SG1: Safeguarding Self-Assessment

School Name: Our Lady's Catholic Primary School   **Completed by: Rob Meech, Principal**   **Date: 17th July 2017**

Signs of successful safeguarding arrangements	What it means in practice	Yes	No	In progress	Evidence
Do children and learners feel protected and safe?	• Those who are able to communicate know how to complain, and understand the process for doing so	Yes			Pupil & Parent questionnaire. OFSTED Report January 2017. Bullying Records
Are there effective safeguarding and staff behaviour policies that are well understood by everyone?	• Safeguarding systems are explained to staff as part of their induction, including your child protection policy, staff code of conduct and the role of the designated safeguarding lead • All staff receive appropriate child protection training which is regularly updated	Yes		Yes	Given out at all staff, volunteer and student inductions. Copy of Policies are on the staffroom wall. See induction pack. New termly safeguarding monitor from Sept 2017.
Are staff and other adults clear about procedures where they are concerned about the safety of a child?	• Adults respond robustly and proactively to reduce the risk of harm or actual harm • Adults know and understand the indicators that may suggest that a child or young person is suffering, or is at risk of suffering, abuse, neglect or harm	Yes			Highlighted at induction and on the staffroom wall. Whole school staff Safeguarding Training 10/11/16 and repeated annually.

	• Adults take the appropriate and necessary action in accordance with local procedures and statutory guidance				Regular safeguarding case studies discussed at staff meetings.
	• Staff members take the attitude of 'it could happen here' where safeguarding is concerned				
	• Headteacher and all staff members receive child protection training which is updated regularly				
	• Teachers report all known cases of female genital mutilation (FGM) to the police				
Is there a designated safeguarding lead?	• The designated safeguarding lead is a member of the leadership team	Yes			Principal
	• The role is made explicit in the roleholder's job description				See job description
	• The role-holder has the authority, time, funding and training to provide advice to other staff on child welfare matters and to take part in inter-agency meetings where necessary				See training records
					SENCO, SBM and Assistant Principal are all Deputy Safeguarding leads.
	• There is always cover for this role				
	• The role-holder undergoes updated child protection training every two years				Training certificates in personnel files.
Can children identify a trusted adult with whom they can talk to about any concerns?	• Learners report that adults listen to them and take their concerns seriously	Yes			Pupil questionnaires.
	• Where children are at risk, a trusted adult helps to keep them safe				

	• A key person system helps babies and very young children to form strong attachments with adults				
Are written records made in a timely way and stored securely? Are they shared appropriately?	• Any child protection/safeguarding concerns are shared with the relevant agency immediately, and the referral is recorded • Any agreed action following a referral has been taken promptly • Parents are made aware of any concerns except where this would increase the risk of actual harm to a child • There is a written plan with agreed procedures to protect a child	Yes			Use of CPOMs in school See child protection/child in need and TAC minutes from meetings. See MASH referrals. Child protection plans where appropriate in safeguarding folders.
Are procedures in place to respond if children go missing from school?	• Risks are well understood and their impact is minimised – they are shared with relevant agency • Staff know and implement local procedures for children who go missing from home/education • There is a procedure in place in case of children going missing from the setting • Comprehensive records are held and shared between the relevant agencies in these instances	Yes			See absence reporting process. July 2017. Key staff trained. See CPOMS
Is discrimination tackled in school?	• Learners are protected from and can protect themselves from bullying, homophobic behaviour, racism, sexism and other forms of discrimination	Yes			See behaviour and anti-bullying policies.

	• Any discriminatory behaviours are challenged and support children to treat others with respect • The behaviour policy outlines measures to prevent bullying				See CPOMS logs of any discriminatory behaviour. Key stage assemblies tackle these issues.
Are e-safety measures in place?	• Adults understand that technology might be used to bully, groom , radicalise or abuse children and learners • Leaders oversee the safe use of technology and act immediately where there is a concern about a child's wellbeing	Yes			All staff, students, volunteers and pupils sign our Acceptable Use Agreement. The on-line safety policy is reviewed annually in September and approved by governors. Parents are regularly made aware of e-safety concerns through newsletter, parent mail and website. PSHE curriculum teaches e-safety. See e-safety records on CPOMS.
Is the Prevent duty implemented clearly?	• Robust safeguarding policies are in place to identify pupils at risk and refer them to relevant authorities • Staff work in partnership with other local bodies and follow local authority inter-agency procedures • Staff are trained to identify pupils at risk of being drawn into terrorism, challenge extremist ideas and refer children to appropriate authorities where necessary • Internet filters are in place to block terrorist and extremist material	Yes			See CAST Safeguarding Policy and Keeping Children Safe in Education document. Majority of staff have undertaken PREVENT training using home office. As of Sept 2017 this will form part of a staff member's induction. South West Grid for Learning manages this.
Do children feel secure? Are staff supportive when	• Babies and young children develop strong attachments with their key workers	Yes			Over 2's in our nursery setting have a Barn A Buddy.

children present risky behaviour?	• Staff provide clear boundaries about what is safe and acceptable behaviour				Behaviour Policy.
Is positive behaviour consistently promoted?	• Effective de-escalation techniques are in place and specific to the individual needs of children • Reasonable force is only used to protect the child and those around him/her • All incidents are reviewed, recorded and monitored, and the views of the child are taken into account • The use of restraint significantly reduces or ceases over time	Yes			See individual My Plans and Behaviour Plans. All staff trained in PIPS (Safe-holding) and will be offered an annual refresher for this. Incidents of safe-holding are logged and stored in a locked cupboard. Records of logs are shared anonymously with governors in the Principals Report.
Are there safer recruitment procedures in place?	• Written recruitment and selection policies and procedures are in place • At least one person on any appointment panel has undertaken safer recruitment training • Where individuals will be working in regulated activity, they do not begin work without an enhanced DBS certificate, including barred list information • The person's right to work in UK is verified and further checks are made where he/she has lived outside the UK • A prohibition order check is made for all new teachers • Professional qualifications are verified where appropriate	Yes			See Recruitment Policy, Job Advertisements, Person Specification and Job Descriptions. Safer Recruitment training carried out by Principal, SBM and several governors. Single Central Record Copies of Passport and/or birth certificate held on personnel files. Recorded on personnel file.

	• The single central record meets statutory requirements – dates of checks are recorded • Childcare disqualification checks are carried out for staff working in relevant settings				Copies of certificates held on personnel files. See Single Central Record. Disqualification by Association forms signed at induction and filed in personnel files.
Do staff receive training on protecting children?	• Staff receive regular supervision and support if they are working directly and regularly with at-risk children	Yes			TAs have regular opportunities to meet with SENCO. Behaviour support is offered through Babcock Behaviour Team. Regular training for TAs.
Is the physical environment safe?	• Access to the school grounds is secure • Visitors to the school are checked and monitored as appropriate, for example, external speakers at school assemblies	Yes Yes			Gates are secured at 9am by the school Caretaker. Leaving only one point of entry (main reception) which is on a buzzer system via office staff. All visitors sign in and regular visitors are on the Single Central Record.
Do all staff have a copy and understand the written procedures for managing allegations of harm to a child?	• Staff and volunteers feel able to raise concerns about poor or unsafe practice relating to safeguarding • Appropriate whistleblowing procedures are in place so that concerns can be raised with the management team • Staff are aware of other whistleblowing channels if they feel unable to raise an	Yes Yes Yes			Signed list in staffroom that staff have read and understand the Keeping Children Safe in Education document. Every room in school has key safeguarding personnel photos. Note on back of all staff and visitor lanyards including LADO contact details.

	issue with their manager or where their concerns are not being addressed				Whistleblowing Policy
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