**Safeguarding Review Record**

**School Name: Date of Review:**

**People present at the review:**

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| **1 - Single Central Record** | | |
| **Points to check** | **Notes** | **Outcome inc. next steps for best practice** |
| Is the single central record in place? |  |  |
| Does the SCR indicate that identity checks have been carried out and by whom? | *Address, NI number etc. good practice but not requirement. Photo ID required – birth certificate alone not adequate.* |  |
| All staff CRB checked? |  |  |
| Supply agency provides written confirmation that the required checks have been carried out? |  |  |
| Are all adults (volunteers, governors etc who work regularly with children CRB checked? |  |  |
| Date CRB carried out and who did the check? | *Not required for agency staff. Must have seen copy and record number for agency/supply staff at all levels* |  |
| Record of qualifications, where this is a requirement of the job? | *Check QTS and NPQH* |  |
| Right to work in the UK? |  |  |
| No empty cells or gaps in the record. | *Put n/a or n/k rather than nothing.* |  |
| How often is the SCR checked and updated? | *Best practice is to check and update weekly.* |  |
| Is there a system in place for ensuring timely renewals take place every three years? | *Note this is best practice, not statutory requirement.* |  |
| Are past employees still on the SCR | *Employees who have left must not be removed from the SCR. Timescale 12 months/5 years…* |  |
| Is it organised according to role? | *Best practice to make maintenance easier* |  |

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| **2 - Safeguarding and Child Protection Policy** | | |
| **Requirements** | **Notes** | **Outcome inc. next steps for best practice** |
| Set out its purpose and aims clearly? |  |  |
| Provide a secure framework for the workforce? | *Step by step guide on procedures staff must follow when dealing with causes for concern.*  *Check that the detail of the policy is being applied consistently throughout the school.* |  |
| Link with other relevant safeguarding policies, for example, *bullying, physical intervention?* | *Specific section within safeguarding policy to outline links between other relevant policies.* |  |
| Set out what other elements of provision are in place to enable pupils to feel safe and adopt safe practices, for example, through the *curriculum?* | *Detail relating to curriculum content and delivery; involvement of other services (police, fire, nurse etc); school security and procedures inc. lunchtimes and after-school provision.* |  |
| Appear accessible and easy to understand? | *If policy is lengthy, an accessible summary document is prepared for supply staff, parents, governors etc.* |  |
| Set out responsibilities and expectations of staff and other relevant adults, clearly, particularly in identifying and reporting possible or actual instances of abuse? | *Clear procedures in place for recording and reporting causes for concern.*  *All staff must be aware and able to articulate.*  *Include allegations against staff procedures.* |  |
| Make it clear who is / are the designated member / s of staff? | *Designated member of staff level 3 trained (plus a deputy safeguarding lead)*  *Put posters up around school so all are clear who to report to (inc safeguarding governor)* |  |
| Distinguish between the steps that should be taken for general safeguarding concerns or disclosures and those which should be taken if the concern is about the headteacher or other members of staff? | *Ensure that 2 separate procedures are in place for dealing with allegations against staff and those concerning children.*  *Clear procedure in place and understood for dealing with allegations against headteacher.* |  |
| Support an ethos where pupils or staff can talk freely about concerns, in the belief that they will be listened to and appropriate action taken? | *Gather pupil surveys relating to how safe pupils feel and the confidence they have in adults to deal with matters effectively.* |  |
| Set out clear expectations about reporting (and recording) concerns within school and to relevant agencies? | *Ensure there is a clear proforma used by all staff when reporting and recording actions with other agencies.* |  |
| Indicate what training is provided to staff and what steps are taken to bring policy and procedures to the attention of temporary staff? | *Within policy, reference is made to the training of ALL staff (inc lunchtime and after school staff). Designated Teacher training is also specified. Good practice to include the renewal dates within the policy. If staff are unable to attend in-school training, reference is also made to online training and they have signed to accept receipt of school policy and procedures.*  *Temporary staff – A4 sheet available for all supply staff, students etc so they are also clear about procedures.* |  |
| Set out the role of governors? | *Important to specify who safeguarding governor is. Make clear monitoring responsibility and when this will take place and how it will be evaluated by the governing body. All records of governor involvement in school to be logged/* |  |
| Indicate how the policy will be implemented, monitored and evaluated? | *As above, but also procedures for school staff e.g. monthly meeting between HT, PSA and INCO to discuss vulnerable case files and review action.* |  |
| Indicate how parents and carers will be made aware of the policy and relevant procedures? | *Ensure there is a parent friendly version available. Leaflets, website, newsletters, parent forums consulted etc.* |  |

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| **3 - Other** | | |
| **Points to check** | **Notes** | **Outcome inc. next steps for best practice** |
| Are all other recommended policies in place? |  |  |
| Does the school follow safer recruitment practice?  Is there a trained person on each interview panel? When is the date for renewal of training? |  |  |
| Have all staff been trained within the last 3 years?  Clarify which training i.e. all school safeguarding what measures in place for those who join school in the 3 year cycle | *Ask for the date and who delivered the training.* |  |
| Has designated teacher been trained within the last 2 years. | *Ask for the date and who delivered the training.* |  |
| How is safeguarding embedded in the school induction procedures? |  |  |
| Is the school safeguarding policy being applied in practice? | *Ask other staff what they would do with a cause for concern. Are posters up around school and do people know who the designated lead is?* |  |
| Has the school completed a Section 11 safeguarding audit within the past 12 months? | *Has it been checked/audited and what needs to be developed* |  |

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| **4 - Evaluating the quality of records relating to safeguarding issues** | | |
| **Requirements** | **Notes** | **Outcome inc. next steps for best practice** |
| Are records up to date, complete and in line with school’s policies - safeguarding, bullying, and harassment? | *Check no discrepancies between policies.*  *All minuted at full governing body meetings annually as good practice* |  |
| Do records demonstrate both **effective identification and management** of the risk of harm? | *Clear explanation of HOW concerns are identified and recorded. This is the start of the evidence trail.*  *Clarity over monitoring – who, when etc.* |  |
| Do records demonstrate **sound decision** **making,** appropriate responses to concerns and evidence of relevant referrals made in a timely manner? (**This includes recording when the matter is taken no furthe**r) | *Record everything – internally and externally - phone calls, times who spoken to etc* |  |
| Does it indicate that **appropriate action** is taken in response to concerns and allegations in a timely manner? | *Evidence trail must show clear chronology and be logically organised into case files.* |  |
| Does it show evidence of **tenacity in following u**p concerns internally with relevant agencies? | *Evidence of repeated phone calls if unsuccessful first time. Follow up when other agencies say they will take action to check. Don’t presume – always check up.* |  |
| Does it provide **evidence of effective partnership working** and sharing of information? | *Is school accessing a wide range of appropriate services and is information sharing recorded.* |  |
| Is there evidence of **attendance at or contribution to, inter-agency meetings** and Child Protection Conferences/Reviews and Core Groups? | *Ensure clear evidence is kept relating to all meetings. Keep all documents relating to individual children in one place.* |  |
| Is there clarity about the school’s policy relating to the sharing of information internally, safe keeping of records and transfer when a pupil leaves the school? | *Discrete policy re: information sharing or specific section within safeguarding policy.*  *What is school procedure re: transferring information from school to school – detail within policy.* |  |
| Are records kept in a secure place? Who has access? | *Locked cupboard that is not in a ‘public’ place.* |  |

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| **5 - Site Security** | | |
| **Requirements** | **Notes** | **Outcome inc. next steps for best practice** |
| How robust are the school procedures for signing in and signing out visitors? |  |  |
| Can children get out of the school grounds easily? |  |  |
| Can strangers get into the school building or secure access to pupils at playtimes? |  |  |
| Are people and cars safely separated? |  |  |