

Safeguarding Checklist for schools and colleges 175/156

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| School/College: | Academic Year |
| Audit triangulated: - Ella Sealey (SiE)/Natasha Rani | 2025-2026 |
| Returned date: 6/11/2025 | Shared with Governing Body/Alternative on: via email w/c 10/11/2025 |
| Date of triangulated audit: | Date of Report: 6/11/2025 |

Requirement

This document is to support education providers to fulfil their statutory safeguarding requirements under section 175 of the 2002 Education Act. It is based upon the statutory safeguarding guidance for schools: Keeping Children Safe in Education (DfE 2025). The Multi-Agency Safeguarding Arrangements require annual assurance in relation to the discharge of safeguarding responsibilities across education providers. In order to provide assurance, it is expected that education providers complete this template or an equivalent alternative and submit as requested by the safeguarding in education team.

Guidance notes

This document should be completed during a meeting in collaboration with the nominated governor for safeguarding, head teacher and the designated safeguarding lead. It is an opportunity for leadership and management to assess and ensure that the school has effective safeguarding arrangement in place and/or identify area(s) which require further development. A RAG rating should be applied to all rows as below, actions with clear timescales and identified responsibility should be agreed. The nominated safeguarding governor should then ensure these actions are completed in the agreed timescales.

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| Focusing RED | Indicates that this safeguarding requirement is not in place and needs to be developed as a matter of urgency in order for statutory requirements to be met and safeguarding to be deemed effective. Gaps in this area are likely to be problematic at any inspection. |
| Developing AMBER | Indicates that processes are in place but they need to be reviewed or further improved. |
| Embedded/Enhanced | Indicates that the establishment meets the standard fully with all requirements in place and up to date, at least to the required minimum. |

GREEN

Keeping Children Safe in Education 2025

Part 1: Safeguarding information for all staff

| Criteria | How do you know this? | Green Amber Red | Actions/owners/timeframe | LA RAG (schools leave blank) | LA Comments (schools leave blank) |
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| <p>1. All staff understand and discharge their safeguarding responsibilities, including understanding the policy and processes of the school/college.</p> | <p>All staff read an Annual policy update and any amendments through the year. A log of this is kept by Hilary/Gemma and Cath has a log as part of the Safeguarding Training/updates staff records.</p> <p>Process reminders in ebulletin and face to face training. Safeguarding board in cloakroom and IT room with policy and processes.</p> | | <p>Annually and as any updates dictate via SMARTLOG and policy records. - Business Manager/HR Officer.</p> <p>All new staff read policy bundle, first half term of new academic year.</p> <p>Ongoing-Quizzes, training sessions, boards and bulletin-DSL</p> <p>Recap of Key points or polices via INSET- DSL 1/9/2025, TA training 29/9/2025-ongoing via bulletin.</p> <p>Policy read through and signed declaration-All staff.</p> <p>Follow up on policy read through/signing-HR Officer</p> | | |



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| | <p>Check question on Quizzes through the year.</p> <p>Policies read by staff:</p> <p>INSET delivered by DSL for all staff.</p> <p>Staff encouraged to refer to as needed. Paper copies available in staff room as well as direct email.</p> <p>Keeping Children Safe in Education 2025 – DfE document Part One (annex A)</p> <p><input type="checkbox"/> Safeguarding Policy</p> <p><input type="checkbox"/> Child on Child Model Policy</p> | | <p>Lockdown – feedback “you said we did” document.</p> <p>DSL to refresh safeguarding board through academic year.</p> | | |
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| | <ul style="list-style-type: none"><input type="checkbox"/> Low Level Concerns<input type="checkbox"/> Whistleblowing Policy<input type="checkbox"/> Alcohol, Drug and Substance Misuse Policy<input type="checkbox"/> Behaviour Policy<input type="checkbox"/> Bullying & Harassment Policy<input type="checkbox"/> Code of Conduct<input type="checkbox"/> Confidentiality Policy<input type="checkbox"/> First Aid<input type="checkbox"/> Health & Safety Policy Social Media Policy<input type="checkbox"/> Lockdown Policy and Procedures | | | | |
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| | <ul style="list-style-type: none"><input type="checkbox"/> Mobile Phone Policy <input type="checkbox"/> Social Media and Internet Acceptable Use Policy <input type="checkbox"/> Supporting Pupils at School with Medical Conditions and Administration of Medicine Policy <input type="checkbox"/> Education Violence & Aggression Policy <input type="checkbox"/> Declaration of Business Interest Form <input type="checkbox"/> Job Role Risk assessment appropriate for your role i.e. Teacher/Teaching Assistant or Catering Staff or Cleaning Staff or Office Staff or Site Agent. | | | | |
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| | <p>Staff have a conversation with Co-Headteachers and record on a Low-Level form. Staff speak about Safeguarding a member of the Safeguarding team. These are logged accordingly.</p> | | | | |
| <p>2. All staff have read at least Part 1 of KCSIE (2025) as appropriate to their role.</p> | <p>All staff read KCSIE and relevant updates in September (or as part of induction for new staff). Record kept by Business Manager and DSL.</p> <p>Key updates from KCSIE and recording shared as part of Sept 2025 INSET 1/9/2025, TA Training 29/9/2025 all staff to have attended or read the briefing. DSL has list of staff to record this.</p> | | <p>Part of Induction for new staff, governors and volunteers on recruitment.</p> <p>Continue checking knowledge via quizzes-DSL.</p> <p>Staff that are outstanding are followed up-DSL/Business Manager/HR Officer.</p> <p>KCSIE updates as part of September INSET and refresher during year-DSL.</p> <p>All staff to read Part One.</p> | | |



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| | Reminders in ebulletin and face to face training. Check question on Quizzes through the year. | | | | |
| 3. All staff understand and have appropriate training in Prevent and know how to respond to concerns of extremism. | <p>Forms part of SMARTLOG Annual Online training.</p> <p>Focus on Incel, misogyny, self-initiated in PREVENT training in June 2025 for TAs and teachers.</p> <p>Local and National updates shared via bulletins.</p> <p>Knowledge check via quizzes.</p> <p>Changing themes within PREVENT over the past year challenging locally (hence amber)</p> | | <p>DSL to share local and national updates via bulletin.</p> <p>DSL to use case studies and emerging themes to develop training particularly around current emerging trends such as Incel/misogyny/self-initiated.</p> <p>All staff to access training material and quizzes.</p> | | |
| 4. All staff understand their place | Key messages in induction, training, quizzes, face to face | | Information to be delivered by DSL across bulletin, boards and training. | | |



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| <p>within the multi-agency safeguarding arrangements.</p> | <p>conversations, bulletins and INSET. “Safeguarding is everyone’s responsibility”. Whole School INSET 1/9/2025, TA Training 29/9/2025.</p> <p>Posters around the school of key staff to contact, key phone numbers and what to do if....</p> <p>Multiagency flow chart on Safeguarding board and shared in bulletin.</p> <p>Quizzes to check staff’s understanding and relevant support then in place if required</p> | | <p>All staff to read.</p> <p>New staff form part of Safeguarding induction-DSL.</p> <p>Knowledge check via quiz-DSL to deliver and all staff to complete. DSL-follow up after induction circa 3 months.</p> <p>DSL to enlarge flow chart for board and send as attachment to Bulletin-Nov 2025.</p> | | |
| <p>5. Learning from local reviews is shared with staff and practice</p> | <p>Updates from DSO Network meetings are shared via bulletins in timely manner or face to face training.</p> | | <p>DSL to share updates across all formats ongoing.</p> <p>DSL to share local case studies as part of ongoing staff training and development.</p> | | |



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| <p>reflection is undertaken.</p> | <p>Any updates from additional sources shared via bulletins/direct emails/training as required.</p> <p>Local Case studies to be shared and discussed via staff training sessions.</p> | | | | |
| <p>6. The school/college has signed up to Operation Encompass and parents are aware.</p> | <p>The school is signed up to Operation Encompass and receives notifications. Category on CPOMS for alerts.</p> <p>DSL is Operation Encompass SPOC.</p> <p>Tab on Website.</p> <p>Letter to parents notifying them of school sign up.</p> | | <p>DSL ensures information is available on website and letters to new parents across phase transfer and new intake. Reminder sent in whole school newsletter.</p> <p>DSL to share in Bulletin in academic year and on safeguarding board.</p> | | |
| <p>7. All staff are aware that children may not be ready or</p> | <p>Through training staff are made aware that their observations and</p> | | <p>All staff.</p> <p>Reminders through training and bulletin-DSL</p> | | |



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| <p>know how to tell someone they are being abused. Processes are in place to capture the child's voice.</p> | <p>recordings are a snapshot and piece of a puzzle.</p> <p>INSET 1/9/2025 and TA training 29/9/2025 responding to disclosure pointers.</p> <p>Children are able to choose the adults they wish to speak to, support as necessary for the adult following this is in place if required.</p> <p>Where a child wants to share a concern or worry, we speak with them about who they want to talk to. The Voice can be captured by a variety of means such as Three Houses, I wish...and If I had a magic wand type work. We try and ensure their communication style</p> | | | | |
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| | and ability is catered for to help them express as fully. | | | | |
| 8. All staff recognise the impact of domestic abuse and understand that children seeing or hearing the ill treatment of another, is classed as significant harm. There are processes in place to identify and refer. | <p>Staff required to read KCSIE 2025 which highlights this.</p> <p>DSL, DDSLs and Family Workers to work with person experiencing domestic abuse around most appropriate support from domestic abuse agencies, MASH, local and National organisations.</p> <p>School will provide a safe space for people to access for the use of telephone calls, internet use on school devices, meetings or any other needs as they arise.</p> <p>Information is shared in the bulletin</p> | | <p>DSL to share information via training, bulletin and face to face training.</p> <p>DSL, DDSL and Family Workers to make provision as required on an individual basis.</p> <p>Quiz to check knowledge/understanding.</p> | | |



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| | regarding Domestic abuse signs and organisations of support. | | | | |
| 9. The school's Early Help offer is mapped and understood by all staff. | <p>Early Help Offer has been mapped in Autumn 2022.- needs revision.</p> <p>Available on website.</p> | | <p>Early Help Offer to be reviewed and revised by DSL during academic year 2025/26.</p> <p>Revisions to be shared with staff via bulletin/direct email.</p> | | |
| 10. Staff can identify children who would benefit from early intervention or family partnership. (This includes children who may have a lived experience of a parent involved in the custodial system.) | <p>Formed part of Whole School INSET on 1/9/2025 and revisited with TA groups on 29/9/2025 around staff role in early identification of support and school response.</p> <p>Key staff- DSL and Family Worker are responsible for discussion of referral pathways. Variety of referrals across education, health and voluntary organisations.</p> | | <p>All staff to share concerns with DSL and DDSLs and Family Workers.</p> <p>DSL to deliver through training and bulletin, information on Early Help pathways and Luton response.</p> | | |



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| | <p>Staff as part of sharing a concern will speak about and discuss potential intervention. Staff are encouraged to share a niggle and concern, and a profile of concerns may be requested logged on CPOMS to gain a fuller picture.</p> <p>Frequent and regular conversations with Teachers and TAs around concerns are had. Open door to discuss is actively promoted and used.</p> <p>Process to raise concerns around SEND and learning needs well established. SENCO & Inclusion Lead has had 18 concerns forms this academic year. 7</p> | | | | |
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| | <p>children on Neurodevelopmental pathway.</p> <p>School use Provision mapping to map intervention across each year group.</p> | | | | |
| <p>11. The DSL arrangements are in line with current legislation (KCSIE 2025)</p> | <p>DSL is part of the Senior Leadership Team. DSL role specific training completed on 25/4/2024 and 24/6/2024. Co-headteachers in DDSL role completed training May 2025.</p> <p>Co-Headteachers are Deputy DSLs and Family Worker is also DDSL. All have the same level of training. DSL is due, DDSLs completed refresher training in May 2025.</p> | | <p>DSL to support new DDSL in identifying any training gaps.</p> <p>New DDSL to shadow DSL in meetings such as TAF, CIN, CP and where appropriate. Also to have support in developing high quality referrals. DSL will then shadow and support in meetings as DDSL takes on cases.</p> <p>DSL and DDSL to undertake refresher training and identify any other training gaps. -DSL ongoing.</p> | | |



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| | Family Worker addition to DDSL training completed on 13/2/2025. | | | | |
| 12. Safeguarding is covered within a staff member's induction (which includes information regarding online monitoring and filtering systems) and includes the early help support from school. | <p>DSL completes Safeguarding induction, and it includes how to share a concern. This includes what additional support may be offered via our early help. Includes CPOMS recording.</p> <p>DSL addresses any practice needs individually immediately as required.</p> <p>DSL has Safeguarding Induction checklist and this forms part of induction in personnel files.</p> <p>Filtering and Monitoring in terms of misinformation</p> | | DSL to meet all new staff/ volunteers prior to commencement of direct work with children as part of induction day/s. | | |



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| | <p>and AI KCSIE 2025 covered in INSET on 1/9/2025 (new staff attended) and included in induction.</p> | | | | |
| <p>13. All staff have safeguarding training appropriate to their role.</p> | <p>All staff working directly with children complete SMARTLOG Safeguarding training.</p> <p>DSL has completed face to face bespoke training with cleaners 2/10/2025.</p> <p>TAs have training sessions in two slots on Mondays.</p> <p>Teacher INSET.</p> <p>All staff quizzes to check knowledge.</p> | | <p>DSL mop up of those unable to attend training sessions via face-to-face slots and sharing of slides/information.</p> <p>All staff to complete Quiz. DSL to assess whole school and/or individual training needs from responses.</p> <p>DSL to monitor SMARTLOG completion.</p> <p>DSL to deliver annual training to cleaning staff.</p> <p>DSL to deliver Filtering and Monitoring training-with focus on misinformation and AI during academic year 2025/26.</p> <p>DSL to ensure up to date information on boards, posters and shelf.</p> <p>DSL to ensure urgent updates are shared in a timely manner.</p> | | |



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| 14. Staff are aware of indicators of abuse and neglect, including criminal exploitation and CSE. | <p>Staff conversations and CPOMS recordings.</p> <p>Shared in INSET and TA training, bulletin and boards.</p> | | <p>Knowledge check quiz -all staff.</p> <p>DSL to review responses and any training needs arising.</p> | | |
| 15. Staff understand extra familial risk/contextual safeguarding and how to respond to this. | <p>Teacher INSET November 2024 on Contextual Safeguarding.</p> <p>TA training sessions on Contextual Safeguarding November 2024.</p> <p>Quiz responses in 2024 post training showed increased understating of area.</p> | | <p>Knowledge check quiz -all staff.</p> <p>DSL to review responses and any training needs arising.</p> | | |
| 16. Staff are aware of risks posed by technology and how the school mitigates and responds to such issues. Staff have an | <p>Area of development.</p> <p>School has LGFL Filtering in place.</p> <p>School has SMOOTHWALL filtering and monitoring and this</p> | | <p>DSL to explore AI and misinformation training material to deliver to whole school.</p> <p>DSL to explore policy/guidance on AI use within school and link with Computing Lead on curriculum for children.</p> | | |



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| <p>awareness of AI, and this is considered within the filtering and monitoring system. Online safety measures are in place on site.</p> | <p>has resulted in 3 “Level 3” risks around search terms. Addressed with children and parents.</p> <p>School has integration between SMOOTHWALL and CPOMS for alerts/logs.</p> <p>DSL attended SMOOTHWALL webinar on AI and Policy/guidance on 7/10/2025.</p> <p>Staff are aware of filtering and monitoring via Part One of KCSIE and INSET on 1/9/2025.</p> <p>Weekly SMOOTHWALL overview. Level 3 and above alerts email or phone call if Level 5.</p> | | <p>DSL to ensure SMOOTHWALL is operating correctly.</p> <p>DSL to liaise with Partnership in Education support for any technical support required.</p> | | |
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| | Data shows alerts are related to boys. | | | | |
| 17. Staff are aware of FGM and the mandatory reporting duties. | Knowledge to be ascertained through Quiz. Nov 2025 | | DSL to share information via bulletin and notice boards. Knowledge quiz check. All staff Nov 2025. | | |
| 18. Appropriate referrals are made in relation to contextual safeguarding, including the submission of multi-agency forms, where appropriate | School has copy of Multi-Agency (MA) form. No referrals by MA at this point, this academic year. No current referrals have a contextual theme. | | DSL or DDSLs to ensure if safeguarding has contextual elements this is clear in referrals. | | |
| 19. All staff understand that poor attendance can be a safeguarding concern. Appropriate safeguarding arrangements are in place to respond to children who are absent | Development of Attendance Strategy. Assistant Head is Attendance Lead and co-works with Attendance officer in school and Attendance Support at LA and Family Worker/DDSL. | | Attendance Lead to continue to monitor attendance and link in with Family Worker and DSL/DDSL where appropriate. Onwards referrals, support and intervention where required. | | |



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| <p>from education and/or prolonged periods of time.</p> | <p>Family Worker has undertaken EBSA training and disseminated information with Attendance Lead.</p> <p>Attendance Lead has had 3 specific attendance meetings. Two children are going through the EBSA framework. One is pending if attendance does not improve.</p> <p>Reminder of importance of attendance shared with parents in newsletters.</p> <p>Attendance raised in INSET 1/9/2025 with whole staff.</p> <p>Response includes phone calls, face to face meetings and home visits.</p> | | | | |
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| | Attendance team familiar with CME process-Attendance Officer has processed 3 CME forms in past few months. | | | | |
| 20. All staff understand the significance of children being permanently excluded from mainstream education, and the school monitor suspensions and/or a decline in behaviour closely. | <p>School is rolling out the Therapeutic Thinking approach for staff. Teacher and TA training in 2024 and 2025. 2/10/2024 and TA training Nov 2024.</p> <p>Referrals made for support services to support children at risk.</p> <p>0 children permanently excluded from Bramingham.</p> <p>Demerit system. SLT look at monthly trends and actions. This is also shared with KS Leads</p> | | All staff awareness | | |



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| 21. All staff understand that poor attendance may be an indicator of sexual abuse, child sexual exploitation (CSE) or child criminal exploitation (CCE). | <p>Whole School INSET 1/9/2025- attendance as a key factor of safeguarding concern across all areas highlighted.</p> <p>Contextual Safeguarding training in November 2024 highlighted attendance as a risk factor.</p> | | <p>All staff.</p> <p>DSL and Attendance Lead to deliver key messages through training ongoing.</p> | | |
| 22. The voice of the child is listened to and responded to. | <p>Children are always asked who they are happy talking to and to identify staff in school they can share their thoughts with. On occasions where a specific piece of work is required by Cath or Naz this is explained to them.</p> <p>Their voice is captured through a</p> | | <p>All staff to promote ethos of finding the best person for the child to speak to and asking their preferences.</p> <p>Where the “Voice of the child” is needed for assessments, the best person will be identified in line with their wishes and/or learning/development/communication needs.</p> <p>DSL to promote through training and conversations with staff.</p> | | |



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| | <p>variety of means using strategies like the Three Houses or Magic Wand scenario. Where a child has additional needs the most appropriate member of staff is identified and the best method to capture the voice is considered. Where a child shares their thoughts/feelings etc this is recorded on CPOMS, and pictures/files can be uploaded as a record as well.</p> <p>Epraise has a reporting button 'Talk to me'. This message goes directly to the Deputy Headteacher who will respond according to the concern raised. 17 contacts through academic year</p> | | | | |
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| | <p>2024/25. Themes and trends are able to be analysed; social media is a significant factor.</p> <p>Through training staff are reminded that the “voice” may be communicated through changes in behaviour.</p> | | | | |
| <p>23. Staff understand and challenge inappropriate behaviours that could be viewed as ‘banter/having a laugh’.</p> | <p>Annual online training covers “banter”. Face to face training and via bulletin.</p> <p>Some new staff so ensuring message and understanding is consistent.</p> <p>Reminder in INSET on 1/9/2025 for whole school in relation to child-on-child abuse.</p> <p>School retains a separate Child on Child policy to</p> | | <p>Knowledge checks via quizzes ongoing.</p> <p>DSL to continue to share information via bulletin, training and information boards.</p> <p>Where category is incorrectly used/not used individual feedback to be given.</p> | | |



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| | <p>highlight importance of this. All staff to read annually.</p> <p>Staff are making use of the Child-on-Child category on CPOMS. 65 logs this academic year across subcategories inc verbal and physical.</p> <p>Demerit overview shared by Deputy Head.</p> | | | | |
| 24. There is an attitude of 'it could happen here'. | <p>Promoted as ethos through all training and on boards within staff areas of school.</p> <p>Whole School INSET 1/9/2025 and TA Training.</p> | | Continued promotion by DSL and DDSLs within school via training, bulletin and day to day conversations. | | |
| 25. Recording keeping is robust, accurate, timely and appropriate. Staff are provided with | <p>Staff are released to record urgent concerns.</p> <p>Where feedback is possible this is shared and recorded where staff are</p> | | <p>DSL to audit categories and class groups throughout academic year.</p> <p>Through Quiz a question around a fictitious log to be provided for feedback on accuracy and content in line with our recording expectations with school.</p> | | |



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| <p>outcomes or summaries to concerns recorded. Concern, action and outcome is clearly recorded.</p> <p>26. Where appropriate, DSLs within recording will log the rationale to their decision making.</p> | <p>updated. Relevant staff are added to CPOMS log/actions.</p> <p>Concern and action clearly identified and outcome where there is one.</p> <p>CPOMS recording good practice shared at whole school INSET on 1/9/2025 and TA training on 29/9/2025. Teachers to be planned.</p> <p>Good practice guidance on boards in staff areas and shared via bulletin.</p> <p>Good recording practice forms part of induction for new staff.</p> | | <p>Individual feedback given where needed on good practice recording and developing recording skills where needed DSL.</p> | | |
| <p>27. The school/college complete regular spot checks of their</p> | <p>Audit scheduled planned or CPOMS categories and classes across academic year.</p> | | <p>DSL and DDSLs to audit across academic year.</p> <p>New DDSL to be trained in how to audit files and any follow up needed.</p> | | |



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| <p>internal recording system to be assured that recording is robust.</p> | | | | | |
| <p>28. Processes are in place for staff to challenge recording.</p> | <p>Staff are encouraged to discuss recording and often have discussions around what and how to record-such as use of wording, terminology etc.</p> | | <p>Discussion to be recorded on case files-DSL.</p> | | |
| <p>29. The processes to report concerns about staff members are clear and understood by all.</p> | <p>TAs received standalone Low-Level concerns training in March and April 2025.</p> <p>Low Level concerns covered in whole school INSET on 1/9/2025 by DSL and LA HR as part of Code of Conduct delivery on 1/9/2025. TA training on 29/9/2025 also</p> | | <p>Quiz check question.</p> <p>DSL and Co-Headteachers to continue to deliver processes around sharing a concern. To include examples to give clarity</p> | | |



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| | <p>refreshed topic. Sessions included examples of behaviour that may be seen.</p> <p>Following HR input in Sept 25 Low Level forms are now accessible in staff room in form bundles as well as on the One Drive.</p> | | | | |
| 30. Whistle blowing is understood and strong across the school/college. | Staff do use the Low-Level concerns policy and form with 18 concerns shared from Nov 24-Nov 25. | | DSL and Co-Headteachers to continue to share processes around sharing a concern. To include examples to give clarity. | | |
| 31. Safeguarding case supervision is in place, is recorded and links to any recording system currently in place | <p>DSL has Case Supervision Half termly or more frequently for complex case needs as required.</p> <p>Record of discussions has separate category on CPOMS and are recorded on a child's file. Separate</p> | | <p>Co-headteachers to continue to provide case supervision for DSL.</p> <p>DSL to provide for Case Supervision for DDSL/Family Worker as need arises.</p> | | |



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| | spreadsheet of recording held by DSL in addition. | | | | |
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Part 2: The Management of Safeguarding – responsibility of Governing Body, Proprietors & Management Committees

This section is to be completed by the Safeguarding Governor and/or the Chair of Governors.

Name of Safeguarding Governor: Israr Shafi

Name of Chair of Governor: Philip Turner

Completion date:

| Criteria | How do you know this? | Green Amber Red | Actions/owners/timeframe | LA RAG (schools leave blank) | LA Comments (schools leave blank) |
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| <p>1. The safeguarding governor ensures that there is a whole school/college approach to safeguarding.</p> | <p>Updates sent and shared termly to whole governing body and Annual Overview at end of academic year.</p> <p>Report detail's themes and trends, training, referrals etc.</p> | | <p>DSL to ensure updates and information is shared as per scheduled updates.</p> | | |
| <p>1. The governing body have read and understood requirements outlined within KCSIE (2025) and discharge these appropriately.</p> | <p>Governor Hub shows current Governors have read KCSIE Part One.</p> <p>New Governor is undertaking their relevant training and "must reads".</p> | | <p>Governors to read KCSIE-recorded on Governor Hu.</p> | | |
| <p>2. The governing body are assured that the child's wishes/feelings are taken into account when deciding what action to take or services to provide.</p> | <p>Pupil voice Governor link visits.</p> <p>Half termly updates from DSL also include services offered and available.</p> | | <p>Governors to undertake link visits as per schedule.</p> <p>DSL to share updates.</p> | | |

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| <p>3. Safeguarding and related policies/procedures are in place and understood.</p> | <p>Governing body have oversight of all policies and ratify.</p> | | <p>Governors-to review and ratify. DSL to provide Model policy from LA amended for Bramingham-Annually.</p> | | |
| <p>4. Governors receive appropriate safeguarding and child protection training at induction and then at regular intervals. The safeguarding governor is able to hold the governing body to account when training has not been completed.</p> | <p>Governors to complete SMARTLOG and/or Governor Hub safeguarding training. Where a Governor completes safeguarding training in their day-to-day role, certificates to be supplied to DSL.</p> | | <p>Governors to complete SMARTLOG or share inhouse training information as required. DSL delivered face to face training to governors in September 2024. DSL to deliver training in academic 2025/26.</p> | | |
| <p>5. The safeguarding governor has oversight in place to measure the effectiveness of the schools filtering and monitoring system.</p> | <p>DSL met with safeguarding Governor to describe and demonstrate filtering and discuss Smoothwall. Updates sent via half termly and annual reports to whole Governing Body.</p> | | <p>DSL and Safeguarding Governor to meet through academic year.</p> | | |



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| <p>6. CP files/safer recruitment and emergency contact numbers are reviewed.</p> | <p>Two emergency contact numbers are required for children.</p> <p>CPOMS files audited x3 academic year and recorded on files.</p> <p>Where there are paper files, these are kept in a locked filing cabinet in Inclusion office.</p> <p>Transfer of files either in person, via electronic transfer on CPOMS/pdf via Egress or recorded delivery.</p> <p>Contacts for professionals working with individual children are recorded on the CPOMS files.</p> <p>Link governor reviews Single Central Record and</p> | | <p>Office/DSL to follow up on lacking emergency numbers.</p> | | |
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| | meets with HR Officer to look at administration and records of Safer Recruitment | | Safer recruitment training is kept up to date with relevant staff | | |
| 7. The DSL is a member of the senior leadership team (SLT). | DSL is a member of SLT. | | Ongoing | | |
| 8. The governing body are assured that the school/college contributes to multi-agency working as set out in Working Together 2023. | Presentation Sept 2024 Half termly updates | | Co-headteachers in capacity as DDSLs. | | |
| 9. The school/college understands their role within local safeguarding arrangements. | Information is shared in a timely manner following government guidance. Decision and outcome recorded on CPOMS. The importance in sharing information for external agency assessments is paramount, where it does not put a child at risk of significant | | School staff to continue to work with agencies- DSL/SENCO/SLT/Family Worker or other staff as required. | | |



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| | <p>harm this is also shared with a parent (unless directed by Social Care not to).</p> <p>A member of staff attends all multiagency meetings the school is invited to and contributes relevant information and responds to any requests for information in a timely manner.</p> <p>Ethos and emphasis on multi agency working.</p> | | | | |
| 10. The importance of information sharing is understood and principles applied. | <p>Information is shared in a timely manner following government guidance. Decision and outcome recorded on CPOMS.</p> <p>The importance in sharing information for external agency</p> | | | | |



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| | <p>assessments is paramount, where it does not put a child at risk of significant harm this is also shared with a parent (unless directed by Social Care not to).</p> <p>School follows current LA and Government guidance on information sharing.</p> <p>GDPR Training- Basic Awareness. Key identified staff.</p> <p>SARS- Support via Data Privacy Simplified Ltd.</p> | | | | |
| <p>11. The safeguarding governor is assured that processes are in place for the effective transfer of safeguarding files. Files are transferred within 5 days for an in-year transfer or</p> | <p>CPOMS files are transferred as soon as a request is received from another school.</p> <p>Initial contact via telephone/email to receiving school or</p> | | <p>DSL to ensure files are transferred as per requirements.</p> | | |



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| <p>within the first 5 days of the start of a new term.</p> | <p>towards previous school to DSL.</p> <p>Where CPOMs is not used by receiving or previous school files are sent by pdf via Egress.</p> | | | | |
| <p>12. All staff receive an appropriate safeguarding induction.</p> | <p>DSL meets with all new staff and returning staff (i.e. after maternity leave or long illness absence) to cover safeguarding, staff responding to disclosures.</p> <p>Concerns around adults/Low Level concerns, CPOMS recording and training/information sharing.</p> | | <p>DSL to conduct induction.</p> | | |
| <p>13. Effective safeguarding case supervision is in place.</p> | <p>Case supervision half termly. Record placed on CPOMS under individual child's records. Log of case covered kept separately.</p> | | <p>DSL and Co-Headteachers ongoing.</p> | | |



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| | <p>Where cases are complex and/or fast-moving supervision can be more frequent.</p> <p>Agenda item on SLT each month to discuss CPOMs – trends/ patterns/ concerns and next step and actions</p> | | | | |
| <p>14. The governing body are assured that there is a training offer for all staff in place, including annual updates.</p> | <p>Governors are aware of the SMARTLOG training suite that includes Safeguarding.</p> <p>Training information shared in termly and annual reports.</p> <p>Governors also complete safeguarding training. Where it is completed in their workplace, this is accepted as valid and recorded.</p> | | <p>DSL-ongoing</p> | | |



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| | Termly updates given by DSL on staff training. | | | | |
| 15. Children are taught about online safety, while avoiding over blocking and filtering. | <p>The school has a computing progression skills grid that shows the progressing in online safety under the heading of 'Education for a connected world'.</p> <p>Online safety is taught in every unit, and the unit overviews show the links between the content of the lessons and the national curriculum and Education for a Connected World framework [http://(ncce.io/efacw)](ncce.io/efacw) or https://www.gov.uk/government/publications/education-for-a-connected-world.). The coverage required for the</p> | | <p>Computing lead-curriculum overview, training and monitoring</p> <p>DSL discussion with computing lead regarding curriculum development and areas to strengthen.</p> <p>Staff to deliver teaching.</p> | | |



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| | <p>computing national curriculum is provided.</p> <p>The computer scheme we are using is the NCCE https://teachcomputing.org/</p> <p>Area of development around AI/fake news/misinformation/ conspiracy theories to reflect KCSIE 2025.</p> | | | | |
| <p>16. The safeguarding governor is assured that the DSL takes the lead responsibility for online safety and understands the filtering and monitoring systems in place.</p> | <p>DSL is primary contact for Smoothwall Monitoring system with DDSLs as additional contacts.</p> <p>DSL has met with Safeguarding Governor to discuss current filtering and monitoring processes and any risk factors and potential remedies to these.</p> | | <p>DSL and Safeguarding Governor meet through academic year as per schedule. Next meeting due February/March 2026.</p> | | |



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| | In governors report DSL reports any incidences raised through filtering and monitoring processes. | | | | |
| 17. The governing body are aware that there are processes in place to manage concerns or allegations against staff including 'low level' concerns. | Governing Body have oversight of Low Level and Whistleblowing policies as part of annual review process. These both clearly describe processes. | | Governing body-annual reviews and updates as required. | | |
| 18. Child on child abuse and the school/colleges response to this is well understood and applied. | Staff through quizzes and demerits/CPOMS logs show an understanding of what child on child abuse can present as at Bramingham. Ongoing development of understanding ongoing. | | DSL-training/bulletins and individual feedback (where required). Quiz-all staff | | |



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| <p>19. Staff have an awareness of LGBTQ+ and safe spaces are in place for children to share concerns with an adult.</p> | <p>All children are encouraged to speak with the person they feel most comfortable with, and this ethos is promoted amongst staff. Children identify where they feel safest to have conversations.</p> | | <p>All staff to be able to challenge stereotypes-training/bulletin-SLT.</p> <p>Continue promotion of ethos.</p> | | |
| <p>20. Reasonable force is understood and managed appropriately and logged appropriately.</p> | <p>Bramingham adopts the Therapeutic Thinking approach. This actively encourages distraction, diffusion and managing with understanding.</p> <p>Where physical support is required, this is logged and recorded on CPOMS, discussion around situation and any additional support measures for a child are identified and implemented. These are recorded on the</p> | | <p>Continual staff development through training sessions- Therapeutic Thinking sessions</p> <p>Actions identified for support logged by most appropriate staff member.</p> | | |



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| | child's CPOMS records. | | | | |
| 21. All staff understand the basis of the Equality Act 2010 in regard to safeguarding children. | Staff make reasonable adjustments and remove barriers to learning. | | Through appraisals, training, ECT mentoring, bulletin and ongoing staff development. | | |
| 22. If the school site is let/rented, there are assurance measures in place. This includes requesting safeguarding policies and procedures for external agencies using the school site. | <p>Safeguarding Policies and Risk assessments for each letting.</p> <p>Lettings Policy</p> <p>Safeguarding training certificates requested for lettings where children are in attendance. Links to free safeguarding training to be sent.</p> <p>Inventry signing in for all visitors to school site and safeguarding information leaflet shared for them to read.</p> | | Business Manager ensures all necessary documents are collated before any letting. | | |
| 23. The safeguarding governor can | Link governor that meets Attendance | | Attendance Lead and Governor. Date tbc. | | |



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| evidence that responses to children missing education are robust and well understood. | Champion and Officer. CME would be discussed in this meeting. Next meeting due April 2025. | | | | |
| 24. The approach to Elective Home Education is understood and applied. | We liaise with the Attendance Support Officer and EHE team where we have requests for EHE. School liaises closely with parents to identify any measures in school that could be in place to resolve a reason for Home Educating. The necessary documents are completed if parents request EHE. Where the child has an EHCP the school will liaise with SENAT. | | Attendance Lead/Co-headteachers/SENCO/DSL or Family Worker input where appropriate on case-by-case basis. | | |
| 25. There are systems and processes in place for identifying possible mental health problems, including | Staff raise concerns/observations verbally with SLT and/or Family Workers and record | | All staff to raise and identify. DSL to identify appropriate support. | | |



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| <p>routes to escalate and clear referral systems.</p> | <p>on CPOMS. Parents are spoken to, and support work offered in school if appropriate. Where specialist help is required, the next step is to speak to our CAMH School Liaison for advice and referral guidance. Discussion with parental consent. Advice can be sought by referring to a concern for Child X.</p> <p>Regular meetings with CAMH School Liaison Team.</p> <p>Currently, bereavement referrals are through CAMH.</p> <p>DSL is Mental Health First Aider and has completed Designated Mental</p> | | | | |
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| | <p>Health Lead training July 2022 and First Responder training in the Summer term 2023. DSL or Family Worker also attend Designated Mental Health Network meetings termly, relevant info to be shared with staff as needed.</p> <p>Family Worker attending two-day Youth Mental Health First Aider course 4 and 5th Nov 2025.</p> <p>In House support via Family Worker around emotional wellbeing, self-esteem and mental health. Short intervention or longer pieces of work depending on needs of children.</p> <p>Referrals to additional support</p> | | | | |
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| | <p>services i.e., CHUMS for bereavement support or Young Carers.</p> <p>Staff can access support via Employee Assistance Programme.</p> | | | | |
| <p>26. Staff understand the importance of the early identification of SEND and take appropriate action including obtaining advice and referral where necessary.</p> | <p>TA training Skills Audit, How to be an effective TA, Safeguarding SEND EYS and KS1 SEND KS2-Sept 2025-Oct 2025.</p> <p>TA training dates for Dec 25/Jan 26- Autism/ADHD Dyslexic Strategies SEMH Physical and Sensory.</p> <p>Teachers SEND Training 16TH Sept</p> | | <p>Ongoing staff training via TA meetings and Teacher INSET.</p> <p>ND Pathway overseen by Assistant Head Teacher.</p> | | |



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| | <p>2025-future dates tbc.</p> <p>External training provided (ASD, complex needs-outreach support).</p> <p>SEND Nugget in bulletin.</p> <p>Effective deployment of TAs on SIP 25-26</p> <p>In school process to raise children of concern with SENCO. Flowchart shared with staff.</p> <p>Theme and ethos through training to staff and Whole School INSET Sept 2025.</p> <p>Referrals made by SENCO/Assistant SENCO and Assistant Head Teacher/DSL or Family Worker across all agencies</p> | | | | |
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| | <p>inc health, developmental, mental health and any other identified support. Recorded on individual children's files.</p> <p>SENCO, Assistant SENCO and Assistant Head have completed Neurodiversity pathway training, and this is implemented within school.</p> <p>7 children on ND Pathway.</p> | | | | |
| <p>27. Staff have the skills, knowledge and understanding to keep Looked After Children and previously Looked After Children safe.</p> | <p>Therapeutic thinking training to Teachers 2/10/2024 1/9/25 and TAs Nov 2024. TAs- How to support effectively in March 2025.</p> <p>Individual support for those directly working alongside</p> | | <p>SENCO-deliver training across staff body.</p> <p>Staff to refresh or access ACEs' training academic year 2025-26-DSL/SENCo to arrange.</p> | | |

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| | children who are Looked After or post Looked After. | | | | |
| 28. There is an appointed Designated Teacher. | Assistant - Headteacher is DT for LAC. | | Assistant Headteacher | | |
| 29. The safeguarding governor has a planned schedule of strategic activity with the school in order to hold the school to account. | Predetermined visit schedule. Governor's plan Link Visits for the year ahead. This includes Safeguarding, Attendance, SEND, SCR and Behaviour | | DSL/ appropriate staff member and Governor to meet as per schedule. | | |

Part 3: Safer recruitment

| Criteria | How do you know this? | Green Amber Red | Actions/owners/timeframe | LA RAG (schools leave blank) | LA Comments (schools leave blank) |
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| 1. There are robust recruitment procedures in place, and this process is followed at all times. | Follow LBC Policy and Procedures including advertising all posts, | | Business Manager/HR Officer/Co-Headteachers-on each recruitment. | | |



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| | <p>shortlisting, interview and scoring.</p> <p>All ID and References check, and appropriate declaration applied for prior to interview. Start delayed until all relevant checks completed or risk assessment completed.</p> <p>2 references and written risk assessment if required.</p> <p>Online checks as per KCSIE are recorded by HR Officer on the SCR.</p> | | | | |
| <p>2. Appropriate staff are trained in safer recruitment as set out in KCSIE (2025).</p> | <p>Co-Headteachers, Business Manager, HR Officer and Deputy Head all Safer recruitment trained.</p> | | <p>Business Manager oversight for training requirements/updates.</p> <p>Safer recruitment trained staff to be present for all interviews/recruitment.</p> | | |

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| 3. The recruitment process clearly set out the commitment to safeguarding, and the advert is in line with guidance in KCSIE (2025). | Statement in advert, questions at interview around safeguarding. | | Business Manager/HR Officer. | | |
| 4. Independent schools/academies/free schools undertake Section 128 checks for any person taking up a management position | n/a | | | | |
| 5. Checks are made to ensure any teaching applicants are not subject to a prohibition order. | As part of reference and checks prior to interview and employment. | | Business Manager/HR Officer | | |
| 6. Appropriate staff are aware that curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment. | CVs are not accepted for school-based positions. Application form only. Stated on adverts. | | HR Officer | | |
| 7. If providing childcare, checks are carried out to ensure individuals are not disqualified. | n/a | | | | |
| 8. Online checks are completed for shortlisted candidates as part of due diligence. | HR Officer completes online checks. | | HR Officer as part of recruitment process | | |

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| | <p>Candidates are informed in interview offer letter.</p> <p>Recorded in MyNewterm process and SCR</p> | | | | |
| 9. Regulated and unregulated activity is understood. | <p>Appropriate checks for level of position.</p> <p>Where unclear, advice sought from HR Traded Services</p> | | Business Manager/HR Officer | | |
| 10. The single central record is in place as set out in KCSIE (2025). | <p>Use LA Template.</p> <p>Queries and support from HR when needed.</p> <p>Online search has been added.</p> <p>Admin for DBS checks done by Business Manager/HR Officer</p> | | Business Manager/HR Officer | | |
| 11. The single central record is regularly audited, and personnel files are up to date. | <p>Audit process in place.</p> <p>Every file completed, and on system by HR Officer then passed to Business Manager audit file.</p> | | <p>Business Manager/HR Officer</p> <p>Business Manager/HR Officer audit new files, where there is missing information, this is followed up i.e., risk assessment and DBS with one reference. Second reference</p> | | |



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| | <p>DSL has co-audited files with Business Manager.</p> <p>Files audited by Governor.</p> | | <p>followed up but steps in place to secure employment.</p> <p>DSL and Business Manager to cross audit Dec 2025.</p> | | |
| <p>12. Multi-Academy Trusts 13. The single central record can be separated by academy without delay, if requested.</p> | n/a | | | | |
| <p>14. Documents are kept in line with retention guidance.</p> | <p>Securely stored on secure drive. Backed up weekly. Paper copies in locked cupboards.</p> <p>Government guidance on differing retention dates followed by Business Manager/HR Officer. Refer to this when needed.</p> <p>Where an allegation is founded, records kept until the person's normal retirement age or 10 years from the date of the allegation whichever is the longer than review. Note</p> | | <p>Business Manager/HR Officer.</p> | | |



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| | <p>allegations that are found to be malicious should be removed from personnel files. If found, they are to be kept on the file and a copy provided to the person concerned.</p> <p>Secure shredding company has been sourced for confidential out of date documents.</p> <p>SCR has off site back up.</p> | | | | |
| 15. Appropriate checks are in place where applicants have lived or worked outside the UK. | <p>Sought and recorded on SCR, checks prior to employment.</p> <p>Right to work checks undertaken as required. No current applicants from outside of UK.</p> | | Business Manager/HR Officer. | | |
| 16. Agency/Third party staff checking arrangements are in place. | <p>DBS numbers and ID check assurance from agency on safer recruitment.</p> <p>Qualification details and photo ID from</p> | | Business Manager/HR Officer. | | |



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| | agency to check against record. ID seen and recorded on SCR. | | | | |
| 17. Arrangements are in place for: Contractors Trainee/student teachers Visitors Volunteers Work experience | <p>As above for Contractor/Agency.</p> <p>Trainees/Students- Written confirmation of course, liaise with college to risk assess and check insurance. Most trainees are DBS by college and original DBS seen prior to start.</p> <p>Complete induction and risk assessment. Interview and application form process. DBS for long term placements.</p> <p>All read Volunteer policy and agreement.</p> | | Business Manager/HR Officer | | |
| 18. Appropriate clearance has been obtained for governors as set out in statutory guidance. | All governors have S128, ID and DBS entered on SCR. All complete pecuniary interests etc. | | Business Manager/HR Officer | | |

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| | Agenda item at every meeting. | | | | |
| 19. Sec 128 checks are in place for school governors. | All governors have S128, ID and DBS entered on SCR. All complete pecuniary interests etc. | | Business Manager/HR Officer | | |
| 20. Risk assessments and due diligence checks (including recruitment) are completed on a regular basis for any Alternative Provision the school may be using. The school have records relating to the Alternative Provision and any subcontracted provision or satellite sites the child may attend. | Where an AP is used DSL obtains confirmation from AP that safeguarding and safer recruitment checks have been undertaken. Any relevant risk assessments undertaken. School staff regularly will visit AP to assess progress and suitability/support. | | Business Manager/HR Officer DSL/Co-Headteachers/SENCO to obtain relevant checks and information as required. | | |
| 21. The school are gaining written confirmation from the Alternative Learning provider that appropriate safeguarding checks on staff have been carried out, as well as written information about any arrangements that may put the child at risk. | Where an AP is used DSL obtains confirmation from AP that safeguarding and safer recruitment checks have been undertaken. Any relevant risk assessments undertaken. | | DSL/Co-Headteachers/SENCO to obtain relevant checks and information as required. | | |

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| | No children currently accessing an AP. | | | | |
| 22. If a Private Fostering arrangement comes to the attention of the school/college, processes are in place to notify the local authority. | <p>School to follow LBC procedures and check for guidance/advice if required.</p> <p>Contact MASH for advice/guidance/record a Private Fostering Agreement.</p> <p>No current children on roll who are Privately Fostered.</p> | | As required-Co-headteachers and DSL. | | |
| 23. There is a culture of ongoing vigilance. | <p>The school fosters a “It could happen here” ethos across all areas of safeguarding concerns inc adults and children.</p> <p>There have been 18 Low Level Concerns from November 24- October 25</p> | | <p>DSL to promote messages.</p> <p>All staff to incorporate into practice.</p> <p>Via face to face, bulletin, induction and day to day practice</p> | | |
| 24. The duty to refer to the Disclosure & Barring Service / Teaching Regulation Agency is understood and applied | DBS numbers recorded, sight of original number. | | Co-Headteachers/Business Manager/HR Officer as required. | | |

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| | School to follow LBC procedures. | | | | |
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Part 4: Management of Allegations

| Criteria | How do you know this? | Green Amber Red | Actions/owners/timeframe | LA RAG (schools leave blank) | LA Comments (schools leave blank) |
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| 1. Staff know how to refer if necessary. This includes referrals to the LADO. | Number of Low-Level concerns is 18 for Nov 24-Oct 25. Whole School INSET 1/9/2025. TA Refresher dates. Bulletin Information posters. Visitors leaflet. | | DSL and Co-Headteachers to ensure dissemination of information. HR delivered INSET to all staff on 1/9/25 on Low Level Concerns | | |
| 2. There are procedures for dealing with | School has a Whistle | | All staff to read. | | |



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| <p>concerns/allegations against those working in or on behalf of the school/college – including low level concerns. The headteacher understands the process outlined in KCSIE regarding responding to and investigating allegations made about a staff member.</p> | <p>Blowing policy and Low-Level concerns policy.</p> <p>LADO Flow chart shared in bulletin and on Safeguarding board in IT room (also in policies)</p> | | <p>Co-Headteachers-ongoing.</p> | | |
| <p>3. There is a low-level concerns procedure in place that allows for staff to confidentially share information.</p> | <p>Low Level Policy and concerns procedure in place.</p> <p>Low Level forms in staff room and on One Drive.</p> | | <p>All staff ongoing.</p> | | |
| <p>4. Transferable risk is understood and considered.</p> | <p>Staff are required to read and accept our Staff Code of Conduct and Social Media Policy and</p> | | <p>DSL/SLT to ensure messages delivered throughout academic year face to face or electronically.</p> | | |



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| | Internet Acceptable Use and Mobile Phone policy. Breaches of this would trigger the disciplinary process | | | | |
| 5. Procedures are in place to liaise with the local authority designated officer (LADO) in line with guidance. | <p>LADO Flow chart on safeguarding board.</p> <p>Contact details in staff room and in allegations/ whistleblowing policy.</p> <p>Co-Headteachers are point of contact for staff allegations within school.</p> | | <p>Co-Headteachers or DSL to ensure procedures are up to date.</p> <p>Co-headteachers to be point of contact ongoing.</p> | | |
| 6. The school/college liaise with the LADO regarding | No allegations have been | | Co-Headteachers to liaise with LADO as required. | | |



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| <p>any allegation made relating to an organisation/external agency using the school's premises for the purpose of running activities for children.</p> | <p>made this year regarding an out of school activity.</p> | | | | |
| <p>7. Input is provided to staff around the role of the designated officer and roles within this process are well understood by all staff.</p> | <p>Flow chart on safeguarding board in IT room.</p> <p>Whistleblowing policy part of annual check. Low Level training given to TAs and Teachers in Dec 2024 highlighting role of LADO and case examples.</p> <p>Whole School INSET had focus on Code of Conduct with HR from LA with elements of</p> | | <p>All staff to follow procedures.</p> <p>DSL and Co-Headteachers to share any updates and reminders ongoing as part of annual training.</p> | | |



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| | LADO processes. | | | | |
| 8. The local authority arrangements for the management of allegations are understood. | <p>Policy is available to staff and is followed and advice from HR and LADO sought.</p> <p>Flowchart included in policy, information poster, visitors leaflet and on safeguarding board and bulletin.</p> <p>There have been 18 concerns in the last year, shared via the in-school arrangements.</p> | | <p>DSL and Co-Headteachers to share via training throughout year, direct emails and bulletins.</p> <p>All staff to follow procedures.</p> | | |
| 9. Staff know how to raise concerns and who with, including those related to SLT/Governance arrangements. | Whole School INSET 1/9/2025 reminder shared around | | <p>All staff to read policies.</p> <p>DSL to reinforce via training.</p> <p>Staff to raise concerns ongoing.</p> | | |



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| | <p>process of sharing concerns around staff, SLT and Co-Headteachers via school arrangements.</p> <p>Whistleblowing policy part of annual check.</p> <p>Reminders covered in training and bulletin.</p> <p>Posters (and Visitor's leaflet) on who to speak to regarding concerns in key locations around school.</p> | | | | |
| <p>10. There is confidence that all staff are able to identify harmful behaviours from adults which may pose a risk to children.</p> | <p>Messages in training are "think the unthinkable" and having a "it could</p> | | <p>Ongoing messages and examples given through training and bulletin-DSL.</p> | | |



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| | <p>happen here” ethos across all areas of safeguarding.</p> <p>There have been 18 Low Level concerns shared this year, indicating staff are able to share their concerns around staff.</p> | | | | |
| <p>11. Record keeping is appropriate, confidential and stored for the appropriate length of time.</p> | <p>In line with LBC Policy and guidance.</p> <p>Personnel records are retained for 6 years after their employment ceases. They are securely stored in locked cupboards in</p> | | <p>Business Manager/HR Officer</p> | | |



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| | <p>the office and the foyer.</p> <p>Where allegation is made and founded, records are kept 10 years from the date or the person's normal retirement age whichever is longer.</p> <p>Secure shedding contract in place for secure disposal when time limits expired.</p> | | | | |
| <p>12. Welfare support is in place to meet the Duty of Care to employees.</p> | <p>Occupational health referrals via sickness absence procedure.</p> <p>Liaison and referrals with</p> | | <p>Co-Headteachers/Business Manager or HR Officer or any other adult to signpost to support services where appropriate.</p> | | |



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| | <p>other teams where needed.</p> <p>Employee Assistance procedure in place- information has been emailed directly to staff and is displayed in information posters in staff areas for self-referral.</p> | | | | |
| <p>13. Onward referrals are made as appropriate</p> | <p>Staff can self-refer to the Employee assistance programme.</p> <p>Occupation Health referrals in relation to sickness absence this year has been 6. Last</p> | | <p>Business Manager/HR Officer</p> | | |



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| | academic year 12. | | | | |
| 14. The whistle blowing policy is well understood and applied. Staff know who they can whistle blow to. | 18 Low Level concerns and 5 LADO level concerns have been shared. | | All staff to follow procedure ongoing. Co-headteachers are point of contact for concerns around staff in school. | | |

Part 5: Child-on-child Sexual Violence and Sexual Harassment

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| 1. The school has a child-on-child policy and staff understand and apply this. | <p>Standalone Child on Child policy. All staff read as part of annual policy check.</p> <p>Information shared via bulletin and on safeguarding boards in staff room.</p> <p>CPOMS logs show use of Child-on-Child category. Where not used or incorrectly used in person feedback given.</p> | | <p>DSL to share information and examples through training.</p> <p>Quiz knowledge checks all staff to complete.</p> | | |
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| | Demerits monthly analysis shared with staff. | | | | |
| 2. Staff understand information shared in the most recent Ofsted review looking at Child-on-Child abuse. | Updates shared from 2021 review at the time. | | Any relevant learning and update to be shared DSL. Knowledge check via quizzes ongoing. | | |
| 3. The school provides an appropriate curriculum offer that supports children to identify and respond to Child-on-Child abuse. | PSHE curriculum includes...NSPCC PANTS themes reinforced throughout the year. Children are encouraged to share with their most preferred adult any worry or concern they have. As part of Safeguarding Quality assurance, June 2025-Pupil Voice - children were able to share they all have a key adult they could talk to about any concern within school. | | All staff to promote themes of PSHE curriculum and ensure children can speak to the person they are most comfortable with. PSHE co-ordinator and DSL to ensure curriculum is robust through internal Quality assurance processes. | | |
| 4. All staff understand that children can abuse other children (child on child) and that even if this is not reported, it does not | Covered within training sessions. Within school ethos we have a culture of "it can happen here" and" think the unthinkable" | | DSL to promote through training. All staff to have ethos of "it could happen here". | | |



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| <p>mean that it is not happening.</p> | | | | | |
| <p>5. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Staff recognise that children with disabilities are vulnerable to being abused by their peers.</p> | <p>Themes within training sessions look at how many groups can be vulnerable including those with disabilities.</p> <p>Themes of Incels and misogyny shared in bulletins and as part of PREVENT training.</p> <p>Training sessions for TAs and Teachers June 2025.</p> | | <p>DSL to share via CSPR's in training sessions.</p> <p>DSL to share information via bulletin.</p> | | |
| <p>6. It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of harmful sexual behaviours (HSB).</p> | <p>DSL undertook Harmful Sexual behaviours training in May 2023.</p> <p>Brook Traffic Light tool is used as a reference tool in cases of concern.</p> | | <p>Refresher training for DSL. New DDSL to undertake training 2025/26.</p> | | |



Completion date by school: 6/11/2025.