

Blackpool Council

**SAFEGUARDING CHILDREN IN EDUCATION
CHECKLIST**

(TRIAL AUDIT TOOL - BEBCMAT)

Academic Year 2014/15

1. Policy and Procedures	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
1.1 The educational establishment has a safeguarding children policy and procedures which are in accordance with Blackpool Safeguarding Children Board (BSCB) agreed inter-agency procedures and Local Authority (LA) guidance and link with other policies and procedures for supporting the educational establishment's wider responsibilities for safeguarding and promotion of well-being.					
1.2 All staff and volunteers have access to information about safeguarding children policy and procedures.					
1.3 The educational establishment has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from DfE, LA and locally agreed (BSCB) inter-agency procedures and has a whistle blowing policy.					
1.4 The educational establishment has other policies and procedures in place that explicitly link with the safeguarding children policy, including those relating to attendance, bullying, equality and diversity, health and safety, pupil behaviour and use of reasonable force, internet safety. These policies are fit for purpose and are up to date.					

2. Management Responsibilities	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
2.1 The educational establishment has a Designated Safeguarding Lead (DSL) who is a member of the senior leadership team. The role is explicit in their job description.					
2.2 The DSL is allocated sufficient time and resources to discharge their responsibilities, including taking part in inter-agency assessments and meetings, providing advice and support to staff, liaising with the LA and working with other agencies.					
2.3 The DSL monitors and evaluates the effectiveness of child protection work and reports to the HT and GB.					
2.4 There is a named deputy who is available to cover for the DSL when required.					
2.5 The HT reports all allegations of abuse in respect of staff/volunteers to the LADO.					
2.6 The GB has designated a governor (usually the Chair) to be responsible for liaising with the LA and/or partner agencies in the event of an allegation of abuse being made against the HT.					

3. Monitoring and Evaluation	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
3.1 The DSL audits the child protection records on a regular basis to ensure that all concerns have been reported and addressed appropriately and that there are no actions outstanding.					
3.2 The DSL informs the leadership team of best practice in safeguarding and lessons to be learned from serious case reviews, both locally and nationally to constantly improve safeguarding practice.					
3.3 DSL provides supervision and support for staff dealing with child protection issues and monitors their effectiveness of provision in line with the requirements of child protection and child in need plans.					

4. Recruitment and selection of staff	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
4.1 The educational establishment has a safer recruitment policy in line with all guidance on safer recruitment practice.					
4.2 Selection panels take account of the guidance on safer recruitment in Part Three of <i>Keeping Children Safe in Education</i> when appointing new staff or volunteers.					
4.3 The HT and a governor have undertaken accredited safer recruitment training - and ensure that at least one member of all interviewing panels has had this training.					
4.4 The HT/GB is aware of the concept of supervision of volunteers and where volunteers have been recruited without a DBS check, they can demonstrate how they have assessed the level of supervision provided.					
4.5 The educational establishment maintains an up-to-date and accurate Single Central Record (SCR) of recruitment and vetting checks undertaken on appointment of all staff and volunteers employed by the educational establishment.					

5. Training and Support	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
5.1 The DSL and the deputy DSL have undertaken appropriate interagency training up to Targeted Training level 2 as recommended by BSCB – and refresher training at two yearly intervals .					
5.2 All newly appointed staff, temporary staff and volunteers are provided with information in respect of the educational establishment's safeguarding children policy and procedures on appointment and are given further training as part of their induction within the first half-term.					
5.3 All staff and volunteers who work with children within the educational establishment have read Part One of <i>Keeping Children Safe in Education</i> and have undertaken training within the last three years that will enable them to fulfil their responsibilities in respect of child protection effectively in line with the LA whole staff training package.					
5.4 All staff members, temporary staff and volunteers are aware of their role in reporting concerns, know who to report to within the educational establishment and know that they have a duty to challenge decisions made and actions taken if necessary.					

6. Involving children, families and external partners	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
6.1 A range of listening and support strategies, such as counselling or peer mentoring, are available to all children and young people, with specific arrangements in place for those who are at particular risk or have disclosed abuse.					
6.2 Priority is given to developing relationships with external partners, including agencies involved in domestic abuse and sexual violence.					
6.3 The educational establishment ensures that its children and young people know how to report abuse and bullying , including, if appropriate, on-line and using e-systems.					
6.4 It is clear to children and parents what to do if they are not satisfied with the response the establishment has made to a safeguarding concern					

7. Safe Environment	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
7.1 The educational establishment undertakes appropriate risk assessments and checks in respect of the use of all equipment and of the building and grounds in line with national and local guidance and regulations concerning health & safety.					
7.2 The educational establishment has adequate security and monitoring arrangements in place in respect of the use of its grounds and buildings by visitors during times when children or young people are on-site.					
7.3 The GB has written confirmation that organisations using the premises out of school hours have appropriate safeguarding policies and procedures in place, including safer recruitment procedures.					

8. Identification, assessment and referrals	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
8.1 All staff recognise their responsibilities and have an understanding of the signs and symptoms of abuse and neglect, including specific safeguarding issues - e.g. Child Sexual Exploitation. They are confident in identifying abuse and neglect and know how to report concerns appropriately and in a timely manner.					
8.2 A member of staff (i.e. the DSL or SENCO) has undertaken Getting it Right (GIR) training and the educational establishment has initiated and participated in GIR Assessments as appropriate.					
8.3 Relevant staff are aware of their responsibilities to inform the LA Children Missing Education (CME) officer, of children who are persistently absent or missing (particularly those who are vulnerable) and any children or young people who have been removed from the school's roll where their destination is unknown.					
8.4 Relevant staff are aware of their responsibilities to inform the LA Education Access officer of children who are removed from the school roll for the purpose of home education and of any concerns around abuse and neglect.					
8.5 The DSL is aware of the process for escalating concerns and challenge effectively where arrangements are not safeguarding children effectively or professionals are not responding appropriately or in a timely manner.					

9. Information sharing, confidentiality and record keeping	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
9.1 There is evidence of appropriate information sharing between staff and with parents and professionals from key partner agencies, such as social care, health and police.					
9.2 The DSL maintains a central record of confidential child protection information in relation to both whole establishment and individual casework in a secure place .					
9.3 Adequate records of action taken in respect of concerns about an individual member of staff are retained in their confidential personnel file.					
9.4 The DSL maintains a list of vulnerable pupils, identifying those subject to a child protection plan, and keeps a chronological record of significant events for each child.					
9.5 The DSL ensures that where children leave the establishment or move to alternative provision, their child protection file is transferred to the new establishment as soon as possible (within 5 days) separately from the main pupil file ensuring proof of postage and receiving is retained. A copy of all school based CP documents is retained in the originating school.					
9.6 The educational establishment is aware of the information sharing agreement between all agencies and ensures that any information about children/ young people and their families is shared appropriately and accurately in accordance with data protection guidance and local protocols.					

10 Curriculum and Learning	In Place	Working Towards	Not in place	In place - provide details and link to evidence	Timescale and person responsible
10.1 The educational establishment promotes child protection and the safeguarding of children through the curriculum. (e.g. issues of personal safety, self-esteem, road safety, bullying - including cyber bullying and prejudice based bullying, sex & relationships education, domestic abuse, child sexual exploitation, e-safety etc.).					
10.2 The educational establishment actively promotes good attendance and identifies and addresses patterns of poor or irregular attendance robustly.					
10.3 The educational establishment ensures that children and young people have an understanding of how they can deal sensibly with risk by adopting safe practices, either in the real or virtual (on-line) world.					

