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| **Safeguarding policies and procedures** | |
| 1. Safeguarding and Child Protection policy |  |
| 1. Behaviour policy |
| 1. Staff code of conduct |
| 1. Safeguarding arrangements for children who go missing |
| 1. Child protection files |
| 1. Safer recruitment policy |
| 1. Emergency contacts for learners |
| 1. Risk based approach to information sharing to temporary staff |
| 1. Appointment of DSL |
| 1. Training, time, and resource for the DSL |
| **Multi-Agency Working** | |
| 1. Ensure that the setting contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. |  |
| 1. Awareness of local arrangements. Governance should understand the local criteria for action and the local protocol for assessment they should make themselves aware of and follow their local arrangements. |
| **Information sharing** | |
| 1. Recognise the importance of information sharing between practitioners and local agencies. The Data Protection Act & UK GDPR to process personal information fairly and lawfully. |  |
| 1. Ensuring safe and secure storage. |
| 1. Ensure relevant staff have due regard to share and withhold personal information. |
| **Staff training and opportunities to teach safeguarding** | |
| 1. Ensure that all staff undergo safeguarding and child protection training at induction and regularly updated (at least annually) including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. |  |
| 1. Children are taught how to keep themselves and others safe including online, and safeguarding on the curriculum is integrated. |
| 1. Recognise the expertise staff and provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy. |
| 1. Teachers standards expectations for managing behaviour effectively requires teachers to have a clear understanding of needs of all pupils. |
| **Child on child harm** | |
| 1. The systems in place for children to confidently report abuse. |  |
| 1. How incidents are recorded, investigated, and dealt with. |
| 1. Clear processes of how victims, perpetrators, and other children affected by child-on-child abuse will be supported. |
| 1. A recognition that even if there are no reported cases of child-on-child abuse, abuse may still be taking place. |
| 1. Understanding of the settings zero tolerance approach to abuse - should not be passed off as ‘banter,’ or ‘part of growing up’….. Gender – girls are more likely to be victims – (cultural competency). Different forms that child-on-child harm can take. |  |
| **Use of reasonable force** | |
| 1. Headteachers and governance to adopt sensible policies which allow and support their staff to make appropriate physical contact. |  |
| **Use of premises for non-school/college activities** | |
| 1. Ensure that are appropriate arrangements for keeping children safe |  |
| 1. Seek assurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. |
| 1. Ensure safeguarding requirements are included in any lease/hire agreement. |
| **Alternative Provision** | |
| 1. Governance should be aware of the additional risk of harm that their pupils maybe vulnerable to. |  |
| **Children who need a social worker** | |
| 1. Duties around promoting the educational outcomes and making reasonable adjustments to ensure a culture of high aspirations are maintained for this cohort. |  |
| 1. Duties around Children Missing Education and Elective Home Education. |
| **Mental health** | |
| 1. Ensure that there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. |  |
| **Children in Care and previously looked after children** | |
| 1. Ensure that staff have the skills, knowledge and understanding to keep looked after children safe. |  |
| 1. Appoint a designated teacher to promote the educational achievement of Children in Care and those who have left care through adoption, special guardianship, or child arrangements orders. |
| **Children with Special Educational Needs (SEN)** | |
| 1. Ensure that the safeguarding and child protection reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. |  |
| 1. Ensure that the safeguarding and child protection policy and practice addresses additional challenges (consider what extra pastoral support and attention is provided for these children) |
| **PART 3 - Safer Recruitment** | |
| 1. Create a culture of safeguarding and promote the welfare of learners in their setting (safer working practice). |  |
| 1. Ensure that those involved with recruitment and employment have received appropriate safer recruitment training. |
| 1. It is a legal requirement that governing bodies understand pre-appointment vetting checks, regulated activity, and recording information and must ensure that these checks are carried out. |
| 1. Governing bodies and proprietors should ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. |
| **PART 4 - Managing allegations made against/concerns raised about staff (including supply teachers, volunteers, and contractors).** | |
| 1. Ensure that policies and procedures make clear who allegations should be reported and that this should be done without delay. |  |
| 1. Ensure concerns around supply staff are discussed with agencies. |
| 1. Ensure that policies and processes are in place to deal with concerns that do not meet the harm threshold – referred to as ‘low-level concerns.’ |
| 1. This should be reflected in the staff code of conduct and safeguarding policies and implemented effectively. |
| **Online safety** | |
| 1. Online safety should be a running and interrelated theme whilst devising and implementing policies and procedures. |  |
| 1. This will include how online safety is reflected in all relevant policies and in planning the curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. |
| 1. Governing bodies and proprietors should do all that they reasonably can to limit children’s exposure to the above risks from the school’s or college’s IT system. and regularly review their effectiveness. |
| 1. Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. |