL	Mouhssin Ismail
DESIGNATED SAFEGUARDING LEAD	Annie Lomax
SINGLE CENTRAL RECORD LEAD	Jo Spiller
SAFEGUARDING GOVERNOR	Gerald Mehrtens
LOCAL AUTHORITY	Newham
LA DESIGNATED OFFICER	Nick Pratt
LA EDUCATION SAFEGUARDING LEAD	Sheila Weeden

CITY OF LONDON ACADEMY HIGHGATE HILL	
CHAIR OF GOVERNORS	Roy Blackwell
PRINCIPAL	Prince Gennuh
DESIGNATED SAFEGUARDING	Eleni Clarke
SINGLE CENTRAL RECORD LEAD	Peter Clarke
SAFEGUARDING GOVERNOR	Roy Blackwell
LOCAL AUTHORITY	Islington
LA DESIGNATED OFFICER	Timur Djavit
LA EDUCATION SAFEGUARDING LEAD	Michelle Viridi

CITY OF LONDON ACADEMY HIGHBURY GROVE	
CHAIR OF GOVERNORS	Mark Boleat
EXECUTIVE PRINCIPAL	Clare Verga
PRINCIPAL	Aimee Lyall
DESIGNATED SAFEGUARDING LEAD	Dan Charlton
SINGLE CENTRAL RECORD LEAD	Sarah Counter
SAFEGUARDING GOVERNOR	Rachel Sherman
LOCAL AUTHORITY	Islington
LA DESIGNATED OFFICER	Timur Djavit
LA EDUCATION SAFEGUARDING LEAD	Michelle Viridi

CITY OF LONDON PRIMARY ACADEMY ISLINGTON	
CHAIR OF GOVERNORS	Ann Holmes
HEAD TEACHER	Kim Clapham
DESIGNATED SAFEGUARDING LEAD	Kim Clapham
SINGLE CENTRAL RECORD LEAD	Kim Nottage
SAFEGUARDING GOVERNOR	Mary Robey
LOCAL AUTHORITY	Islington
LA DESIGNATED OFFICER	Timur Djavit
LA EDUCATION SAFEGUARDING LEAD	Michelle Viridi

CITY OF LONDON ACADEMY SHOREDITCH PARK	
CHAIR OF GOVERNORS	Robert Howard
PRINCIPAL	Holly Arles
DESIGNATED SAFEGUARDING LEAD	Helen King
SINGLE CENTRAL RECORD LEAD	Simone Glenister
SAFEGUARDING GOVERNOR	Rita Krishna
LOCAL AUTHORITY	Hackney
LA DESIGNATED OFFICER	Liezel La Roux
LA EDUCATION SAFEGUARDING LEAD	James Sykes

CITY OF LONDON ACADEMY HACKNEY	
CHAIR OF GOVERNORS	Dawn Elliot
PRINCIPAL	Mark Malcolm
DESIGNATED SAFEGUARDING LEAD	Mhairi Stewart
SINGLE CENTRAL RECORD LEAD	Nasma Katon
SAFEGUARDING GOVERNOR	Rita Krishna
LOCAL AUTHORITY	Hackney
LA DESIGNATED OFFICER	Liezel La Roux
LA EDUCATION SAFEGUARDING LEAD	James Sykes

CITY OF LONDON ACADEMY ISLINGTON	
CHAIR OF GOVERNORS	Richard Verrall
EXECUTIVE PRINCIPAL	Clare Verga
PRINCIPAL	Sonia Jacob
DESIGNATED SAFEGUARDING LEAD	Nick Chinnock
SINGLE CENTRAL RECORD LEAD	Ewan Dunn
SAFEGUARDING GOVERNOR	Lady Helen Curran
LOCAL AUTHORITY	Islington
LA DESIGNATED OFFICER	Timur Djavit
LA EDUCATION SAFEGUARDING LEAD	Michelle Viridi

GUILDHALL SCHOOL OF MUSIC AND DRAMA	
CHAIR OF GOVERNORS	Vivienne Littlechild
PRINCIPAL	Lynne Williams
DESIGNATED SAFEGUARDING LEAD	Alison Mears
DEPUTY DESIGNATED SAFEGUARDING	Hetsie Van Rooyen
HR LEADS	Steve Eddy and Donna Dix
SAFEGUARDING GOVERNOR	Marianne Fredericks
LOCAL AUTHORITY	City of London Corporation
LA DESIGNATED OFFICER	Pat Dixon
LA EDUCATION SAFEGUARDING LEAD	Kristie Hilton



## APPENDIX C: OFSTED PUPIL SURVEY QUESTIONS

Schools give out online questionnaires when they're being inspected. This document lists the questions they ask their pupils in these online questionnaires. It is for reference only.

<b>1. <u>Year group</u></b> Drop down menu of options (Years 1-14)	<b>2. <u>I enjoy school</u></b> All of the time Most of the time Some of the time Almost never Never
<b>3. <u>Teachers help me to do my best</u></b> In every lesson In most lessons In some lessons In very few lessons In none of my lessons	<b>4. <u>My teachers give me work that challenges me</u></b> In every lesson In most lessons In some lessons In very few lessons In none of my lessons
<b>5. <u>I enjoy learning at this school</u></b> All the time Most of the time Some of the time Almost never Never	<b>6. <u>Teachers listen to what I have to say in lessons</u></b> Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
<b>7. <u>There is an adult at school I can talk to if something is worrying me</u></b> Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	<b>8. <u>The behaviour of other pupils in my lessons is good</u></b> All the time Most of the time Some of the time Almost never Never
<b>9. <u>The behaviour of other pupils around school is good</u></b> All the time Most of the time Some of the time Almost never Never	<b>10. <u>Is bullying a problem at your school</u></b> It doesn't happen It happens and teachers are really good at resolving it It happens and teachers are good at resolving it It happens and teachers are not good at resolving it It happens and teaches do nothing about it
<b>11. <u>I feel safe when I am at school</u></b> All the time Most of the time Some of the time Almost never Never	<b>*12. <u>What makes you feel unsafe at school?</u></b> (free text)

<p><b>13. <u>My school encourages me to look after my physical health (for example healthy eating and fitness)</u></b></p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>	<p><b>14. <u>My school encourages me to look after my emotional and mental health</u></b></p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>
<p><b>15. <u>I take part in school activities outside of lessons, like clubs, sports, music and art</u></b></p> <p>Very frequently Frequently Sometimes Not very often Never</p>	<p><b>16. <u>My school encouragements me to be independent and take on responsibilities</u></b></p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>
<p><b>17. <u>My school encourages me to respect other people from other backgrounds and to treat everyone equally</u></b></p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>	<p><b>18. <u>My school provides me with information about my next steps</u> <i>(For example: moving year group or school, choosing qualifications for the future, going to university or other education and training options like apprenticeships, or finding a job)</i></b></p> <p>Yes, but it was too much information and was not helpful Yes, I received the right amount of information that was helpful Yes, but there wasn't enough information that was helpful* No, I haven't received any information*</p>
<p><b>19. <u>What information would like to have received</u> (free text)</b></p>	<p><b>20. <u>I would recommend this school to a friend moving to the area</u></b></p> <p>Yes Maybe No</p>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674461/Pupil\\_survey\\_questions\\_-\\_schools\\_-\\_January\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674461/Pupil_survey_questions_-_schools_-_January_2018.pdf)

## APPENDIX D: GUIDANCE FOR SAFEGUARDING GOVERNORS

THE ROLE OF THE SAFEGUARDING GOVERNOR	
1. Understand safeguarding requirements	<ul style="list-style-type: none"> <li>• Complete safeguarding training and ensure this is kept up to date as needed and not less than once every two years</li> <li>• Read Keeping Children Safe in Education at least annually</li> <li>• Be familiar with Working Together to Safeguard Children (2018), What to do if a child is being abused (2015), Prevent Duty, Relevant inspection framework</li> </ul>
2. Check that school is compliant with statutory guidance	<ul style="list-style-type: none"> <li>• Ensure that the child protection and safeguarding related policies are current, specific to the school, available publically, and implemented in practice</li> <li>• Ensure that there is a staff behaviour policy (code of conduct)</li> <li>• Be involved in policy reviews</li> </ul>
3. Support the work of the Designated Safeguarding Lead	<ul style="list-style-type: none"> <li>• Meet with the DSL at least once a term to understand and support their work</li> <li>• Agree when and how contact should be made in between meetings</li> </ul>
4. Ensure compliance with safer recruitment requirements	<ul style="list-style-type: none"> <li>• Complete Safer Recruitment Training to understand the requirements</li> <li>• Check that appropriate processes are in place</li> </ul>
5. Ensure that the Single Central Record is compliant	<ul style="list-style-type: none"> <li>• Understand the SCR requirements</li> <li>• Whether conducted by you, the Head or the DSL, ensure spot checks are completed termly, logged and tracked</li> </ul>
6. Ensure the staff training programme reflects the school's needs and statutory guidance	<ul style="list-style-type: none"> <li>• Review training program with DSL</li> <li>• Spot check training logs</li> </ul>
7. Ensure that there is appropriate monitoring and tracking in place for vulnerable students	<ul style="list-style-type: none"> <li>• Ask how this is done and review the process over time during school visits</li> <li>• Track live case examples</li> <li>• Use the Safeguarding Monitoring Form during termly meetings</li> </ul>
8. Ensure that safeguarding record keeping is of a good standard	<ul style="list-style-type: none"> <li>• Understand the recording practices</li> <li>• Ensure basic requirements are met (records must be securely kept in one place, away from general records, and should be organised per child)</li> <li>• Spot check recording practice and quality of safeguarding</li> </ul>

9. Ensure there are appropriate safeguards in place for students placed with Alternative Providers and, where relevant, across all school sites	<ul style="list-style-type: none"> <li>Schools remain responsible for the safeguarding of their pupils when they're placed in alternative provision – establish how your school achieves this</li> <li>Visit your schools' sites</li> </ul>
10. Check out whether there is consistency in safeguarding across the whole school	<ul style="list-style-type: none"> <li>Meet with a variety of school staff (e.g. deputy DSL(s), teaching staff, support staff)</li> <li>Walk through the school to get a sense of the safeguarding culture</li> <li>Observe and/or participate in staff briefings, the staff induction and/or safeguarding related assemblies</li> </ul>
11. Ensure that the curriculum for safeguarding reflects the risks for the young people in the area	<ul style="list-style-type: none"> <li>See examples of how this is done</li> <li>Observe a class</li> <li>Build understanding of main safeguarding issues in the school</li> </ul>
12. Ensure the pupils' voice and parents views about safeguarding is sought and acted upon	<ul style="list-style-type: none"> <li>Establish how your school knows if pupils feel safe, what makes them feel unsafe, what needs to change to make the school safer, and if young people know how to seek help</li> <li>Establish what the parents' views are and what the quality of parental engagement around safeguarding is</li> <li>Consider attending /observing a parent event</li> <li>Review summary of findings from any pupil or parent surveys completed</li> </ul>
13. Report back to the governing body how effective the school safeguarding arrangements are	<ul style="list-style-type: none"> <li>Keep the governing body updated on your activities and findings in order to facilitate scrutiny of safeguarding, ensure compliance with statutory duties, and the oversight of the impact on pupils</li> <li>Ensure that the governing body is kept aware of any significant safeguarding risks to pupils and any deficiencies in the safeguarding arrangements</li> <li>Ensure that the governing body receives an Annual Safeguarding Report on the implementation of the school's safeguarding requirements</li> <li>Encourage other members of the governing body to develop their understanding of the governing body's responsibility for safeguarding and assist them to perform their function in respect of keeping children safe in schools and promoting a culture of vigilance</li> </ul>

## APPENDIX E: SAFEGUARDING MONITORING FORM

### TERMLY SAFEGUARDING MONITORING

SCHOOL			
COMPLETED BY			
TERM		DATE	

HAVE THE FOLLOWING GROUPS RECEIVED SAFEGUARDING AND PREVENT TRAINING (INCLUDING REFRESHER TRAINING) THIS ACADEMIC YEAR?						
TEACHING STAFF	YES		NO		DATE	
NON-TEACHING STAFF	YES		NO		DATE	
GOVERNORS	YES		NO		DATE	
HAVE THE FOLLOWING COMPLETED DESIGNATED SAFEGUARDING TRAINING (INCLUDING REFRESHER TRAINING) IN THE LAST TWO YEARS?						
DESIGNATED SAFEGUARDING LEAD	YES		NO		DATE	
DEPUTY DESIGNATED SAFEGUARDING LEAD(S)	YES		NO		DATE	
WHEN WAS THE SCHOOL'S SINGLE CENTRAL REGISTER LAST REVIEWED BY THE HEAD/PRINCIPAL, DSL OR SAFEGUARDING GOVERNOR						
DATE		REVIEWER		ANY ISSUES IDENTIFIED?		

	GOVERNORS	STAFF
HOW MANY GOVERNORS AND MEMBERS OF STAFF HAVE UP-TO-DATE SAFER RECRUITMENT TRAINING?		

ARE THERE ANY SIGNIFICANT SAFEGUARDING ISSUES THAT SHOULD BE REPORTED TO THE BOARD OF TRUSTEES/BOARD OF GOVERNORS FOR ACTION OR INFORMATION?	

NUMBER OF SAFEGUARDING REFERRALS MADE TO THE LADO THIS ACADEMIC YEAR	
NUMBER OF PREVENT REFERRALS MADE THIS ACADEMIC YEAR	
NUMBER OF REFERRALS MADE TO CHILDREN'S SERVICES THIS ACADEMIC YEAR	
PERCENTAGE OF SCHOOL POPULATION KNOWN TO SOCIAL SERVICES	
NUMBER OF CURRENT OPEN CASES WITH SOCIAL SERVICES	
NUMBER OF LOOKED AFTER CHILDREN	
NUMBER OF CHILD PROTECTION	
NUMBER OF CHILDREN IN NEED	
NUMBER OF CHILDREN OPEN TO EARLY HELP	
NUMBER OF CHILDREN WITH A MEDICAL PLAN	

SAFEGUARDING GOVERNOR MONITORING NOTES AND KEY ACTION POINTS TO BE ADDRESSED	DATE COMPLETE	SIGNED

## APPENDIX F: ANNUAL SAFEGUARDING REPORT

*Governing bodies are responsible for ensuring that the school has effective policies and procedures in place in accordance with Keeping Children Safe in Education. In addition to the regular updates, an annual report should be submitted to the governing body so that they can monitor compliance with the statutory requirements and identify areas for improvement beyond minimum standards.*

*The report must not contain details about individual pupils but should provide enough information for the governing body to enable it to make a judgement about the quality of safeguarding within the school. Where areas for development are identified, the governing body should ensure that these are addressed within the school improvement plan and the progress towards achieving the desired outcomes is regularly monitored. Board minutes should reflect the quality of safeguarding scrutiny undertaken by governors.*

*This following example offers a framework for the Annual Safeguarding Report.*

### ANNUAL SAFEGUARDING REPORT TO THE GOVERNING BOARD:

Name of School:	Date:
This report is for the period DDMMYY to DDMMYY:	
Report Author:	Role:
Date presented to governing body:	

### SAFEGUARDING MANAGEMENT TEAM:

*DSL training should be updated every two years, with evidence of at least annual updates*

SAFEGUARDING ROLE	NAME & ROLE IN SCHOOL	DATE OF MOST RECENT SAFEGUARDING IN EDUCATION TRAINING FOR DSL
Designated Safeguarding Lead		
Deputy Designated Safeguarding Lead(s)		

NAME OF SAFEGUARDING GOVERNOR	DATE ATTENDED SAFEGUARDING FOR GOVERNORS TRAINING

## INDUCTION

All staff should be aware of the school's safeguarding systems and these should be explained to them at induction. *Induction must include - school's safeguarding policy, staff code of conduct, behaviour policy, information on the school's safeguarding response to children who miss education, and the role and identities of the DSL and deputy DSLs at minimum.*

*Evidence that all staff have read and understood Part 1 of KCSIE (2018) and staff who have contact with children have read Annex A.*

STAFF	NUMBER	DATE OF SAFEGUARDING INDUCTION	KCSIE PART 1 AND ANNEX A	DATE OF INITIAL SAFEGUARDING TRAINING
Teaching staff				
Support staff				

Who is responsible for providing the induction?

Is an induction checklist completed to evidence the date that information was provided? Where is this stored?

What safeguarding information is supplied to volunteers, contractors, and supply staff? How is this information provided? How is the provision of this information evidenced?

## TRAINING

All staff should receive regular safeguarding and child protection updates (including online safety) as required, and at least annually, to provide them with the relevant knowledge and skills to safeguarding children effectively.

STAFF GROUP/MEMBER	TRAINING COMPLETED	METHOD/PROVIDER	DATE
e.g. whole staff training/ teacher training/ DSLs/ administrative staff	e.g. Prevent Duty	Home Office e-learning course	

How is training evidenced (e.g. certification, attendance list, copies of materials provided, evaluation forms)?

Who is responsible for maintaining these records? Where is the evidence of training stored? What arrangements are in place for members of staff who have not received suitable training?

How are all staff provided with regular safeguarding updates? Where is the evidence that this information is provided (e.g. e-mails, e-bulletins, staff meeting minutes)?

In addition to training, how do the Designated Safeguarding Leads ensure they access regular safeguarding updates in order to keep their knowledge and skills up to date? How is this evidenced?

## SAFER RECRUITMENT

How is the school working within safer recruitment guidelines? How is this information collated and evidenced? How is responsible for maintaining these records?

*Confirm that as a minimum: safer recruitment checklist is used, all adverts and related documentation contain a safeguarding statement, all person specifications have safeguarding element, all job descriptions highlight safeguarding responsibility, applications are scrutinised for missing information and inconsistencies are followed up, all interviews address safeguarding, successful candidates' qualifications are verified and their identity is checked, reference requests require confirmation that the person is suitable to work with children, references are requested from the current/most recent employer, missing or vague information is always followed up with the referee.*

SAFER RECRUITMENT TRAINING: List all staff and governors trained in safer recruitment. The School Staffing (England) Regulations 2009 make it mandatory for at least one person involved in the interview process to be trained in safer recruitment.

ROLE	NAME	TRAINING PROVIDER/METHOD	DATE COMPLETED
Headteacher			
Governor			
Others (e.g. HR, DSL)			

## SINGLE CENTRAL RECORD (SCR)

NAME & ROLE OF PERSON RESPONSIBLE FOR MAINTAINING THE SCR	RELEVANT TRAINING COMPLETED – TYPE AND DATE	DATE SCR WAS LAST CHECKED	SENIOR LEADER WHO COMPLETED THE SCR CHECK

## SCR CHECKLIST

Is there an SCR in place that covers all staff?	Does it include all members of the proprietor body?
Does the SCR indicate that identity checks have been carried out, by whom and when?	Does the SCR record the date when enhanced DSB and/or Barred List checks were carried out, by whom and when?
Does the SCR record qualifications where this is a requirement of the job	Does the SCR record evidence that a prohibition from teaching check has been carried out on teachers and those staff in 'teaching activity' that have been appointed since Sept 2013?
Does the SCR evidence a check of 'right to work' in the UK and suitability checks as appropriate?	
Does the SCR evidence Section 128 checks for those taking part in the management of a school (e.g. independent schools including academy or free school, those in departmental headship and maintained school governors)?	Does the SCR evidence the further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions?
For supply staff: does the SCR evidence written confirmation of safer recruitment checks for each supply staff provided. Does the school have a copy of supply staff/contractors' safer recruitment policy and procedures to confirm compliance with requirements?	



## POLICIES & PROCEDURES

*Schools must have effective safeguarding policies that describe procedures in line with statutory guidance and local protocols. It should be updated as required and at least annually and be available publically (e.g. school website).*

DATE SAFEGUARDING AND CHILD PROTECTION POLICY WRITTEN:	
Date policy was approved by the governing body:	Next review date:

RELATED POLICIES (LIST NOT EXHAUSTIVE)	IS THIS IN PLACE? Y/N	DATE OF POLICY	NEXT REVIEW DATE
Management of allegations against staff and volunteers			
Staff Code of Conduct			
Whistleblowing			
Attendance			
Behaviour			
Online Safety (including Acceptable Use of ICT)			
Anti-bullying			
Peer-on-Peer Abuse			
Drugs & Substance Misuse			
Information Sharing			
Relationships & Sex Education			
First Aid (including management of medical conditions, intimate care)			
Health & Safety (including school security)			
Emergency procedures (e.g. lockdowns, evacuations)			

### ONLINE SAFETY

Are suitable filtering and monitoring systems in place to ensure that children are safe when accessing the Internet in school (including filters for terrorist and extremist material)?

What is the whole school approach to online safety, including the policy for the use of mobile technology within the school?

### PREVENT DUTY

Does the school have clear procedures in place for protecting children at risk of radicalisation?  
(Note: procedures may be set out in existing safeguarding policies; it is not necessary for schools to have distinct policies on implementing the Prevent Duty)

Have the DSLs undertaken Prevent awareness training (WRAP) in order to provide advice and support to others?

Have all staff received appropriate training or guidance and have the ability to identify children who may be vulnerable to radicalisation, and know what to do when they are identified?

#### SAFEGUARDING IN THE CURRICULUM

Describe how the school supports pupils to identify, assess and manage risk appropriately to keep themselves safe. Provide evidence that children are taught about safeguarding, including online safety and healthy relationships, as part of a broad and balanced curriculum.

#### PUPIL VOICE AND PERCEPTIONS OF SAFETY

Describe the school's process for gathering the voice of pupils and provide evidence that the views have been listened to and acted upon.

Outline how you have tested pupil, parental and staff perception of safety at the school (*provide a summary and analysis of the results of any surveys undertaken and the resultant action plan*)

#### PROFILE OF SAFEGUARDING ACTIVITY

KNOWN TO CHILDREN SERVICES	NUMBER
Early Help	
Children in Need	
Child Protection	
Children in Care	
Percentage of pupil population	

Number of referrals made by the school	
Number accepted for assessment	

ALLEGATIONS MADE AGAINST STAFF	NUMBER
Allegations against staff/volunteers	
Referrals to the local authority DO	
Number of investigations	
Outcome (e.g. substantiated, unsubstantiated, unfounded, malicious, false)	

MEETINGS ATTENDED	NUMBER
TAC	
CIN	
CP	
CLA	
Total	

Number of Prevent referrals made	
Number of pupils open to Channel	

EXCLUSIONS	NUMBER
Internal	
Fixed Term	
Permanent	
Total	

Overall attendance %	
----------------------	--

ANALYSIS OF THE SAFEGUARDING ACTIVITY OVER THE LAST 12 MONTHS (*e.g. consider the safeguarding arrangements in place and the presenting concerns to identify the strengths, challenges, patterns, lessons learned etc.*)

ACTION PLAN FOR NEXT ACADEMIC YEAR DDMMYY TO DDMMYY (*based on your analysis, what is your plan for the next year to maintain or improve the safeguarding arrangements to ensure that they are effective?*)

ACTION REQUIRED	DESIRED IMPACT	RESOURCE NEEDED	TIMESCALE	RESPONSIBLE LEAD

NAME AND POSITION:

SIGNATURE:

DATE: