

Safeguarding Checklist for schools and colleges 175/156

| | |
|--|---|
| School/College: | Academic Year |
| Audit triangulated: - Ella Sealey (SiE) | 2022-2023 |
| Completed by: | Shared with Governing Body/Alternative on: |

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 2022). 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.

| | |
|------------------------------------|---|
| 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 the safeguarding to be 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 GREEN | Indicates that the establishment meets the standard fully with all requirements in place and up to date, at least to the required minimum. |

Keeping Children Safe in Education 2022

Part 1: Safeguarding information for all staff

| Criteria | How do you know this? | Green Amber Red | Actions/owners/timeframe |
|--|---|-----------------------|--|
| <p>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. New Safeguarding board in cloakroom and IT room with policy and processes.</p> <p>Check question on Quizzes through the year.</p> <p>Policies read by staff:</p> <p>Keeping Children Safe in Education – DfE document Part One and Annex A</p> <ul style="list-style-type: none"> <input type="checkbox"/> School’s ICT and Acceptable Use Policy <input type="checkbox"/> Whistleblowing Policy <input type="checkbox"/> Safeguarding Policy (contains role of DSL and Deputies) | | <p>Annually and as any updates dictate via SMARTLOG and policy records. - Hilary/Gemma</p> <p>Ongoing-Quizzes, training sessions, boards and Ebulletin-Cath</p> <p>To introduce a check questioning system -ad hoc unplanned such as “Who would you speak to if...” or “What would you do if...” to further check understanding of staff. List of questions to be decided by SLT by Jan 2023.</p> <p>Recap of Key points or polices via INSET-Alex 2/9/2022 INSET. Cath-ongoing via bulletin.</p> <p>Policy read through and signed declaration-All staff</p> <p>Follow up on policy read through/signing-Gemma.</p> <p>All staff in September of the academic year.</p> |



| | | | |
|--|--|--|---|
| | <ul style="list-style-type: none"> <input type="checkbox"/> BPS Code of Conduct <input type="checkbox"/> Confidentiality Policy <input type="checkbox"/> Social Media Policy <input type="checkbox"/> Policy & Procedure for Handling Complaints of Bullying & Harassment for All Employees in schools <input type="checkbox"/> Education Violence and Aggression Policy & relevant Risk Assessment to your role <input type="checkbox"/> Health & Safety Policy <input type="checkbox"/> Declaration of Business Interest Form <p>INSET delivered by DSL for all staff</p> <p>Staff encouraged to refer to as needed. Paper copies available in staff room</p> | | <p>School has signed up to Safeguarding Network which has a 2 year training plan-Cath to disseminate.</p> <p>Cath to create Safeguarding induction checklist Jan 2023.</p> <p>Cath to create rolling list of Quiz questions for academic year. Ongoing.</p> <p>Safeguarding and Child on Child Policy review dates to be moved to September on the cycle-Cath and Hilary.</p> |
| <p>All staff have read at least Part 1 of KCSIE (2022) 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 Hilary and Cath.</p> <p>Key updates from KCSIE and recording shared as part of Sept 2022 INSET, all staff to have attended or read the briefing. Cath has list of staff to record this.</p> | | <p>Part of Induction for new staff-Cath/Gemma/Hilary/Satinder/Petra</p> <p>Continue checking knowledge via termly quizzes-Cath</p> <p>Staff that are outstanding are followed up-Cath and Hilary.</p> |

| | | | |
|---|--|--|---|
| | Reminders in ebulletin and face to face training. Check question on Quizzes through the year. | | Policy read through and declaration to be completed by end of Sept 2023 at next required review as delayed this year. |
| All staff understand and have appropriate training in Prevent and know how to respond to concerns of extremism. | <p>Cath delivered PREVENT face to face training 6th July 2022 (Teachers) 21/6/2022 and 3/6/2022 (TAs)</p> <p>PREVENT forms part of SMARTLOG training completed on induction and annually.</p> <p>Change to referral process in the ebulletin.</p> | | <p>Refresher PREVENT specific face to face training July 2023-Cath to deliver to all staff.</p> <p>Safeguarding Network materials to be shared in line with the training cycle.</p> <p>Cath to check understanding via Knowledge check in Summer 2023</p> |
| All staff understand their place within the multi-agency safeguarding arrangements. | <p>Key messages in training, quizzes, face to face conversations, bulletins and INSET.</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 ebulletin.</p> <p>Quizzes to check staff's understanding and relevant support then in place if required</p> | | <p>Information to be delivered by Cath</p> <p>All staff to read.</p> <p>Knowledge check via quiz-Cath to deliver and all staff to complete.</p> <p>Ensure details of key staff and procedures are in the new build when completed Spring 2023.</p> |
| Learning from local reviews is shared with staff and practice reflection is undertaken. | CSPR training in March 2022, all staff attended face to face over staggered sessions, focused on Oliwer a Luton CSPR. | | INSET CSPR planned for Feb Half term to Easter term 2023 |



| | | | |
|--|--|--|---|
| | Cath attends DSO Network meeting. Local and National knowledge shared in ebulletin. Most recent 14/11/2022 and also 20/6/2022. | | |
| The school/college has signed up to Operation Encompass and parents are aware. | The school is signed up to Operation Encompass. Tab on Website. New Starter pack has been revised, letter to be included. | | Cath-New starters to be alerted to the school's participation within the scheme. Refresher for current parents. Text to be sent Jan 2023. Letter to be included in all new starter packs-Cath and Louise |
| All staff are aware that children may not be ready or know how to tell someone they are being abused. Processes are in place to capture the child's voice. | Through training staff are made aware that their observations and recordings are a snapshot and piece of a puzzle. 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 works. | | All staff Reminders through training-Cath |
| The school's Early Help offer is mapped and understood by all staff. | Early Help Offer has been mapped. Available on website, staff have been directed to the area on the website. Oct 2022. Early Help and Family Partnership has been shared in ebulletin 1/10/2022 (referral pathways external) 17/1/2022-Early Help identification in ebulletin. | | Cath to text parents signposting them to Early Help Offer. Early Help Offer to be reviewed in Summer term-Cath Quiz check question to be added for Spring Term-Cath Cath to look at evidence mapping of children raised by staff Jan 2023. |



| | | | |
|--|---|--|--|
| | Cath has emailed all staff the Early Help mapping on 6/12/2022. | | Cath to revise looking at flow chart Jan -Feb 2023. Cath to ensure all staff are emailed the Early Help mapping, they have been directed to the website. |
| Staff can identify children who would benefit from early intervention or family partnership. | Key staff-Cath, Satinder, Petra, Naz, Alex and Anna are responsible for discussion of referral pathways. Staff as part of sharing a concern will speak about and discuss potential intervention. | | All staff to share concerns. Regular supervision with Cath to ensure interventions remain on track and escalation if required. |
| The DSL arrangements are in line with current legislation (KCSIE 2022) | Cath Legg is a Senior Leader and is DSL. Post was seconded in 2020 and 2021 but now permanent. DSL role specific training completed on 3/5/2022. Petra and Satinder are Deputy DSLs. All have the same level of training. Cath is due May 2024, Petra and Satinder were due Oct 2022, training booked for 12/1/2023 | | DSL Job Role and responsibilities is being signed off-Cath, Satinder and Petra. |
| Safeguarding is covered within a staff member's induction and includes the early help support from school. | Cath 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. Cath addresses any practice needs individually immediately as required. | | Cath to complete 3 month Induction reviews to recap Safeguarding. However urgent follow up with individual staff members will happen where needed. Induction checklist to be reviewed annually for effectiveness. |



| | | | |
|--|---|--|--|
| | Cath has created a Safeguarding Induction checklist and first used 5/12/2022 | | |
| All staff have safeguarding training appropriate to their role. | All staff complete SMARTLOG Safeguarding Training. INSET/Scenarios and CSPR. Scenarios specific to role. Staff Training Plan for the year created by Cath | | All staff-SMARTLOG and Quizzes Cath-TA and Teacher scenarios in place. Cleaner/Site agent/IT Apprentice and Office scenarios to be written and delivered. School have signed up to the Safeguarding Network-Cath to share learning from the 2 year training plan as appropriate. |
| Staff know how to refer if necessary. This includes referrals to the LADO. | Flow chart shared in ebulletin 21/11/2022. Flow chart on website. Information on Safeguarding board and posters in key locations ie toilets. School have referred an adult of concern to LADO (Non-Staff member). Referral process in Whistleblowing policy | | Cath to ensure information is up to date. Quiz check question-Cath Ensure key information is located in new build-Cath-Spring 2023. |
| Staff are aware of indicators of abuse and neglect, including criminal exploitation and CSE. | SMARTLOG Training. Definitions of abuse on board in IT room, KCSIE and Safeguarding Policy. Ebulletin 28/11/2022 and 5/12/2022 with examples school specific. | | Mop up of scenario training-Cath Definitions to be repeated in bulletin during the year-Cath Additional definitions of CCE, CSE and Child on Child to be added to the board-Cath |

| | | | |
|---|--|--|--|
| | <p>Definitions of four areas of abuse on safeguarding board.</p> <p>Scenario training 19/10/2022 and 2/11/2022 TAS. Teachers 13/12/2022</p> | | SMARTLOG-All staff |
| Staff understand extra familial risk/contextual safeguarding and how to respond to this. | <p>Definitions in bulletin 16/5/2022</p> <p>Quiz 3 July 2022 97% of respondents correctly identified the definition of contextual safeguarding.</p> | | <p>Development of knowledge in relation to “our school” and local area-Cath</p> <p>Quiz -Cath</p> |
| Staff are aware of risks posed by technology and how the school mitigates and responds to such issues. Online safety measures are in place on site. | <p>Filtering is controlled via our internet provider LGFL this is monitored each week by us in school and adjusted, as necessary. This is also tested monthly to make sure that all is still working how it should.</p> <p>Filtering is also controlled via the Wi-Fi login, if you are logged into Student Wi-Fi it is restrict content. If something has been attempted to be viewed or downloaded, then the IT department are informed via email.</p> <p>Staff are requested to read and abide by IT acceptable use policy.</p> <p>Staff are also involved in the e-safety lessons taught during class with the children.</p> <p>Any new or emerging issues are shared with staff either via email, in person training or via bulletin.</p> | | <p>Network Manager to monitor filtering as required.</p> <p>SLT- to ensure new or emerging themes or issues are shared in a timely manner with staff.</p> <p>Cath and Sharon R to share information through academic year.</p> |

| | | | |
|--|--|--|--|
| Staff are aware of FGM and the mandatory reporting duties. | Information on Safeguarding board in IT room. Reminder in ebulletin 7/11/2022. Forms part of SMARTLOG training. | | Quiz check question-Cath |
| All staff understand that children can abuse other children (child on child) and that even if this is not reported, it does not mean that it is not happening. | Forms part of our "it can happen here" ethos. SMARTLOG Safeguarding annual training covers child on child. Knowledge check via quiz. | | Quiz check question-Cath Ongoing training-Cath New staff |
| Staff understand information shared in the most recent Ofsted review looking at Child on Child abuse. | SEPT 2021 INSET focused on key changes in KCSIE focusing on CSE, CCE and Peer on Peer abuse. All staff have accessed this material in person or electronically. KCSIE key update around Child on Child shared by Alex at INSET on 2/9/2022. Quiz 1 2022/23 100% Staff could identify key features in quiz question. Several new staff members and a continually evolving theme that requires development. | | Any relevant learning and update to be shared-Cath Knowledge check via quizzes ongoing. Child on Child versus Behaviour to be explored via bulletin and training-Cath/Ongoing through academic year. |
| The school provides an appropriate curriculum offer that supports children to identify and respond to child on child abuse. | We have a Values based curriculum that promotes the ethos of the school. We have a weekly Value, themes cover friendship difficulties, helping hand safety network, acceptable of differences, healthy relationships, what to do if you are worried. There is also scope for teachers to focus on any current issues that may be occurring within their class. | | Laura Howes-Values Co-Ordinator shares curriculum. All staff to implement. Curriculum under review to develop Child on Child. Laura Howes as part of role currently looking into how we can promote safety across the school e.g awareness days, having talks in school |



| | | | |
|---|---|--|--|
| | <p>Beginning in reception children are taught about stranger danger and the PANTS rule. Moving through the key stages (and taken directly from the medium term plans) the children are taught how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.</p> <p>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety. They are taught about what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard, how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online).</p> | | <p>Class Teachers to deliver lessons, supported by TAs.</p> |
| <p>Appropriate referrals are made in relation to contextual safeguarding, including the submission of multi-agency forms, where appropriate</p> | <p>Cath has access to both MASH referral form and Intelligence submission forms for the Police. As yet no contextual safeguarding referrals have needed to be made.</p> | | <p>Cath (Petra/Satinder) to seek advice from MASH and follow guidance in the event of a contextual safeguarding referral being made.</p> |
| <p>All staff understand that poor attendance can be a</p> | <p>New Attendance Policy is live Dec 2022 on the website.</p> | | <p>SLT to review policy.</p> |



| | | | |
|---|---|--|--|
| <p>safeguarding concern. Appropriate procedures are in place to manage poor attendance.</p> | <p>School follows CME Guidance and liaises with EWO where required. CME forms completed and securely emailed where required.</p> <p>Louise and Cath meet every 4 weeks to review whole school attendance. 25/11/2022, 21/1/2022, 30/9/2022.</p> <p>Louise monitors attendance daily and shares a weekly attendance summary with SLT and Naz. Actions are listed to address any concerns and impact is monitored.</p> <p>Joint working with EWO.</p> <p>CSPR Oliwer in Spring 2022 highlighted attendance and regular school attendance as a safeguarding concern.</p> | | <p>Cath and Louise to continue monitoring attendance.</p> <p>Parents and staff to be informed of policy-SLT/Office</p> <p>CME refresher/Attendance focus to staff via ebulletin-Cath</p> <p>Cath/Naz/Relevant staff member to call or meet with parents where attendance is a concern.</p> |
| <p>The voice of the child is listened to and responded to.</p> | <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 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</p> | | <p>All staff to promote ethos of finding the best person.</p> <p>Where the “Voice of the child” is needed for assessments, the best person will be identified in line with their wishes.</p> <p>Teachers to respond to epraise button</p> |



| | | | |
|--|---|--|--|
| | <p>the best method to capture the voice is considered.</p> <p>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 “I wish my teacher knew”. This message goes directly to the teacher for them to respond to.</p> | | |
| Staff understand and challenge inappropriate behaviours that could be viewed as ‘banter/having a laugh’. | <p>Staff have been updated on terminology change from Peer on Peer to Child on Child at INSET on 2/9/2022, which included the definition and behaviours. Led by Alex.</p> <p>Knowledge check quiz question</p> | | Cath to continue drip feeding change in understanding and knowledge via multi-delivery methods. |
| The school has a child on child policy and staff understand and apply this. | <p>LA Model policy has been sent, Cath had reviewed, and it will be amended at SLT on 28/11/2022, to replace Peer on Peer policy.</p> <p>Will be re-launched as Child on Child once ratified in December 2022.</p> | | Governors to ratify new Child on Child Policy Dec 2022. |
| There is an attitude of ‘it could happen here’. | Regular message shared in training face to face and via ebulletin and Quiz. | | <p>Cath to reinforce message through training sessions and induction.</p> <p>All staff to carry forward ethos.</p> |



| | | | |
|--|--|--|--|
| <p>Recording keeping is robust, accurate, timely and appropriate. Staff are provided with outcomes or summaries to concerns recorded. Concern, action and outcome is clearly recorded.</p> | <p>CPOMS User Guide given to all staff that highlights clarity and timely recording. Reminder for existing staff but also due to a significant number of new staff, situation ongoing. Feedback from CPOMS User Guide Oct 2022, (verbally from some staff) was that it was a useful guide and reminder to help them record in a more effective way.</p> <p>Recording forms part of Safeguarding induction with Cath, review after 3 months or sooner should need arise.</p> <p>Internal CPOMS Audit three times a year to track actions and outcomes using File Audit Category. Case Supervision tab and notes recorded directly on to child's file.</p> <p>Individual feedback given on strengthening recording where required.</p> <p>Staff feedback to verbally and linked in via CPOMS to relevant information.</p> <p>Quiz July 2022- Question on recording around it being factual, done asap and concise-95% correct (was multiple answer based 100% selected at least one correct answer).</p> | <p>Amber due to numbers of new staff</p> | <p>Cath/Petra/Satinder-Monitor CPOMS logs and respond to individuals where guidance or clarity is needed.</p> <p>Cath-CPOMS Audit- 3 times an academic year.</p> |
| <p>Processes are in place for staff to challenge recording.</p> | <p>Staff are encouraged to discuss recording and often have discussions around what and</p> | | <p>Review during Training in Spring/Summer term. Introduce as a Quiz question in Quiz 2 or 3.-Cath</p> |



| | | | |
|--|---|--|---|
| | <p>how to record-such as use of wording, terminology etc.</p> <p>No formal process to challenge recording. Staff would be encouraged to use to complaints or whistleblowing procedures.</p> <p>31/1/2022-ebulletin seeking staff views on challenging recording. Feedback from 2 members of staff verbally where they felt current feedback and recording support was good.</p> <p>Feedback from CPOMS User Guide Oct 2022, (verbally from some staff) was that it was a useful guide and reminder to help them record in a more effective way.</p> | | <p>Low Level concerns form to be filled in to challenge recording issues.</p> |
| <p>The processes to report concerns about staff members are clear and understood by all.</p> | <p>Reporting concerns covered in training sessions. Part of annual policy check includes Staff Code of Conduct and Whistle blowing.</p> <p>Reminders in ebulletin</p> <p>Quiz 2 Spring 2022-Concerns around an adult 81% answered correctly. Quiz 3 July 2022-Concerns about an adult-97% answered correctly, showing improvement from previous quiz.</p> <p>LADO Flowchart shared in bulletin 25/11/2022.</p> | | <p>Cath to continue knowledge check via Quizzes and reinforce via training and other information sharing methods.</p> |



| | | | |
|---|--|--|---|
| | Low Level Policy in Personnel Handbook in the staff room. | | |
| Whistle blowing is understood and strong across the school/college. | <p>Whistleblowing policy forms part of annual policy checklist. Whistleblowing procedure is on posters on toilet doors and key locations in school ie physio room.</p> <p>Reminders in ebulletin</p> <p>Quiz 2 Spring 22022-Concerns around an adult 81% answered correctly. Quiz 3 July 2022-Concerns about an adult-97% answered correctly, showing improvement from previous quiz.</p> <p>LADO Flowchart shared in bulletin on 25/11/2022 also on safeguarding board.</p> | | Cath to reinforce Whistleblowing procedures via bulletin and ensure information is displayed on key boards in school. |
| Safeguarding case supervision is in place, is recorded and links to any recording system currently in place | <p>Case Supervision termly, 17/11/2022 26/9/2022 9/7/2022 1/2/2022 16/11/2021 20/10/2021 5/10/2021 30/9/2021</p> <p>Records directly on to child's file including any actions. Should concerns increase or case not progress then discussions happen sooner.</p> | | Cath, Satinder and Petra-Half termly for Case Supervision ongoing. |



| | | | |
|--|--|--|--|
| | Internal CPOMS Audit three times a year of all children's files. Record of File audit also on children's files | | |
|--|--|--|--|

Part 2: The Management of Safeguarding – responsibility of Governing Body, Proprietors & Management Committees

| Criteria | How do you know this? | Green Amber Red | Actions/owners/timeframe |
|--|---|-----------------------|---|
| There is a whole school/college approach to safeguarding. | <p>The ethos of Safeguarding being everyone's responsibility is delivered through training, induction, Quiz 2 Spring 2022 (100% correct) and Quiz 3 Summer (100% correct on question), Safeguarding page on website, safeguarding board in IT room and toilet, posters on toilet doors and key locations in school, ebulletin messages regularly and in person conversations.</p> <p>Training Plan in place for academic year during which message is promoted.</p> | | <p>Cath and SLT to continue to promote the message.</p> <p>All staff to promote and follow ethos.</p> |
| The child's wishes/feelings are taken into account when deciding what action to take or services to provide. | <p>The school has an ethos that children can talk to any member of staff they feel comfortable with, this does not have to be a member of their immediate staff i.e., it could be a former teacher or TA.</p> <p>Where there is ongoing work or support the child is asked to identify a person, they feel most comfortable talking to. This member of staff is then supported</p> | | <p>Safeguarding Team-Support children to identify their key person to talk to. Staff to be supported when undertaking any Voice of the Child work if not Safeguarding Team members.</p> <p>All staff to uphold ethos.</p> |



| | | | |
|--|---|---|---|
| | <p>should they need to be to complete a piece of work for another service i.e. Three Houses.</p> <p>We bear in mind the communication and additional needs of our children and find the person that may understand their needs the best to help them express themselves to their fullest so we can hear their wishes and feelings.</p> | | |
| <p>Safeguarding and related policies/procedures are in place and understood.</p> | <p>Staff are required to read annually policies below which are reviewed in a timeframe usually annually. There are a lot of policies and staff can refer back to electronic or paper copies as the need arise.</p> <ul style="list-style-type: none"> • School's ICT and Acceptable Use Policy • Whistleblowing Policy • Behaviour Policy • Safeguarding Policy • Peer on Peer (in process of adoption of Child on Child) • BPS Code of Conduct • Confidentiality Policy • Social Media Policy | <p>Amber due to number of new staff</p> | <p>Cath to include Knowledge check questions.</p> |



| | | | |
|---|---|--|---|
| | <ul style="list-style-type: none"> •Policy & Procedure for Handling Complaints of Bullying & Harassment for All Employees in schools •Education Violence and Aggression Policy & relevant Risk Assessment to your role •Health & Safety Policy <p>Staff encouraged to re-read if required. Paper copies available in the staff room.</p> <p>Knowledge check via Quiz</p> | | |
| Governors and trustees receive appropriate safeguarding and child protection training at induction and then at regular intervals. | <p>Cath delivered an update on KCSIE, themes at Bramingham to Governors on 29th Sept 2022.</p> <p>Governors complete SMARTLOG Safeguarding Training.</p> <p>Governors also receive the key Safeguarding element of the bulletin and the Quiz.</p> | | <p>Cath to ensure Safeguarding Bulletin information is shared weekly.</p> <p>Cath/Gemma to ensure SMARTLOG Safeguarding training is completed.</p> |
| Governor oversight is in place to measure the effectiveness of school filters and monitoring systems. | <p>Currently no formalised process in relation to oversight.</p> <p>Governors are aware of our filtering and monitoring systems and also of the policies in place within this scope.</p> | | <p>Chair of Governors/Co-Headteachers/Network Manager to discuss an option of a Governor who oversees and reports back on digital usage in general - to include the website (compliance) and also monitoring of filtering.-Feb 2023</p> |
| CP files/safer recruitment/emergency | Two emergency contact numbers are required for children. | | Cath-CPOMS file audit termly |

| | | | |
|---|--|--|--|
| contact numbers are overseen. | <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 Family Room.</p> <p>Transfer of files either in person, via electronic transfer on CPOMS/pdf via Egress or recorded delivery.</p> | | <p>Office-Ensure two contact numbers on data form for new starters or any change of details.</p> <p>Check when Safer Recruitment training needs refreshing- Cath/Hilary.</p> |
| The DSL is a member of the senior leadership team (SLT). | Cath Legg DSL is a member of SLT | | |
| The school/college contributes to multi-agency working as set out in Working Together 2018. | The School actively participates and seeks to engage multiagency partner across all support levels within school. | | <p>Cath SLT Naz</p> <p>Information and contributions as required.</p> |
| The school/college understands their role within local safeguarding arrangements. | <p>School understands it place and facilitates multi-agency or single agency working, visits and provides relevant information as required.</p> <p>Cath has downloaded new local guidance/procedures/update.</p> | | <p>Cath SLT Naz</p> |
| 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 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> | | Relevant staff as required. |

| | | | |
|---|---|--|---|
| <p>Processes are in place for the effective transfer of safeguarding files.</p> | <p>Once a child is confirmed as attending a new setting, Cath calls the school to speak to the DSL is if there are concerns.</p> <p>Where CPOMS is used transfers are generated, this also logs the destination or transferring school.</p> <p>Where CPOMS is not used Cath creates a PDF and sends electronically via Egress.</p> <p>If the child still has a paper record or a printed CPOMS is required, this is sent via recorded delivery or hand delivered depending on the school.</p> | | <p>Office to ensure new Starters and Leavers are sent to Cath.</p> <p>Cath to continue liaising with receiving or transferring schools.</p> <p>Office to ensure that Leavers or New Starter information is passed to Cath as soon as it is known.</p> |
| <p>All staff receive an appropriate safeguarding induction.</p> | <p>Cath meets with new staff for the initial safeguarding and then again within 3 months. This covers the immediate response around a concern/mark or injury to a child and importance of reporting immediately.</p> <p>Feedback on CPOMS logs and any reporting/recording guidance is given individually on a timely basis outside of the induction framework.</p> | | <p>Cath to continue induction process and checklist/</p> <p>Quiz questions check for basics of Induction knowledge.</p> |
| <p>Effective safeguarding case supervision is in place.</p> | <p>Case Supervision termly, 17/11/2022 26/9/2022 9/7/2022 1/2/2022 16/11/2021 20/10/2021 5/10/2021 30/9/2021</p> | | <p>Cath, Satinder and Petra-Half termly for Case Supervision ongoing.</p> |



| | | | |
|---|---|--|--|
| | <p>Records directly on to child's file including actions. Should concerns increase or case not progress then discussions happen sooner.</p> <p>Internal CPOMS Audit three times a year of all children's files. Record of File audit also on children's files</p> | | |
| <p>There is a training offer for all staff in place, including annual updates.</p> | <p>Cath has an Annual Training Plan for Whole School Staff. Bespoke scenarios to role and themes at Bramingham created. CSPR local to area shared as part of Training.</p> <p>School have recently subscribed to The Safeguarding Network. Cath will share monthly topics for staff to access and share on the board.</p> <p>Local and National updates shared as and when they are available or following a DSO Network meeting. Ebulletin 12/11/2022.</p> | | <p>Cath-plan and deliver training including local/national and annual updates.</p> |
| <p>Children are taught about online safety, while avoiding over blocking and filtering.</p> | <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 for each unit 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. These references have been provided to show where aspects relating to online safety, or digital citizenship, are covered within the</p> | | <p>Sharon Rogers- Computing lead</p> <p>All staff to deliver teaching.</p> |



| | | | |
|---|---|--|--|
| | <p>Teach Computing Curriculum. Not all of the objectives in the Education for a Connected World framework are covered in the Teach Computing Curriculum, as some are better suited to personal, social, health, and economic (PSHE) education; spiritual, moral, social, and cultural (SMSC) development; and citizenship (cross curricular teaching). The coverage required for the computing national curriculum is provided.</p> <p>The computer scheme we are using is the NCCE https://teachcomputing.org/</p> | | |
| <p>There are processes in place to manage concerns or allegations against staff including 'low level' concerns.</p> | <p>Low Level concerns policy and Whistleblowing Policy. LADO referral flow chart in bulletin 2/12/2022 and on Safeguarding Board.</p> <p>Who to report to also on key information posters around the school.</p> <p>Results from Quiz 1 of academic year 2022/23 showed around a 50% of staff were not aware of the context of the Low Level Concerns policy.</p> | | <p>Quiz Nov 2022-Knowledge check question-Cath</p> <p>Low Level concerns policy and relevant form to be emailed to staff directly-Cath 7/12/2022</p> |
| <p>Child on child abuse and the school/colleges response to this is well understood and applied.</p> | <p>CPOMS Category has changed from Peer on Peer to Child on Child with sub categories. Since it went live there have been 54 logs this academic year.</p> <p>An area of continual development due to new staff and development/change in thinking of established staff.</p> <p>One safety plan in place which requires review. Proforma in current use needs adjustment.</p> | | <p>Cath-Via Induction, ongoing training, safeguarding board and bulletin.</p> <p>Knowledge checks via Quizzes.</p> <p>Safety Plan proforma to be reviewed.</p> |

| | | | |
|--|---|--|---|
| | Quiz 1 of academic year 2022/23 showed 100% at identifying features on Child on Child abuse. However, it is a developing theme and with several new staff, one that will be a focus through training. | | Low Level concerns policy to be emailed to all staff. |
| Staff have an awareness of LGBTQ+ and safe spaces are in place for children to share concerns with an adult. | All children are encouraged to speak to an adult they feel comfortable with. As yet we have had no disclosures from children, should this be the case we would respond to the needs on an individual basis and listen to their needs and thoughts. | | All staff |
| Reasonable force is understood and managed appropriately. | We have two members of staff who are Sherwood Trained. Our ethos is to diffuse verbally, give time and space. Parents are always informed, and recording takes place. There is always a discussion with SLT on how incidences are managed | | Sally and Charlotte are Sherwood trained. SLT to discuss and plan responses for more challenging incident. |
| All staff understand the basis of the Equality Act 2010 in regards to safeguarding children. | Staff make reasonable adjustments and remove barriers to learning. | | Cath to reinforce via training and add as Knowledge check question in the next Quiz (Quiz 2 of 2022/23 in Spring term). |
| If the site is let/rented, there are assurance measures in place. This includes requesting safeguarding policies and procedures for external agencies using the school site. | Safeguarding Policies and Risk assessments for each letting Inventory signing in process. Hilary has contacted HR re DBS for certain external letting and if they should be included in Single Central record. | | Hilary/Gemma to managing lettings and requirements. |



| | | | |
|---|---|--|---|
| | Fun Fest to be asked for a letter of declaration that staff are DSB checked. | | |
| Responses to children missing education are robust and well understood. | <p>We follow LBC CME policy/guidance. Advice sought on case by case as often complex with EWO and ELE Team and SENAT where required. CME form submitted as required and logged on CPOMS.</p> <p>New Attendance Policy with flow chart and detailed steps in response to children being absent in process of being drafted and adopted. Text and email alerting staff and parents to new policy when live.</p> <p>Cath and Louise meet monthly to review overall attendance and lates. 21/10/2022, 25/11/2022, 13/12/2022. Letters sent in accordance with needs ie lates, Pre Stat etc or personal contact by staff by phone call or in person meeting.</p> <p>Louise creates a Weekly attendance monitoring sheet on One drive with children of current concern and actions. Document is live and amended when contact with parents or action fulfilled.</p> <p>EWO has regular termly checks of attendance and registers.</p> <p>Cath has included attendance and CME in the bulletin</p> | | <p>Louise-Attendance Officer and Cath</p> <p>SLT/Co-Headteachers to ratify and adopt new Attendance Policy</p> <p>Family Worker to follow up attendance issues as per policy.</p> |
| The approach to Elective Home Education is understood and applied. | We liaise with the EWO 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 | | |



| | | | |
|---|---|--|---|
| | <p>necessary documents are completed if parents request EHE. Where the child has an EHCP the school will liaise with SENAT.</p> | | |
| <p>There are systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral systems.</p> | <p>Staff raise concerns/observations verbally with SLT and/or Family Workers and record 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 21/9/2022, 7/11/2022 and 24/1/2023.</p> <p>Currently, bereavement referrals are through CAMH.</p> <p>CAMH Schools Liaison have also held a drop in for parents to seek advice 11/10/2022 without a referral. Next session 31/1/2023.</p> <p>Cath is Public Health mental Health First Aider and has completed Designated Mental Health Lead training July 2022. Cath or Naz also attend Designated Mental Health Network meetings termly, relevant info to be shared with staff as needed.</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>SLT-signpost and refer</p> <p>Family Workers-signpost, refer and host sessions for parents.</p> <p>All staff-raise concerns</p> <p>Wellbeing Team-Anna, Cath, Laura H, Vanessa, Lucy Seaton (Governor), Hilary</p> <p>Cath and relevant staff to attend CAMH School Consultation meetings.</p> |



| | | | |
|---|---|--|---|
| | <p>Referrals to additional support services i.e., CHUMS for bereavement support or Young Carers.</p> <p>Staff can access support via Employee Assistance Programme.</p> <p>Cath has supported members of staff by signposting to Luton Wellbeing, having times to meet and discuss their concerns/feelings, signposting to GP. On one occasion seeking advice from Crisis Team.</p> <p>Staff training on attachment planned for Teachers- Training sessions are Tuesdays 3.45 to 4.45pm - January 24th</p> <p>TAs Weds 9.05am training session 45 mins - February 1st</p> <p>Staff-New Wellbeing Team has been created to look at draft Strategy for school</p> | | |
| <p>Staff understand the importance of the early identification of SEND and take appropriate action including obtaining advice and referral where necessary.</p> | <p>Staff share concerns around learning/development/physical skills/ cognition/emotional and social skills with SENCo. SENCo observes, carries out assessments, liaises with parents. External advice is sought/ referrals made where required</p> <p>Information is sought from across the staff involved in teaching the child/children and Family workers if prior involvement to ensure robust and quality referral.</p> | | <p>Satinder undertakes relevant inhouse assessments. Complete external referrals to appropriate agencies.</p> <p>Helen Shepherd (Asst SENCO) will undertake assessments and referrals at SENCO request.</p> |

| | | | |
|---|---|--|--|
| | | | Family Workers add to or complete external agency referrals. |
| Staff have the skills, knowledge and understanding to keep Looked After Children and previously Looked After Children safe. | Several new staff have joined the school so in response, attachment training for Teachers and TAs planned for Spring 2023 with CAMH Schools Liaison team. | | Cath/Satinder to liaise with CAMH team and book training slot. Potential dates set for Jan/Feb 2023. ACEs online training |
| There is an appointed Designated Teacher. | Satinder Bains is Designated Teacher | | Satinder Bains |

Part 3: Safer recruitment

| Criteria | How do you know this? | Green Amber Red | Actions/owners/timeframe |
|---|--|-----------------------|-------------------------------------|
| There are robust recruitment procedures in place and this process is followed at all times. | <p>Follow LBC Policy and Procedures including advertising all posts, shortlisting, interview and scoring.</p> <p>All ID and References checks 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 in emergency</p> | | Hilary/Gemma/Petra/Satinder ongoing |



| | | | |
|---|---|--|---------------------|
| | <p>situation i.e., TA recruitment for SEND child.</p> <p>Online checks as per KCSIE are recorded by Gemma on the SCR.</p> | | |
| <p>Appropriate staff are trained in safer recruitment as set out in KCSIE (2022).</p> | <p>Petra, Satinder, and Cath completed Safer Recruitment training in Oct 2020.</p> <p>Hilary-Safer recruitment 22 and 23RD June 2021 and SCR 20/4/2021</p> <p>Cath-SCR Training 20/4/2021</p> <p>Gemma Jefcoate- SCR 5/10/2022. Safer Recruitment 9/11/2022</p> <p>Four Governors are also trained in Safer Recruitment- Barbara Robinson-Recruiting a Head Teacher 8/12/2020.</p> <p>Safer Recruitment- Lucy Seaton 18/10/21 and Lisa Dolan 19/5/2021</p> | | |
| <p>The recruitment process clearly set out the commitment to safeguarding.</p> | <p>Statement in advert, questions at interview around safeguarding.</p> | | <p>Hilary/Gemma</p> |

| | | | |
|---|---|-----|--------------|
| Independent schools/academies/free schools undertake Section 128 checks for any person taking up a management position | N/A | N/A | N/A |
| 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. | | Hilary/Gemma |
| 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. | | Gemma |
| If providing childcare, checks are carried out to ensure individuals are not disqualified. | N/A | N/A | N/A |
| Regulated and unregulated activity is understood. | Appropriate checks for level of position. Where unclear advice sought from HR Traded Services | | Hilary/Gemma |
| The single central record is in place as set out in KCSIE (2022). | Use LA Template. Queries and support from HR when needed. Following Gemma's training, online search has been added. Admin for DBS checks done by Gemma and Hilary. | | Hilary/Gemma |

| | | | |
|--|---|------------|---|
| <p>The single central record is regularly audited and personnel files are up to date.</p> | <p>Regularly audited –4/6 Weeks by Hilary. 17/10/2022 and 18/10/2022.</p> <p>Cath audited files with Hilary on 18/1/2022. Due another audit.</p> <p>Governor’s audit-6 monthly. Phil Turner Audited after every new staff member and to check new staff personnel file/details is up to date.</p> <p>Historical files (Pre 2020) have risk assessment where information is absent, and advice sought via HR on rectifying historical information.</p> | | <p>Cath and Hilary met on 6/12/2022 to audit a random selection of files and Feb 2023 date tbc.</p> <p>Hilary and Gemma audit new files, where there is missing information this is followed up ie risk assessment and DBS with one reference. Second reference followed up but steps in place to secure employment.</p> <p>Hilary to arrange Governor audit Fortnight beginning 9th Jan 2023 Lucy Seaton.</p> |
| <p>Multi-Academy Trusts The single central record can be separated by academy without delay, if requested.</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> |
| <p>Documents are kept in line with retention guidance.</p> | <p>Securely stored on secure drive. Paper copies in locked cupboards.</p> <p>Government guidance on differing retention dates followed. Hilary and Gemma refer to this where needed.</p> | | <p>Hilary/Gemma</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 then review. Note 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 concern</p> <p>Secure shredding company has been identified for confidential out of date documents.</p> | | |
| Appropriate checks are in place where applicants have lived or worked outside the UK. | Sought and recorded on SCR, checks prior to employment. | | Hilary/Gemma |
| Agency/Third party staff checking arrangements are in place. | DBS numbers and ID check assurance from agency on safer recruitment. Qualification details and photo ID from agency to check against record. ID seen and recorded on SCR. | | Hilary/Gemma |
| Arrangements are in place for: Contractors Trainee/student teachers Visitors Volunteers Work experience | As above for Contractor/Agency. Trainees/Students- Written confirmation of course, liaise with college to risk assess and check insurance. Most trainees are DBS by college and original | | Hilary/Gemma |



| | | | |
|--|---|--|---------------------|
| | <p>DBS seen prior to start. All trainees are interviewed, and ID seen at interview.</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> <p>Volunteers complete and application form and interview process as above. If appropriate DBS also sought.</p> <p>All read the Safeguarding policy and KCSIE.</p> <p>Since September all regular volunteers also complete SMARTLOG Safeguarding training.</p> | | |
| <p>Appropriate clearance has been obtained for governors as set out in statutory guidance.</p> | <p>All governors have S128, ID and DBS entered on SCR. All complete pecuniary interests etc.</p> <p>Agenda item at every meeting.</p> | | <p>Hilary/Gemma</p> |



| | | | |
|--|---|--|--|
| <p>Sec 128 checks are in place for school governors.</p> | <p>All governors have S128, ID and DBS entered on SCR. All complete pecuniary interests etc.</p> | | <p>Hilary/Gemma</p> |
| <p>If using an Alternative Learning Provision, assurance is obtained that appropriate recruitment processes have been followed and adhered to.</p> | <p>Cath contacted Whitefield 7/2/2022 regarding recruitment and was assured the recruitment processes followed were adhered to in line with LA procedures. All staff are DBS checked and this is monitored through procedures at The Lantern.</p> <p>The Lantern had a safeguarding audit Dec 2021 (Safeguarding in Education Team-LA), conducted by the local authority, who have scrutinised procedures.</p> <p>Staff visit half termly and Satinder has review meetings. CPOMS sent weekly and if the child is absent, we are notified on the day. Current child who had accessed and ALP had now a permanent school place at an ASD provision in another school in Luton.</p> | | <p>Relevant Bramingham staff to liaise with ALP as required.</p> |

| | | | |
|---|--|--|--|
| <p>If a Private Fostering arrangement comes to the attention of the school/college, processes are in place to notify the local authority.</p> | <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> | | <p>Cath or Co-Head Teachers as required</p> |
| <p>There is a culture of ongoing vigilance.</p> | <p>The school fosters a “It could happen here” ethos across all areas of safeguarding concerns inc adults and children.</p> | | <p>All staff</p> <p>Cath and SLT to promote message in person and via training and bulletin.</p> |
| <p>The duty to refer to the Disclosure & Barring Service / Teaching Regulation Agency is understood and applied</p> | <p>DBS numbers recorded, sight of original number.</p> <p>School to follow LBC procedures.</p> | | <p>Business manager and Co-Headteachers.</p> |

Part 4: Management of Allegations

| Criteria | How do you know this? | Green Amber Red | Actions/owners/timeframe |
|--|---|-----------------------|---|
| <p>There are procedures for dealing with concerns/allegations against those working in or on behalf of the</p> | <p>School has a Whistle Blowing policy and Low Level concerns policy.</p> | | <p>Cath to ensure procedures are updated as required.</p> |



| | | | |
|--|---|--|---|
| <p>school/college – including low level concerns.</p> | <p>LADO Flow chart shared in bulletin and on Safeguarding board in IT room (also in policies)</p> | | |
| <p>There is a low level concerns procedure in place that allows for staff to confidentially share information.</p> | <p>School has a Low Level Concerns policy. In staff personnel handbook in staff room</p> <p>Quiz 1 2022/23 has shown that around 50% of staff are unfamiliar with the Low Level concerns policy and referral form.</p> | | <p>Cath will direct email all staff on closing date of Quiz 1 2022/23 and by 9th December 2022 the Low Level concerns policy and form. Read receipt will be required as evidence.</p> <p>Recheck knowledge in future quizzes and follow up on those not submitting a read receipt.</p> |
| <p>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 Internet Acceptable Use and Mobile Phone policy. Breaches of this would trigger the disciplinary process.</p> | | |
| <p>Procedures are in place to liaise with the local authority designated officer (LADO) in line with guidance.</p> | <p>LADO Flow chart on safeguarding board and in ebulletin 2/12/2022.</p> <p>Contact details in staff room and in allegations/whistleblowing policy.</p> <p>Cath has referred to the LADO in relation to a concern regarding a</p> | | <p>Cath or relevant member of SLT to liaise with LADO as required.</p> |

| | | | |
|--|---|----------------------------|---|
| | childminder and pupil at Bramingham. | | |
| Input is provided to staff around the role of the designated officer and roles within this process are well understood by all staff. | Flow chart on safeguarding board and in bulletin 2/1/2/2022. Whistleblowing policy part of annual check. Whistleblowing policy part of annual check. | | Cath-Induction/bulletin/board/quiz and training. All staff-Policy reading |
| The local authority arrangements for the management of allegations are understood. | Policy is available to staff and is followed and advice from HR and LADO sought. Flowchart included in policy, on safeguarding board and bulletin. | | Cath to ensure details are correct and update any changes as needed. All staff to read policy and follow. |
| Staff know how to raise concerns and who with, including those related to SLT/Governance arrangements. | Whistleblowing policy part of annual check. Reminders covered in training and bulletin Posters on who to speak to regarding concerns in key locations around school | Amber-numbers of new staff | All staff to read policies. Cath and Gemma have record and follow up outstanding staff. Cath to cover in training and bulletin and ensure processes detailed on board/bulletin. Quiz question in quiz 2 2022/23 regarding issue with Heads. |
| There is confidence that all staff are able to identify harmful behaviours from adults which may pose a risk to children. | Messages in training are “think the unthinkable” and having a “it could happen here” ethos across all areas of safeguarding. | | All staff to “think the unthinkable” Cath to revisit this theme over training and via the ebulletin. |

| | | | |
|--|---|--|--|
| | Significant changes in staffing over the past few months | | Scenario based training around harmful adult behaviours-Spring/Summer term |
| Record keeping is appropriate, confidential and stored for the appropriate length of time. | <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 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> | | Gemma/Hilary |
| Welfare support is in place to meet the Duty of Care to employees. | <p>Employee Assistance Program available to all, and staff regularly reminded about its availability.</p> <p>Occupational Therapy can be accessed if appropriate.</p> <p>1:1 support for staff such a mental health check ins on a needs led basis.</p> | | <p>All staff able to access EAPS</p> <p>Wellbeing Team-Cath, Anna, Laura H, Vanessa and Hilary. Lucy Seaton Governor-To review draft Wellbeing Strategy by Feb 2023.</p> <p>Policies around Stress at Work policy in schools, Schools Policy on Domestic abuse, menopause in workplace to be explored by SLT, academic year 2022/23.</p> |



| | | | |
|--|---|--|--|
| | <p>Wellbeing board in staff room from Sept 2022-information of support.</p> <p>Wellbeing Quiz July 2022, responses anonymous. “You said,we did”.(Alex) shared on the new Wellbeing board and at INSET on 2nd Sept.</p> <p>Cath has completed Designated Senior Mental Health Lead training in July 2022. Cath is also Public Health Mental Health First Aider and attends Designated Mental Health Lead Network meetings. Last two have not run. Naz has also attended meetings</p> <p>Wellbeing Team newly established Nov 2022 to begin to explore Wellbeing Strategy.</p> | | <p>Cath/Naz to continue attending Designated Senior Mental Health Lead Network meetings.</p> |
| <p>Onward referrals are made as appropriate</p> | <p>Occupational health referrals via sickness absence procedure.</p> <p>Liaison and referrals with others teams where needed.</p> | | <p>Hilary/Gemma</p> |
| <p>The whistle blowing policy is well understood and applied. Staff know who they can whistle blow to.</p> | <p>Forms part of the Annual policy checks lists for all staff.</p> | | <p>All staff to read policy.</p> |



| | | | |
|--|---|--|--|
| | <p>Safeguarding posters at key locations.</p> <p>Part of Safeguarding induction, reviewed after 3 months.</p> <p>Knowledge check via quiz-Quiz 2 Spring 2022-Concerns around an adult 81% answered correctly.</p> <p>Quiz 3 July 2022-Concerns about an adult-97% answered correctly, showing improvement from previous quiz.</p> <p>Quiz 1 Nov 2022-over 95% respondent were able to answer in relation to staff in school (Co-Head teachers). Other staff also added Chair of Governors if in regards to Co-headteachers.</p> | | <p>Cath-Safeguarding inductions and reviews (key as several new starters), knowledge check quiz, reminders in bulletin, key facts posters and on Safeguarding board.</p> |
|--|---|--|--|