**SG1: Safeguarding Self-Assessment**

**School Name: Completed by: Date:**

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| **Signs of successful safeguarding arrangements** | **What it means in practice**  | **Yes** | **No** | **In progress** | **Evidence** |
| **Do children and learners feel protected and safe?** | * Those who are able to communicate know how to complain, and understand the process for doing so
 |  |  |  | *For example:**Answers from a pupil questionnaire/discussions with pupils on whether they feel safe at school and know who to go to if they want to complain* |
| **Are there effective safeguarding and staff behaviour policies that are well understood by everyone?** | * Safeguarding systems are explained to staff as part of their induction, including your child protection policy, staff code of conduct and the role of the designated safeguarding lead
* All staff receive appropriate child protection training which is regularly updated
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| **Are staff and other adults clear about procedures where they are concerned about the safety of a child?** | * Adults respond robustly and proactively to reduce the risk of harm or actual harm
* Adults know and understand the indicators that may suggest that a child or young person is suffering, or is at risk of suffering, abuse, neglect or harm
* Adults take the appropriate and necessary action in accordance with local procedures and statutory guidance
* Staff members take the attitude of ‘it could happen here’ where safeguarding is concerned
* Headteacher and all staff members receive child protection training which is updated regularly
* Teachers report all known cases of female genital mutilation (FGM) to the police
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| **Is there a designated safeguarding lead?**  | * The designated safeguarding lead is a member of the leadership team and trained to Level 3 standard
* The role is made explicit in the role holder’s job description
* The role-holder has the authority, time, funding and training to provide advice to other staff on child welfare matters and to take part in inter-agency meetings where necessary
* There is always cover for this role for example Deputy Safeguard Lead who is also trained to Level 3 standard
* The role-holder undergoes updated child protection training every two years
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| **Can children identify a trusted adult with whom they can talk to about any concerns?** | * Learners report that adults listen to them and take their concerns seriously
* Where children are at risk, a trusted adult helps to keep them safe
* A key person system helps babies and very young children to form strong attachments with adults
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| **Are written records made in a timely way and stored securely? Are they shared appropriately?**  | * Any child protection/safeguarding concerns are shared with the relevant agency immediately, and the referral is recorded
* Any agreed action following a referral has been taken promptly
* Parents are made aware of any concerns except where this would increase the risk of actual harm to a child
* There is a written plan with agreed procedures to protect a child
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| **Are procedures in place to respond if children go missing from school?** | * Risks are well understood and their impact is minimised – they are shared with relevant agency
* Staff know and implement local procedures for children who go missing from home/education
* There is a procedure in place in case of children going missing from the setting
* Comprehensive records are held and shared between the relevant agencies in these instances
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| **Is discrimination tackled in school?** | * Learners are protected from and can protect themselves from bullying, homophobic behaviour, racism, sexism and other forms of discrimination
* Any discriminatory behaviours are challenged and support children to treat others with respect
* The behaviour policy outlines measures to prevent bullying
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| **Are e-safety measures in place?** | * Adults understand that technology might be used to bully, groom, radicalise or abuse children and learners
* Leaders oversee the safe use of technology and act immediately where there is a concern about a child’s wellbeing
* Children are given opportunities with learn about E-Safety and how to report incidents
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| **Is the Prevent duty implemented clearly?** | * Robust safeguarding policies are in place to identify pupils at risk and refer them to relevant authorities
* Staff work in partnership with other local bodies and follow local authority inter-agency procedures
* Staff are trained to identify pupils at risk of being drawn into terrorism, challenge extremist ideas and refer children to appropriate authorities where necessary
* Internet filters are in place to block terrorist and extremist material
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| **Do children feel secure? Are staff supportive when children present risky behaviour?** | * Babies and young children develop strong attachments with their key workers
* Staff provide clear boundaries about what is safe and acceptable behaviour
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| **Is positive behaviour consistently promoted?** | * Effective de-escalation techniques are in place and specific to the individual needs of children
* Reasonable force is only used to protect the child and those around him/her
* All incidents are reviewed, recorded and monitored, and the views of the child are taken into account
* The use of restraint significantly reduces or ceases over time
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| **Are there safer recruitment procedures in place?** | * Written recruitment and selection policies and procedures are in place
* At least one person on any appointment panel has undertaken safer recruitment training
* Where individuals will be working in regulated activity, they do not begin work without an enhanced DBS certificate, including barred list information
* The person’s right to work in UK is verified and further checks are made where he/she has lived outside the UK
* A prohibition order check is made for all new teachers
* Professional qualifications are verified where appropriate
* The single central record meets statutory requirements – dates of checks are recorded
* Childcare disqualification checks are carried out for staff working in relevant settings
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| **Do staff receive training on protecting children?** | * Staff receive regular supervision and support if they are working directly and regularly with at-risk children
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| **Is the physical environment safe?** | * Access to the school grounds is secure
* Visitors to the school are checked and monitored as appropriate, for example, external speakers at school assemblies
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| **Do all staff have a copy of Keeping Children Safe in Education along with the school policy on Safeguarding and understand the written procedures for managing allegations of harm to a child?** | * Staff and volunteers feel able to raise concerns about poor or unsafe practice relating to safeguarding and report accordingly in line with the polices within school
* Appropriate whistleblowing procedures are in place so that concerns can be raised with the management team
* Staff are aware of other whistleblowing channels if they feel unable to raise an issue with their manager or where their concerns are not being addressed
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