**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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| **Do staff receive training on protecting children?** | * Staff receive regular supervision and support if they are working directly and regularly with at-risk children |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |