

## Culture of Safeguarding – St Columba’s Report

School context: St Columba’s College is a large and dynamic all-through Catholic school, with 830 pupils on roll across prep and senior cohorts. The shared site and structure of the College bring both rich opportunities and significant safeguarding complexity. The school community is diverse and vibrant, united by a strong Catholic ethos that informs its pastoral care, curriculum design and daily practice. Relationships across the school are warm and respectful, and there is a shared sense of purpose in promoting the safety, dignity and success of every child.

Safeguarding sits at the heart of school life, with leaders demonstrating deep commitment to protecting pupils in both preventative and responsive ways. The College manages a high volume of safeguarding referrals and external agency engagement, reflecting both the vulnerability within parts of the community and the vigilance of staff. Despite these pressures, the staff culture is notably positive. Many report feeling well supported, valued and proud to be part of the school’s mission. There is clear evidence of professional curiosity and an openness to learning, with safeguarding seen as a shared responsibility and not only the role of specialists. This culture of care extends beyond pupils to encompass families and staff, creating a secure and inclusive environment in which safeguarding flourishes. The school is committed to continuous improvement, ably led by tenacious and highly experienced DSLs.

Headteacher	Karl Guest
Designated Safeguarding Lead	Mark Livesey
Deputy Designated Safeguarding Lead	Katie Marson (Deputy Head), Kevin Boland
Other key staff	
Date of review	Monday June 2 <sup>nd</sup> 2025
Commissioned by	Karl Guest
Reviewer	Laura Page

- Best practice
- Good practice
- Priority area
- Non-compliant/urgent

Priority actions:

- Check all overseas governors are subject to Section 128 checks
- Review processes for distributing paracetamol in senior school
- Add a column to the SCR for ease of access to training records.

Scale-up / strengths worth sharing

- The community knowledge around digital safety and online harms is extremely strong and forward thinking.
  - Children and staff have layers of support and many people to turn to with worries.
- The planning and coordination of the DSL team is very strong enabling some exemplary practice in responding to concerns.
- The school PSHE curriculum, combined with faith-values has created a highly contextualised curriculum for safety, welfare and community connection.

**Overview of safeguarding areas.**

Area of focus					Evidence/Recommendations
1. Leadership. Governance and management					<p>Safeguarding leadership at St Columba’s College is both strong and deeply embedded. The Headteacher and DSL team lead with clarity and compassion, ensuring that safeguarding is not a standalone priority but a thread running through every decision the school makes. Leaders are highly visible and accessible, and staff consistently describe the senior leadership team as approachable, supportive, and genuinely invested in their well-being. This open-door culture fosters confidence among staff to raise concerns, seek advice and contribute to a shared safeguarding ethos.</p> <p>Governance is a particular strength. The safeguarding link Governor brings substantial expertise and is described as an active and valued partner in quality assurance, offering both challenge and meaningful support. Reporting to governors is purposeful and well-organised, with leaders routinely providing insight into trends, local developments, and the lived experience of children at the school. This not only ensures accountability but strengthens strategic decision-making at board level.</p>

		<p>Leaders are intentional in how they build early support systems for students, with a clear emphasis on prevention and personal safety woven into the curriculum and wider school life. This proactive culture is a core part of how safeguarding is understood across the community.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>Consider introducing formal supervision structures for DSLs and senior leaders involved in safeguarding, to support emotional resilience and reflective practice in what is often a demanding role.</li> </ul>
2. The role of the DSL		<p>The Designated Safeguarding Lead team at St Columba's College is a highly effective and well-structured group of professionals who bring deep knowledge and emotional intelligence to the role. The structure of the team - carefully divided across lower and upper school phases, supports a developmental and contextualised approach to safeguarding, allowing staff to respond in age-appropriate and meaningful ways. One DSL also holds oversight of attendance, creating an important connection between patterns of non-attendance and wider indicators of vulnerability, particularly around issues such as Emotionally Based School Avoidance.</p> <p>Staff across the school speak with confidence and warmth about the DSL team. One described them as "totally trusted," expressing that they had never been in doubt about whether a concern would be picked up and dealt with appropriately. This level of trust reflects not only the team's professionalism and presence but also the relational culture they cultivate which is consistent and calm. DSLs are visible and engaged, and their openness is balanced with a very good understanding of local thresholds, risk, and the importance of challenge.</p> <p>The team meets regularly and communicates in a way that is both structured and purposeful. They attend relevant external and internal meetings and make good use of their individual roles to feed back in ways that are relevant to their phase or focus area. This helps ensure that emerging risks are responded to in a timely and well-coordinated manner, and that safeguarding is experienced as a shared responsibility across the whole staff team. The team's work has allowed them to undertake an approach to professional enquiry that acts as research in practice around behaviour and attendance, that then builds into the wider school development.</p>
3. Safe culture and values		<p>St Columba's College fosters a safe, inclusive, and values-led culture where both staff and students feel a strong sense of connection and purpose. Staff speak positively about the environment, with many describing the school as a place they genuinely look forward to attending, highlighting the quality of relationships and the strength of the pastoral and Catholic ethos. Safeguarding is clearly embedded in the daily life of the school and is experienced as a lived commitment to care and shared responsibility. The staff welfare committee plus a range of opportunities for staff connection and social time, means that the school is authentically a 'family' workplace. Though school life is busy, both staff and pupils feel a sense of belonging.</p> <p>The school rules are very well understood by all. Staff model respect and care for children meaning that pupils have a range of safe adults that they could go to. Children recognise and can articulate the purpose of the signage around school such as STOP bullying. These are living documents for them rather than just display material.</p> <p>The school's SHAPE values, Service, House, Academic, Physical and Extra-curricular -play a central role in this culture. These values are woven throughout school life and are used as a framework to guide student development, recognise contributions, and support well-being. The PSHE curriculum is overseen by two leaders working together to set a spiral curriculum which is connected with the Catholic ethos and captured in class workbooks.</p>

		<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Look carefully at how alcohol consumption is included in the Code of Conduct. Though your measures around it are very well articulated, the permitted use of alcohol and its centring as a means of celebration, may unintentionally create a lack of safety for some.</li> </ul>
4. Children's experiences		<p>Pupils at St Columba's College speak positively about their experiences and describe the school as a place where they feel safe, supported and able to express themselves. There is a clear sense that relationships with staff are grounded in trust and mutual respect. Many pupils shared that they feel confident talking about sensitive topics and that they are taught well in areas relating to personal safety, mental health and relationships. Comments such as "they make sure I'm going to leave here ready as an adult" and "I prefer this school to my old one because I feel more seen" reflect a student experience that is personalised and values-driven.</p> <p>The PSHE and RSHE curriculum is well received and responsive to the needs of a multi-faith community within a Catholic setting. Pupils report a strong understanding of issues such as grooming, online risks, County Lines and exploitation, and they are confident in how to report concerns. The curriculum is delivered by trusted staff and is complemented by wider provision, including a well-being committee, school nurse, and enrichment opportunities such as book clubs.</p> <p>Pupils benefit from a wide range of trips and co-curricular activities including International Trips to Zambia and Normandy plus visits from Drama Geezers and the NSPCC that help foster independence, teamwork and confidence. When asked, pupils said they would recommend the school to others and described a climate where it is easy to speak up. They say that it is easy to express yourself here and that compared to their previous school, where bullying took place, St Columbas is a place of safety and care. One pupil shared an example of having made a mistake in reporting a concern and said the support they received from staff was thoughtful and constructive.</p> <p>They are explicitly taught about the realities of the real world including the digital world and this area is particularly well understood by pupils. On top of this, they recognise any privileges they have and relish opportunities to fundraise and support the local community. Care for each other starts early with an embedded buddy system across year groups and plenty of opportunities for cross-phase activities.</p> <p>One staff member speaking of the positive impact of the school and who has a child at St Columbas said "this school has completely changed my child".</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Continue developing opportunities for pupil voice and feedback across PSHE and well-being provision, ensuring that what is delivered remains responsive to the diverse needs and lived experiences of the student body.</li> </ul>
5. Wider community and culture		<p>St Columba's College has a strong understanding of its community context and maintains a deeply embedded culture of care. Well-being provision is extensive and includes access to a school nurse, a welfare committee and enrichment opportunities such as book clubs. This breadth of provision is not only well utilised but also clearly appreciated by families. One parent commented, "It's completely changed my child sending them here".</p> <p>Staff demonstrate a sound understanding of the social and environmental factors that may affect children's lives beyond school, and this awareness informs how support is structured. Leaders are responsive to local need and work hard to build trust with families and</p>

		the wider community. The school's Catholic ethos underpins a wider culture of compassion and service that is evident in both strategic planning and day-to-day interactions.
6. Specific themes		<p>The coverage of specific safeguarding themes is robust, comprehensive and responsive to both statutory expectations and emerging challenges. Staff receive clear and consistent training on all key themes, including child-on-child abuse, exploitation, the Prevent duty and radicalisation, mental health, domestic abuse, and the importance of early help. There is also strong emphasis on contextual safeguarding, the impact of family and home life, and recognising children who may be at greater risk due to additional vulnerabilities such as special educational needs, disability or being looked-after.</p> <p>Staff show particular strength in recognising the signs of abuse and neglect including in children with greater vulnerabilities such as medical needs and SEND. Staff understand the impact of harmful sexual behaviour, and knowing how to respond appropriately. The training extends beyond the essentials, with excellent coverage of modern risks such as online exploitation, inappropriate content, and the influence of social media. Importantly, staff are also trained in recognising the growing risks associated with artificial intelligence and digital misinformation, which supports them in having informed, meaningful conversations with pupils.</p> <p>A defining strength of this setting is the exceptional knowledge that staff have of the pupils in their care. This understanding is underpinned by positive relationships, professional curiosity, and a culture of vigilance. Staff are confident in identifying concerns early and know exactly how to escalate and record safeguarding issues in line with policy and procedure. Regular updates and reflective practice ensure that safeguarding knowledge remains current and effective. This is a setting where safeguarding is fully embedded in the daily life of the school, and where the safety, welfare and individual needs of each child are at the heart of every decision.</p>
7. Child on child abuse		<p>St Columba's College maintains a proactive and comprehensive stance on child-on-child abuse, integrating prevention, awareness, and responsive measures throughout its culture. Its Anti-Bullying programme spans the full age range, with staff and pupils trained to recognise, report, and halt harmful behaviour swiftly, from cyberbullying and prejudice-based incidents to interpersonal conflict, with a structured system for logging incidents and analysing trends. Online safety is woven into both pastoral and IT education, underpinned by robust filtering and monitoring systems that flag concerning online conduct for DSL review. Meanwhile, the PSHE/RSE curriculum—rooted in emotional intelligence, social awareness, and personal responsibility—includes age-appropriate exploration of respect, consent, and healthy relationships, ensuring pupils understand boundaries and their role in a respectful community. The School's faith-informed approach also emphasises dignity and mutual respect, reinforcing that all students have the right to feel safe and supported. Through routine training, student engagement, clear reporting mechanisms through CPOMs, and a curriculum that fosters emotional literacy, the school nurtures a climate where incidents are less likely to occur undetected and where pupils are empowered to speak out against abuse.</p>
8. Online safety		<p>Online safety continues to be a strength of the school. Pupils and staff demonstrate a clear understanding of key risks, including online exploitation, grooming, and harmful content. Pupils are confident in how to stay safe online and where to seek help. The curriculum includes discussion of relevant and emerging themes such as online gambling and artificial intelligence, and pupils report that these are discussed in ways that feel real and understandable. Children benefit from learning about AI and the development of the school policy supports this.</p> <p>The school has made good progress in considering how AI may affect the digital safety landscape and should continue to develop this area. Staff knowledge is supported by strong filtering and monitoring systems, and concerns are addressed swiftly when flagged.</p> <p><b>Recommendation:</b></p>

		<ul style="list-style-type: none"> <li>• Consider updating online safety and IT policies to reflect new DfE guidance on AI in education, helping staff and students navigate emerging risks and opportunities: <a href="https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials">https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials</a></li> <li>• Consider building AI generated exploitation into the PSHE curriculum</li> </ul>
9. Policies and procedures		<p>The school's procedures for fire drills and lockdowns are well established and regularly reviewed. The business manager works closely with local networks to refine and enhance practice, leading to a more coordinated and effective approach across both planned drills and real-time safety management. A particular highlight of this work is the contractors handbook and induction.</p> <p>All statutory policies are in place, regularly updated and clearly reflect the school's safeguarding culture. However, one area identified for further attention is the staff code of conduct, specifically the section relating to alcohol consumption. This should be reviewed to ensure it remains clear, current and unambiguous.</p> <p>All statutory policies are up to date, ratified and available on the school website.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Review and update the code of conduct for staff to clarify expectations around alcohol consumption including the views of some who may abstain for addiction or reasons of religious observance.</li> <li>• Continue to strengthen policy accessibility by grouping key safeguarding documents in one dedicated section of the website, to support ease of navigation for parents, carers, and external partners. You might do this through the creation of short videos or translated copy.</li> </ul>
10. Record keeping and responding		<p>St Columba's College demonstrates a rigorous and coherent approach to recording and responding to safeguarding concerns, with processes that reflect both professional diligence and a deep understanding of safeguarding practice. Case records are consistently thorough, capturing key decisions, contextual information, and the rationale behind actions taken. This attention to detail not only ensures compliance but also fosters a culture of transparency and accountability. The use of CPOMs is well embedded across the school; staff are confident in its use, and safeguarding leads have ensured that everyone is trained to input information accurately and promptly. As a result, referrals are timely, responses are swift, and patterns of concern can be tracked effectively over time.</p> <p>Alongside CPOMs, the school currently uses SIMs to record behavioural incidents. While both platforms are functioning effectively, particularly in the secondary phase, it may be helpful to reflect on the degree of integration between behavioural and safeguarding records, especially in the primary phase, where early behavioural changes can be key indicators of underlying need. Reviewing this separation could help ensure that key information is captured holistically and that staff time is used efficiently without duplicating effort.</p> <p>There is strong interconnectivity between safeguarding, attendance, and pastoral care, creating a joined-up model in which concerns rarely go unnoticed. Communication flows efficiently between teams, and clear lines of accountability ensure swift action when concerns arise. Additional operational records, such as those related to site safety, emergency drills, and medical needs, are securely maintained and consistently monitored, further reinforcing the school's high standards around risk management and compliance. Taken together, the systems for record keeping and response are both effective and professionally executed.</p>

		<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>Review the current use of both CPOMs and SIMs to assess whether closer integration, particularly in the primary phase, would improve early identification of concerns and reduce administrative duplication.</li> </ul>
11. Safer recruitment and the SCR		<p>St Columba's College upholds a rigorous approach to safer recruitment, with procedures that meet and often exceed statutory expectations. All required pre-employment checks, including enhanced DBS, identity verification, and prohibition from teaching, are completed and recorded systematically. The Single Central Record (SCR) is accurate, and subject to regular review by senior leaders, ensuring it remains up to date. It has very limited access which helps avoid duplication of content. At least one trained member sits on all recruitment panels, and safeguarding is a visible priority throughout the recruitment process, from job descriptions to interviews. The administrative team responsible for the SCR display a strong understanding of safer recruitment protocols, and visitors, volunteers, and agency staff are subject to clear safeguarding expectations.</p> <p>There is some confusion caused by the separation of various cohorts of staff in personnel files which although all compliant and present may be causing unnecessary work when it comes to tracking training files or qualifications. Similarly, there was some recent discussion from an external monitor around qualifications. The question about qualifications in a non-teaching, peripatetic role does not appear to be a reference to anything in KCSIE and the school are confident in their safer recruitment processes.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>Keep a record of what your own expectations of qualifications are for each role and work to that as your policy.</li> <li>Undertake Section 128 checks on overseas Governors to ensure there are no missed records of working in the UK and being subject to UK barring procedures.</li> <li>As above, add a final column to the SCR for ease of access to all staff minimum training requirements for KCSIE. This way all staff certificates including those of staff contracted from other organisations can be verified – you could consider adding a hyperlink to the staff member's current certificate or digital register of attendance at in-house training.</li> </ul>
12. Staff training		<p>Safeguarding training at St Columba's College is comprehensive, dynamic and reflective of both statutory requirements and the specific context of the school. The annual programme covers all essential elements of Keeping Children Safe in Education (KCSIE), ensuring legal compliance, but it also extends well beyond the minimum expectations. Staff regularly engage with training that is tailored to the lived experiences of their pupils, making the offer both relevant and impactful. A strong example of this is a recent session delivered by an external speaker linked to the television programme Adolescence, which provided thoughtful and balanced insights into the challenges faced by young people. Staff reported that the session was not only engaging but also useful in deepening their understanding without veering into unhelpful alarmism.</p> <p>Staff consistently describe safeguarding training as useful, well planned and clearly linked to the needs of the student body. Topics such as online harm, County Lines and affluent neglect are covered in depth, and delivery is described as both relevant and respectful. Staff feel heard and supported, and are confident to challenge decisions where appropriate. This reflects a healthy and reflective safeguarding culture. This is especially important in a setting where contextual safeguarding is critical, and where students come from a broad range of backgrounds. The school's commitment to maintaining high levels of staff awareness and professional curiosity across all groups is a clear strength.</p>

		<p>In addition, training on digital literacy and online safeguarding has helped establish a confident, consistent language among staff, equipping them to respond effectively to incidents and support students in navigating the complexities of the online world. The quality and scope of the training offer have helped build a staff body that is alert, informed and proactive in its safeguarding responsibilities.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Add a column to the SCR confirming completion of KCSIE Part 1 for all staff and ensure training records, including those of contracted staff, are tracked centrally</li> </ul>
13. Attendance		<p>Attendance at St Columba’s College is carefully tracked and well supported, with clear systems to follow up absences swiftly and effectively. The school takes a preventative, child-centred approach, recognising attendance as a safeguarding issue as well as an educational one. There is strong alignment between the pastoral, safeguarding and attendance teams, ensuring that concerns are quickly identified and addressed through targeted support. Particular attention is paid to pupils with additional vulnerabilities, and where appropriate, multi-agency input is secured.</p> <p>The DSL is actively focused on enhancing attendance through initiatives such as EBSA (Emotionally Based School Avoidance) support and by considering how the environment can better meet the needs of students who may struggle to attend. Staff are alert to the wider context behind absence, and responses are consistently thoughtful, combining high expectations with empathy and early intervention. Where pupils are not in school due to exceptional circumstances, safeguarding contact is maintained and alternative arrangements are put in place. Overall, the school’s approach is proactive, collaborative, and clearly rooted in a safeguarding ethos.</p>
14. First Aid and Medical needs		<p>St Columba’s College has well-established systems in place to support pupils with medical conditions and first aid requirements. Designated staff are trained in both general first aid and the administration of medicines, and health care plans are created in partnership with parents and medical professionals. These plans are regularly reviewed and made accessible to relevant staff, ensuring consistent and informed care. First aid provision is available throughout the school day and across both sites, with appropriate facilities and clear procedures for recording and responding to incidents. The school’s approach is organised, compliant with statutory guidance, and reflects a strong commitment to pupil welfare.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider enhancing your protocol for paracetamol distribution, checking with parents at every distribution, even for secondary pupils. This allows any missed concerns from parents to be captured and allows for assurance that medication is being used in line with any other individual health needs.</li> <li>• Consider enhancing ongoing training around ADHD medication and the impact of over-under dosage. This may involve a School Nursing team or specialist teacher and may be worth extending to parents and families</li> </ul>
15. Site and premises		<p>The site and premises at St Columba’s College are secure, well maintained, and thoughtfully designed to support children’s safety, learning and well-being. Access to both sites is carefully controlled, with clear procedures for managing visitors and a strong awareness of site safety across staff. The environment is rich with facilities that enhance pupils’ development, including specialist spaces for sport, performance and pastoral care, contributing to a setting where students feel both safe and supported. Regular checks, risk assessments and supervision arrangements ensure that the physical environment remains compliant, purposeful, and aligned with the school’s safeguarding ethos.</p>

	<p>Recommendation:</p> <ul style="list-style-type: none"> <li>• Develop a one-page safeguarding protocol for site and premises staff outlining key contacts, reporting steps and immediate actions. Store copies in maintenance areas and shared working spaces to support confident and timely reporting of concerns across all areas of the school site</li> <li>• Refer to the latest DfE guidance on protective security and emergency preparedness to support ongoing review of the school's emergency planning and site safety procedures:  <a href="https://assets.publishing.service.gov.uk/media/67ed54d298b3bac1ec299be5/Protective_security_and_preparedness_for_education_settings_guidance.pdf">https://assets.publishing.service.gov.uk/media/67ed54d298b3bac1ec299be5/Protective_security_and_preparedness_for_education_settings_guidance.pdf</a></li> </ul>
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## **Appendix – Whole-school culture of Safeguarding Audit**

**(written by Laura Page)**

### **1 - Leadership, Governance and Management**

1.1 The Designated Safeguarding Lead (DSL) is a member of the SLT and is supported by more than one DDSL

1.2 There is a shared understanding between school leaders of how their own role, departments, and other staff contribute to safeguarding.

1.3 The Governing Body has a Designated Governor for Safeguarding

1.4 The Designated Governor for Safeguarding and Child Protection has undertaken safeguarding training with regard to their role and statutory duties.

1.5 All Governors have received training for safeguarding, covering specific areas of Keeping Children Safe in Education from 2023.

1.6 Safeguarding is a standing item at every full Governors' meeting

1.7 Monitoring visits made by Governors/lead governor relating to safeguarding are recorded in a standard format and evidenced within the minutes of Governors meetings.

1.8 Parents/carers are made aware of and understand the complaints procedures, including making complaints about the Headteacher.

1.9 A member of staff has responsibility for and has received appropriate training to promote the educational achievement of LAC and those who have left care through adoption/special guardianship or were adopted from state care outside England and Wales.

1.10 A member of staff is identified as a Senior Mental Health Lead.

1.11 A senior member of staff is identified as having oversight for and championing improved attendance.

1.12 All allegations about staff members are reported to the Headteacher.

1.13 The chair of Governors is aware of their responsibility to liaise with the LADO in the event of an allegation being made against the Headteacher.

1.14 The school is aware of the need to refer any cases of staff dismissal or resignation pending investigation to the Secretary of State for possible inclusion on DBS barred list or the Prohibition from teaching list.

1.15 School staff, including school leaders, have access to support for managing the emotional demand of work in schools.

## **2 - The role of the DSL**

2.1 The role of DSL is explicit in each role holder's job description and performance management objectives.

2.2 All DSLs have received suitable and up-to-date training in accordance with KCSIE, updated at least every two years.

2.3 DSLs are allocated sufficient time, funding, training, resources including well-being support, to carry out their role effectively (including time to attend multi-agency meetings).

2.4 The DSL regularly disseminates pertinent safeguarding updates to all staff, including contracted ancillary staff, volunteers or coaches.

2.5 Details of how to contact the Local Authority Designated Officer (LADO) and local safeguarding board are displayed prominently for all staff.

2.6 The DSL and wider team benefit from a variety of local safeguarding networks to ensure they are up to date with community safety and risk.

2.7 The DSL liaises closely with the Headteacher about safeguarding, especially in Section 47 cases and Police investigations.

## **3 - Safe culture and values**

3.1 The school promotes an ongoing culture of vigilance by staff in regard to all aspects of children's safety and staff are confident to challenge senior leaders over any safeguarding concerns, with mechanisms in place to do so.

3.2 The school has a clear set of values underpinned by an inclusive behavior policy and supported through pastoral education.

3.3 The school has a robust RSHE/RSE curriculum accessible to all children, including those with SEND or emerging needs and is in line with statutory national guidance and the school context.

3.4 The school has policies and practice that encourage children and staff to challenge discriminatory behaviors and language.

3.5 The school puts behavior and safety plans in place for children who might pose a risk of harm to themselves or others, regularly reviewed and updated.

3.6 Staff understand their role in safeguarding children beyond the classroom in extracurricular activities, lunch and break times, and through building safe and trusted relationships with children in the school.

3.7 Staff know where to get help if they are negatively affected by welfare and safeguarding cases or feel unable to manage professionally in the best interests of children.

3.8 There is a clear procedure in place for the contracting of supply and agency staff ensuring the school's safer recruitment, safeguarding, and behavior procedures are adhered to.

3.9 There is a clear induction process, including safeguarding, for all staff and volunteers, including supply teachers and contracted staff.

3.10 All staff and volunteers know how and when to refer a welfare or safeguarding concern.

3.11 The school has a current Code of Conduct for staff referencing the Teacher Standards document and ratified by the Governors.

3.12 The Code of Conduct includes reference to staff conduct and behavior outside of school that might impact on the professional role or imply 'transferable risk' as outlined in Disqualification Regulations.

3.13 There is an appropriate and contemporaneous Acceptable Use Policy that refers to staff use of social media.

3.14 There is evidence that the school takes account of the voice of the staff and staff contribute to policy development.

#### **4 - Children's experiences**

4.1 Children in the school, including those with speech, language, and communication needs, know how to report concerns and can identify trusted adults.

4.2 The school has a responsive, preventative pastoral curriculum offer to support children's well-being and safety education appropriate to their age and stage of development.

4.3 Children understand what bullying is and how the school will deal with reported concerns.

4.4 Posters, displays, and/or pupils' school materials signpost support and advice on safeguarding in an accessible way.

4.5 There is evidence that children feel heard and understood, including the views of those with SEND, care-experienced children, and those who have experienced school exclusion.

4.6 There are effective strategies for the safeguarding and support of children excluded from school, using alternative provision or during the process of a 'managed move'.

4.7 The school identifies young carers and responds with effective support as needed.

4.8 The school identifies when children are in private fostering arrangements and responds with effective support as needed.

4.9 The school identifies children who may have a court order or guardianship arrangements and responds with effective support as needed.

4.10 The school identifies children who are refugees or from vulnerable migrant communities and responds with effective support as needed.

4.11 Children can articulate their own sense of safety and inclusion and feel safe in and beyond their school community.

4.12 The DSL uses behavior, attendance, SEN, and safeguarding records to identify pupils' vulnerability to safeguarding risks and responds with effective support as needed.

## **5 - Wider community and culture**

- 5.1 All staff understand the signs of extra-familial harm, including domestic abuse in children's own intimate relationships, CCE, CSE, and radicalization.
- 5.2 The DSL understands and implements the use of an 'appropriate adult' when needed.
- 5.3 The school has clear information on how they work with the police in line with PACE codes and Local Area guidance, including parent/carer communication, appropriate adult representation, and the needs of children with SEND.
- 5.4 All visitors have clear information on how to report safeguarding concerns, communicated accessibly and prominently around the school and distributed to all visitors.
- 5.5 Leaders and staff are familiar with the local people, place, and community assets and consider how they may contribute to risk mitigation or increased risk.
- 5.6 Leaders consider the diverse experiences and risks across their unique community and how they are affected by safeguarding practice.
- 5.7 The Safeguarding and Child Protection Policy is accessible on the website, including for parents/carers with accessibility or language requirements.
- 5.8 When pupils are undertaking online/remote learning, safeguarding procedures are communicated clearly to pupils and their parents/carers.
- 5.9 The school works on the basis of informing parents/carers about anything affecting the safety of their children, making decisions not to share information in collaboration with the local authority and recording reasons in detail.
- 5.10 There is evidence that the school has a positive partnership with parents/carers, supporting them to keep their children safe with up-to-date information.
- 5.11 The school takes into account how the needs of parents/carers affect children and can signpost those in need of support to appropriate services, including Early Help referrals in line with local procedures.

## **6 - Specific safeguarding themes**

- 6.1 The school has a current Prevent Duty policy in place that references DfE guidance, including procedures for making referrals to Channel.
- 6.2 The school has a Prevent Risk assessment in place, which includes identifying pupils at risk and procedures for screening content to be delivered by visitors/speakers.
- 6.3 All staff and Governors have received training in Prevent duty.
- 6.4 All staff and Governors are aware of the statutory duty to report to the police where FGM appears to have taken place, linked to standard school procedures.
- 6.5 The Behavior Policy refers to national guidance on searching and screening, as well as the use of physical intervention and reasonable force.
- 6.6 Where the school has identified the use of physical intervention, relevant staff have received appropriate training in relation to the reduction of physical intervention, behavior, risk assessment, and de-escalation.

6.7 There are appropriate, secure methods of recording incidents of reasonable force, searching, and confiscation.

6.8 The anti-bullying policy is current, understood by children, relates to all types of bullying, including risks related to those with protected characteristics, and has been ratified by the Governors.

6.9 Where a child presents with challenging behavior likely to result in the use of physical intervention by staff, a risk assessment is used to mitigate and reduce this risk, as well as the risk of the child to themselves and others.

6.10 There is a whole school approach to the prevention of child-on-child abuse, including managing reports of 'sexting', physical abuse, and online bullying.

6.11 Children who self-harm or are at risk of self-harm have risk assessments and appropriate plans in place.

6.12 The school and the DSL follow national and local guidance on reported incidents of sexual violence and harassment in schools and have a clear procedure for responding, including the use of risk assessment.

6.13 The school and the DSL follow local procedures on protecting children from criminal exploitation, including county lines, and staff are updated on local developments in this regard.

## **7 - Child on Child Abuse**

7.1 The DSL and extended team understand what constitutes harmful sexual behavior and how that is affected by the age/stage of a child's development, informing appropriate RSHE.

7.2 The school has procedures in place (including the management of social media and 'gossip') to protect the safety of those harmed through child-on-child abuse as well as those accused in such cases.

7.3 The school policies include information on 'e-safety', cyberbullying, and online harms, taking into account the needs of children with barriers to learning such as cognition, language comprehension, and social interaction needs.

7.4 The school maintains a log of bullying incidents overseen by the DSL, identifying where those with protected characteristics are affected.

7.5 There is evidence that the school responds robustly to reports of bullying in all cases, including those involving protected characteristics.

7.6 Any reports of abuse involving children with SEND include the close liaison of the SENCo as part of procedures.

## **8 - Online safety**

8.1 The school has a current online and 'e-safety' policy that refers to current guidance and has been ratified by the Governors.

8.2 There is a whole-school approach to online safety, making use of the pastoral and academic curriculum.

8.3 The DSL holds the overall responsibility for online safety.

8.4 The DSL has undergone appropriate training in online safety.

8.5 The school has an appropriate but not overly restrictive filtering system in place, accounting for Prevent guidance.

8.6 The school has an adequate online filtering and monitoring system in place, informed by DfE standards, for both pupil and staff online activity.

8.7 The school has effective policy and procedures regarding the use of mobile devices, including the safe use of mobile phones, cameras, and other internet-enabled devices.

8.8 All pupils or their parents have signed and follow an acceptable ICT use agreement.

## **9 - Policies and Procedures**

9.1 The school has an up-to-date Safeguarding/ Child Protection Policy on the school website covering all areas in which children and learners may need protection/safeguarding action (including for remote learning) personalised for the school and locality and ratified by the Governors.

9.2 The school has an effective policy adhering to national and local guidance for managing allegations against staff, volunteers, other children, or learners, including procedures for and expectations of outside organizations using the school premises for activity.

9.3 The 'managing allegations' policy clearly sets out what constitutes an allegation as defined in KCSIE, including the distinction of 'low-level allegations' and details of the anonymity clause for teachers.

9.4 The Safeguarding and Child Protection Policy is available to everyone in the school community and included in any induction materials for all new staff.

9.5 The Safeguarding and Child Protection Policy prominently includes names and contact details for all DSLs, the LADO, the Headteacher and the chair of Governors.

9.6 The Safeguarding and Child Protection Policy outlines staff responsibility to report allegations or Whistleblow on the practice of others.

9.7 The Safeguarding and Child Protection policy details the system and procedures that the school has in place for pupils placed in alternative provision and outlines the school responsibility for these particular pupils.

9.8 The school has a current Behaviour Policy, ratified by Governors which includes the 'school rules' and takes account of relevant legislation including the Equality Act 2010

## **10. Record keeping and responding**

10.1 All welfare and safety concerns are recorded consistently (using a body map where appropriate)

- 10.2 Individual safeguarding files have a detailed front sheet and chronology of significant events, including records of relevant contacts with parents/carers and other agencies.
- 10.3 The DSL is aware of the number of children subject to a CP Plan, LAC, CiN as well as trends in those using Early Help services and this information is up-to-date and shared with other leaders and Governors.
- 10.4 The school ensures that safeguarding and child protection records are transferred to and from other centres in accordance with LA guidance.
- 10.5 All concern referrals have been properly completed, evaluated, actions recorded, reviewed where necessary and are seen by the DSL
- 10.6 The school has a secure system with appropriate access for DSL and other linked staff on which safeguarding is recorded.
- 10.7 The school has a secure system with only authorised access to record allegations against staff with clear outcome of any investigation recorded as required.
- 10.8 The school follows national guidance in respect of record keeping and information sharing. GDPR policy is understood to never be a barrier to child safeguarding.
- 10.10 The school contributes to interagency working in line with statutory guidance Working Together' 2023) and with the three local safeguarding partners (LA, police and clinical commissioning group) as appropriate
- 10.11 The DSL has a good understanding of thresholds for intervention in line with a continuum of need and uses them to make effective referrals.
- 10.12 The school is proactive in developing links with partner agencies in order to support and safeguard children and staff are confident in challenging agencies in line with local procedures including the escalation of cases.
- 10.13 Children with social workers and those with Early Help have written plans, co-produced with safeguarding partners or other agencies, describing what should be done, by when and through whom to support the child.
- 10.14 The school has effective links with external agencies and internal strategies to follow up outcomes of referrals to social care, as identified in KCSIE.

### **11.Safer Recruitment and the SCR**

- 11.1 The school has a safer recruitment policy that clearly details the checks that must be made prior to appointment.
- 11.2 The school's commitment to safeguarding is clearly defined in job adverts.
- 11.3 The school uses a standard application form in place or alongside a CV and accompanying letter.
- 11.4 The school makes any job offer subject to satisfactory checks being received including pursuing additional checks for any candidate who has lived or worked outside of the UK
- 11.5 The school pursues at least two references for every staff member appointed, following the guidance given in safer recruitment training.

11.6 The school considers carrying out an online search in relation to potential candidates' social-media before shortlisting or hiring.

11.7 At least one member of all recruitment panels has undergone safer recruitment training.

11.8 The school maintains a single central record that covers the required information set out in KCSIE as a minimum standard.

11.9 The Headteacher holds responsibility for the single central record and has secure methods of review and assurance.

11.10 The safeguarding governor is satisfied that the SCR is monitored and updated using effective systems including appropriate access complying with confidentiality procedures.

11.11 The school can evidence that original qualifications have been seen and copied.

11.12 The single central record contains no gaps in ID verification, DBS checks undertaken or barred list checks (including Prohibition from Teaching).

Section 128 checks are undertaken where management responsibilities are part of a job role.

## **12. Staff Training**

12.1 The school staff has undergone whole school safeguarding training annually that covers the priorities stipulated in the current KCSIE and is evidenced. They have received and read a copy of Part 1 of KCSIE.

12.2 Those involved in recruitment and hiring have undertaken safer recruitment training.

12.3 All staff and Governors have undertaken Prevent Training, training on the mandatory reporting of FGM and any enhanced mandatory reporting for safeguarding and are updated on local and thematic safeguarding concerns such as affluent neglect, county-lines or CSE.

12.4 Staff have regular updates, briefings and training on safeguarding issues throughout the year. They know where to request additional training when needed.

12.5 Appropriate Health and Safety training has been provided for all staff suitable to their roles and including those with responsibility for children with SEND.

12.6 Nominated staff receive appropriate First Aid training.

12.7 Nominated staff received appropriate specific training in the administration of medicines.

12.8 Staff training records are held securely and used to effectively ensure statutory and other training is up-to-date.

## **13. Attendance**

13.1 The attendance policy is current and details appropriate procedures and safeguarding responses for CME, including not 'off rolling'

13.2 There is evidence that the school follows up attendance issues promptly and has effective methods for families in reporting absences.

13.3 Attendance data is analysed effectively, to identify and inform attendance development priorities which is reported to the governing body.

13.4 The school reports CME and persistent absence in line with local procedures and has clear written procedures as well as responding to repeated or prolonged absences as a potential safeguarding risk and has clear written procedures.

13.5 A reduced timetable is only used in exceptional circumstances and safeguarding risks are assessed each time.

13.6 Where a child has an EHCP, has welfare vulnerabilities or other professional involvement, a reduced timetable is only agreed in collaboration with the Local Authority.

13.7 Where a child has a social worker, they are informed if there are any unexplained absences and if their name is to be removed from the school register.

#### **14. First Aid and Medical needs.**

14.1 The school has a policy and procedures that cover supporting pupils with medical conditions in line with DfE guidance and ratified by the Governors.

14.2 There are nominated staff who are trained in the administration of medicines.

14.3 First aid provision is available while people are on school premises. And when available when staff and pupils are working elsewhere 'off-site' or college activities such as educational visits.

14.4 First Aid procedures are effective and the administration of first aid and medicines is recorded with medicines stored securely with refrigeration where necessary.

14.5. The medical room/area meets Regulation 5 or School Premises Reg. 2012

- Is suitable for medically examining and treating pupils
- Is suitable for the short-term care of sick and injured pupils
- Has a washing facility
- Is near a toilet

14.6. The school has Health Care Plans in place for children with medical conditions and they are effectively implemented, informed by parents/ carers as well as medical practitioners and are regularly reviewed.

14.7 The school curriculum promotes healthy living and choices and signposts students and their families to resources to support a healthy lifestyle.

14.8. The school accesses appropriate training for specific medical conditions affecting its student community e.g. diabetes, epilepsy, anaphylactic allergies, sickle-cell.

14.9 The school is able to quickly retrieve a pupil's medical details including their Health Care Plan and use of medicines in case requested by emergency services staff.

## **15.Site and premises**

15.1 The school has safe systems in place for the arrival and dispersal of children

15.2 The school has suitable systems in place for the reception, vetting and monitoring of visitors.

15.3 Effective risk assessments are in place for contractors on site and for off-site activity or educational visits.

15.4 The school has checked the safeguarding policies and procedures for outside providers using the school site whether pupils are accessing the facilities or not and has a system for communicating safeguarding concerns with the providers.

15.5 The perimeter of the school is safe and compliant with secure access requirements.

15.6 Effective procedures are in place regarding the possibility of evacuation and potential lock-down (A different procedure is required for each)

15.7 Fire drills and other evacuation measures are undertaken regularly, reviewed and recorded securely.

15.8 Regular H&S checks of premises for hazards etc. are undertaken by appropriate staff and Governors.

15.9 Supervision requirements have been thoroughly assessed. Supervision is always appropriate, on and off site.

15.10 The school's accessibility plan and use of reasonable adjustments ensures that children with physical, sensory and medical needs can enter, exit and be educated within the school safely to achieve equity.

15.11 The school recognises that sometimes school infrastructure can allow for risk or abuse to be hidden, therefore planning, room usage and staffing is well planned to mitigate this.