SAFEGUARDING REVIEW

Updated 2021

The questions are derived from the Ofsted Inspecting Safeguarding publication, apart from Early Years, which is from the Early Years and Foundation Stage Statutory Framework.

**Page Group questions are intended for**

2 SENCO and/or SEND team and students

4 Head of Year/House/Key Stage

6 PHSE Coordinator

7 Student groups

9 Staff groups

11 Recruitment and training

12 Designated Safeguarding Lead

14 Welfare/Pastoral/Medical personnel

15 ICT coordinator and Network Manager

16 Trip/visits coordinator

17 Early Years

**1. SEND questions - staff within the department and SENCO**

Why (nationally) are students with SEND more vulnerable to abusive behaviours? How do you ensure that children with SEND are safeguarded - what is done in addition for those without SEND?

What signs would you look for if a child was being abused? How different might these signs be for SEND children to mainstream children? What difficulties might you incur in reporting this to parents?

Is there any bullying or abuse aimed at SEND students? How do you know? What strategies are in place to deal with bullying or inappropriate behaviour? Who would students go to?

Is there a policy on teaching assistants and intimate care? How does the school ensure that teaching assistants are protected and that students have the opportunity to voice any concerns over the provision of intimate care?

When PHSE and enrichment days are provided how do you ensure that SEND children have understood key messages about personal safety and well-being?

Do you have your own programs for PHSE and student welfare? Is this in liaison with the PHSE coordinator?

How do you ensure that children who may be regularly absent for medical reasons have these programs in place when clearly catching up on curriculum matters is important as well?

SEND children are more vulnerable to online abuse how do you ensure parental and student awareness is high? What actions would you take if a student reported online abuse from other students via social media?

What would you do if a child was exhibiting sexualised behaviour or inappropriate behaviour? What if a child reported that another child in your department had shown sexualised behaviours towards them?

Have your staff been trained in restraint? what procedures would you follow if restraint had to be used?

Do children feel safe within the department? How do you know? Do the children feel safe around the school and how do you know? Do children feel safe in (base\* ) and what measures are in place to ensure they and staff are safe?

(\*base providing learning space for those with behavioural, medical, emotional needs out of classrooms)

If children within your department are regularly absent, possibly for medical reasons, who follows this up with parents. what support might be given to young people with high absence rates, not just for catching up on educational matters but for the mental health and well-being?

How are speech and language development supported? What is the impact of delayed speech an language in safeguarding terms? How do you ensure children have the strategies to express concerns?

Where children are withdrawn from classes for interventions how is the impact on their social and emotional wellbeing minimised?

**2. Heads of House/ Heads of Year/ key stage coordinators**

How do you promote children’s understanding of how to keep themselves safe?

If a parent expressed concern to you about safety or welfare issues how would you respond?Is there a timescale (either minimum or maximum) for your first response? Do parents support the school's strategies for keeping children safe and dealing with abuse and discrimination?

If there are concerns about a child’s behaviour out of school what responsibilities do you have?

Do you feedback to a child or parents if they have made a complaint or voiced concern to you? Is there is there an expected protocol for feedback or is it ad hoc?

How do you in your role encourage children to respect each other? How do you encorage children to challenge and report abusive and discriminatory behaviour?

How are issues of homophobic, Transphobic,racist or SEND abuse dealt with?

If an allegation, even if a minor concern, was made about a member of staff by a child or parent what would you do?

 What is your role in monitoring attendance? what might your concerns be about a child with high absence rates be?

Do you receive regular training and updates for safeguarding? How? Frequency?

How do you feel children who have mental health issues are supported within the school? How have children and families been supported in a return to full-time education post pandemic?

How did the school maintain relationships with children and families during the pandemic? Would you say this was successful, why?

How well do you think children are looked after in the school? Why do you say that?

**3. PHSE coordinator**

Does the PHSE curriculum cover all the areas that have been set out in the new PHSE curriculum and SRE curriculum? Where else in the curriculum or general school day are these issues also covered and reinforced?

Has this been presented to governors?

Are staff happy with presenting this new curriculum and what training has been given to them?

Are parents aware of the program and have any voiced any concerns? if so, what and how have these been answered?

How do you support children or staff for whom some of these issues may be sensitive?

How is the prevention of radicalisation tackled?

How does the programme encourage positive, healthy relationships?

How do students contribute to the PHSE/SRE curriculum? How do you know that the sessions are beneficial to students?

**4. Students**

Do you feel safe in school? If so, why? What does the school do to make you feel safe? When did you last have a fire drill? Is there a lockdown procedure? Do you feel the school is doing all it can to keep you safe in terms of Covid-19(during periods of lockdown and in the return to full time education)?

Who would you go to if you had concerns about issues such as safety or bullying?

Is there much bullying in the school? How should you report bullying?Would you expect teachers to listen to you? Do you trust them to follow issues through?

Is there abusive or discriminatory behaviour in the school, such as racism or sexism? What would happen if someone did anything that was racist, homophobic or trans-phobic?

Are students with mental health issues supported? How? Does the school take mental health issues seriously and does it promote ways of maintaining good mental health to all students?

How are you encouraged treat to treat others with respect?

How is positive behaviour among students encouraged? what happens if children treat others badly? What happens if there is unacceptable behaviour out of school between students?

Is ‘banter’ accepted by staff?

Does the mobile phone policy work?

Are you aware of issues like child sexual exploitation, female genital mutilation, and domestic violence? Are they talked about? Where?

Is there a lot of Internet access at school which gets around the firewalls, in other words are students accessing sites that they should not?

If you were being bullied out of school, for example online, would the school help you?

What would you do if you saw somebody wandering around the school without a badge?

Is school rigorous about attendance and lateness? Do you know why?

Who would you talk to if you felt concerned about the behaviour of a member of staff?

**5. Staff**

Was safeguarding training provided during your induction process? Was that also inclusive of Prevent awareness?

Have you taken part in whole school training on safeguarding? Do you receive regular updates on safeguarding for example through staff meetings bulletins or emails? Can you give an example? How often is safeguarding mentioned, eg at staff meetings (eg weekly, monthly, termly)? What was the last safeguarding update about?

Can you tell me some of the signs of abuse that you would look for in children? What are the types of abuse? What sort of concerns would you report? Which children are more vulnerable to abuse?

How would you report any concerns? Who are the designated safeguarding team and who is the lead? How quickly should you pass on concerns? What would you do if you felt that a concern that you had made had either been ignored or not dealt with adequately?

Would you pass on concerns about family members other than children? Why?

What is ‘Early help?’

What would you do if a child made an allegation against a colleague?

What are the risks for young people online? How does the school support children who are being bullied out of school? How are the children taught about online risks?

What does grooming behaviour look like?

If you had a suspicion about FGM what should you do?

What is the school’s policy about physical contact, for example, restraining a child if they are at risk of hurting themselves or others?

How does the school deal with poor student behaviour? Is this consistent across all staff?

(deescalation, rewarding good behaviour, consistent approach, students understand what is done and why)

Does the school encourage accurate monitoring of attendance? Why?

How do you keep your privacy online? What would you do if a student approached you online to ‘friend’ you?

How well do you think the school looks after the health, well-being and safety of its students ? What makes you say that?

What training has been provided as a result of the recent review of sexual violence and harassment in schools? Does it happen here?What would you do if a student reported sexual violence or harassment to you?

Does the school have a Code of Conduct for staff? What sorts of things does it say?

When might you use the Whistleblowing Policy?

**6. Recruitment and training - HR Manager/ SLT Lead**

A. Single Central Register

Is the single central register complete without any gaps? Look at the most recent member of staff and follow-through.

Are volunteers all accounted for with no gaps? is there clarity around regulated and unregulated activity? Same for supply staff and support staff?

Are staff who work across the Trust on the SCR with all details in place? Who does the checking?

Have all governors, school leaders, middle leaders had a section 128 check?

What procedures are in place for contractors?

B. Recruitment

Look at the recruitment checklist. Make sure it is clear how any gaps in employment are scrutinised and what procedures there are for following any gaps up. How many references are taken? Before or after interview? At what stage are successful candidates allowed to commence work? Follow through the process with a new member of staff. Who oversees recruitment and ensures consistency? Who has undertaken Recruitment Safeguarding Training?

How do you ask about safeguarding during interviews?

Is the school aware of its obligations around disqualification?

C. Allegation Management

Have there been any recent allegations? Who was involved in dealing with this and was the procedure from keeping children safe in education 2020/1 followed? How did you ensure that the investigation and any actions were carried out properly? What would happen if an allegation was made against a supply teacher?

D. General

How are visitors to school checked? Is there a policy on assembly speakers? Contractors? What about children showing visitors around, especially parents at open evenings?

Is there a staff and governors training log what does it include how do you insure the absentees from training relating to safeguarding have follow-up?

How do you know everyone has read the relevant information from Keeping Children Safe In Education?

When was the last fire drill?lockdown drill? Who oversees the Critical Incident policy?

**7. Designated safeguarding lead**

Would you talk me through the process of a child reporting to a teacher that she was, for example hit by mother’s boyfriend. What happens by every member of staff who is involved and what timescale would this be?

How do you keep your safeguarding records? How do you guarantee they are secure? What records are kept about children with other concerns, eg those exhibiting risky behaviours? How are such children monitored and supported?

Is the training of the safeguarding team completely up-to-date? How do you know when people are due to update their training? What training has been completed beyond the LA training?

How is supervision provided for staff working with vulnerable children? How does it enhance safeguarding practice?

How do you ensure that children are taught to keep themselves safe within the curriculum?

 How was the handover from the previous DSL? What improvements might be made to ensure that a new DSL has everything that they need to start securely?

If a child has a Plan but other agencies are not fulfilling their actions on the Plan what would you do?

Where is the staff training log kept and who ensures that staff to not miss safeguarding training, for example part-time staff?

How do you monitor that all staff have read KCSiE Part 1 and those that work directly with children have read Annex A?

How do you know staff understand their responsibilities in terms of safeguarding?

Who oversees updating safeguarding and related policies?

What are staff told about the use of reasonable force?

What would your processes be for dealing with a case of peer on peer abuse?

What processes have been introduced since the report on Sexual Violence and Harassment in Schools? How have students been involved in raising awareness?

How good do you think the school is at keeping children safe? Why do you say that?

**8. Welfare**

How many children are on the Safeguarding register - CIN, CP and LAC. Look at the files for one child, on My Concern or CPOMS to check timeliness of action and completion, eg minutes of meetings are included. If hard copies are also kept, are they consistent with the system file? How are records shared from Primary schools and other institutions when learners move on?

 How is the Safeguarding team managed to ensure good communication and support? Regular meetings, daily catch ups etc. How is My Concern managed? How do you prioritise?

Look at medical register. Check documents and medicines. Are there any children with significant medical needs requiring EHCP. What arrangements are made to cater for their needs? How are medicines kept? Who are the First Aiders, who maintains the training records? In Primary schools who has the Pediatric First Aid training?

What arrangements are made for children with diabetes, epilepsy, asthma etc. How do staff know? What training is given to staff?

 How are children with emotional and mental health issues supported? What more could be done? Are links made with feeder schools around this area?

How are children with persistent absences supported?

**9. ICT (Network and curriculum)**

What systems do you have in place for monitoring the network? How does it work? What happens if a student triggers the filter system with a blocked search eg suicide? Who has checked the list of filtered words?

How are parents kept up to date with information about issues, eg new trends on Instagram, gaming concerns, security…? How do you know this is effective?

How does the IT curriculum teach students to keep themselves safe? (if a topic is covered in Year 7 is it revisited in later years, perhaps in more detail?)

Does the PHSE curriculum support the IT curriculum in terms of helping students to keep themselves safe and understand risk? How?

Do you liaise with the DSL when there are issues around internet safety?

10. Trips and Visits

Look at the paperwork for one visit/trip. Has it been signed by the appropriate person eg if residential the Chair of Governors? Are risk assessments included?

What arrangements are made for a child who might be a behavioural concern?

Does the trip leader ensure that they are aware of any children who are safeguarding concerns and that they check for any specific arrangements eg if there are concerns with county lines, or a parent is not allowed contact.

Are volunteers who might accompany the trip DBS checked?

In the event of a trip to a major city, are trip leaders made aware of security issues and how to brief students if they were to be caught up in an incident?

Are families DBS checked if they are hosting foreign exchange students?

Early Years (Manager/staff). (Children could be asked some of the questions from section4) Paragraph references to Early Years and Foundation Stage statutory framework are included for your guidance.

How do you keep children safe and well? (prompt for fire and lock down drills, site security, adult-child ratio should be 1:4, healthy snacks, sun protection…)

Are staff appropriately qualified? Are records kept of qualifications? (3.12, 3.23)

Are staff trained on Induction? What training do they receive? (3.20) Is there always someone within the provision who has a Paediatric First Aid Certificate?

What safeguarding training have staff received? Who are the safeguarding team? What would alert you to any safeguarding concerns (3.6)?

Do you receive supervision? How frequently? What sort of things are covered? (3.21-2)

Does each child have a named key person? What is their role? (3.27)

Is there an area where you can talk to families confidentially?

What are the procedures for releasing children into the care of those other than parents?

**Early Years Manager**

Where are safeguarding records kept? Look at a file as example (3.68)

What are staff told about being on medication when at work (3.19)

How frequent is supervision for your team? Records? What about your supervision? (3.21)

How are risk assessments carried out?

What is the procedure if an adult has to physically restrain a child for their own safety or that of others?