



# A Self-Review Tool for Safeguarding and Child Protection in Schools

Written to assist Governing Bodies and Headteachers in reviewing arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.  
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## A Self-Review Tool for Safeguarding and Child Protection in Schools

This document has been written to assist Governing Bodies and Headteachers in reviewing arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. Section 175 of the Education Act 2002 introduced this new duty for governing bodies which was enacted in June 2004. (section 157 applies to private education). The guidance 'Safer Recruitment and Safeguarding Children in Education', DCSF 2007 outlines the arrangements that need to be in place to meet those requirements.

- Section 175 of the Education Act 2002 requires the governing bodies of maintained schools to make arrangements that ensure their functions are carried out with a view to safeguarding and promoting the welfare of children.
- In addition, governing bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make to meet the requirements of Section 175.

### Objective: providing a safe environment for children and young people to learn in

| Governing bodies should ensure that the school:  | Types of evidence  | <p>'How do you know' in your school?</p> <p>'What do you have to do in your school to get or keep this up to date?'</p> |
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| <ul style="list-style-type: none"> <li>▪ has a child protection policy and procedures in place which is               <ul style="list-style-type: none"> <li>○ in accordance with LEA guidance and locally agreed inter-agency procedures</li> <li>○ given in writing to all school personnel, including volunteers</li> <li>○ the policy is made available to parents on request</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Written policy and procedures complying with national, Derbyshire SCB and LEA guidance.</li> <li>▪ Child protection policy and procedures in induction pack for all staff.</li> <li>▪ Explanation of availability (e.g. newsletter, prospectus)</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>▪ Operates safe recruitment procedures               <ul style="list-style-type: none"> <li>○ Makes sure that all appropriate checks are carried out on new staff volunteers and parents who will work with children</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>▪ Recruitment policy</li> <li>▪ References, previous employment history, List 99/CRB/ Identity, qualifications, health and fitness checks + interview</li> <li>▪ Copy of recruitment procedures in schools</li> <li>▪ Minutes of governors' personnel committee meetings</li> <li>▪ Record of training undertaken by Governors and headteacher</li> </ul> |   |

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| <ul style="list-style-type: none"> <li>▪ has procedures for dealing with allegations of abuse against members of staff and volunteers</li> <li>▪ that comply with guidance from the LEA and locally agreed inter-agency procedures</li> </ul>     | <ul style="list-style-type: none"> <li>▪ Copy of DSCB procedures in schools</li> <li>▪ Record of training undertaken by headteacher, DSP and Chair of Governors</li> <li>▪ Appropriate Governors' Disciplinary and Complaints Committees in place</li> <li>▪ Minutes of Governing Body &amp; committee meetings</li> <li>▪ Evidence that staff aware of duties of Head, DSP &amp; Governors and of procedures (e.g. induction pack, staff handbook, staff room posters)</li> <li>▪ Records of cases being reported to Secretary of State where there are grounds for believing a person may be unsuitable to work with children.</li> </ul> |  |
| <ul style="list-style-type: none"> <li>▪ a member of the governing body (usually the Chair) is responsible for liaising with the LEA and /or partner agencies in the event of allegations of abuse being made against the head teacher</li> </ul> | <ul style="list-style-type: none"> <li>▪ Record of training undertaken by Chair of Governors</li> <li>▪ Chair of Governors received copy of cp policy and procedures for dealing with allegations of abuse against members of staff and volunteers</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>▪ the governing body remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay;</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Child Protection governor reports on Child Protection systems and statistics to Governing Body at least annually and to termly personnel/pastoral committee meetings (minuted) with due regard to confidentiality – names should not be included.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>▪ the governing body reviews its policies and procedures annually, provides information to the LEA about both policies and how their duties have been discharged</li> </ul>                                | <ul style="list-style-type: none"> <li>▪ Minutes of meetings</li> <li>▪ Report to LEA</li> </ul>  |  |
| <b>Head teachers of schools should ensure that</b>  |   |  |
| <ul style="list-style-type: none"> <li>▪ the policies and procedures adopted by the Governing Body are fully implemented</li> <li>▪ policies and procedures are followed by all staff</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Policy documents; staff handbook, induction procedures</li> <li>▪ Staff meeting minutes</li> <li>▪ Staff discussions</li> <li>▪ Monitoring for purposes of reporting to LEA/Ofsted</li> </ul>  |  |
| <p>Guidance is given to staff on appropriate behaviour, including:</p> <ul style="list-style-type: none"> <li>▪ Use of physical restraint</li> </ul>  | <p>Handbooks available for all categories of staff.<br/>Sections in handbooks explaining:</p> <ul style="list-style-type: none"> <li>▪ Policy and procedures concurring with Circular 10/98.</li> <li>▪ Record of all staff having received copy of policy and procedures.</li> <li>▪ Explained at induction.</li> <li>▪ Rigorous record keeping system and procedures in school + reporting to LEA</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>▪ What might constitute abuse of trust</li> <li>▪ Boundaries to professional behaviour</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Inform parents/carers if restraint has been used.</li> <li>▪ Agree protocol with parents/carers if use of restraint is thought likely.</li> <li>▪ Any form of sexual relationship with pupil under 18 is an offence</li> <li>▪ Prohibiting activities that may be construed as ‘grooming’, e.g. singling out individual pupils for special favours, sending pupils text messages, pupils as Facebook “friends” etc..</li> <li>▪ Guidance about which behaviours constitute safe practice and which behaviours should be avoided</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>▪ all staff and volunteers feel able to raise concerns about poor or unsafe practice, such concerns are addressed sensitively and effectively in accordance with agreed whistle blowing policies.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Copy of ‘What to Do if You’re Worried a Child is Being Abused’ known about and available to all staff.</li> <li>▪ Copy of LEA whistleblowing procedures (confidential reporting) available to staff (e.g. in staff room, in induction pack)</li> <li>▪ Whistle blowing procedures clear to all staff (e.g. in staff handbook)</li> <li>▪ Staff meeting agendas/minutes</li> </ul>  |  |
| <p>Clear procedures are in place for pupils in the specific circumstances of long term work placements, in line with detail in ‘Safeguarding Children and Safer Recruitment in Education’, September 2007, Appendix 14:</p> <ul style="list-style-type: none"> <li>▪ for more than one day per week;</li> <li>▪ for longer than one term in any academic year;</li> <li>▪ aimed at children who may be vulnerable, e.g. those who have special needs or are young (aged under 16);</li> <li>▪ one where the workplace supervisor or a colleague will have substantial unsupervised access to the child, because of the nature of the business (i.e. micro business, sole trader or journeyman);</li> <li>▪ or has a residential component.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Staff who arrange, vet or monitor long term work placements have Child Protection training</li> <li>▪ Clear policies and procedures + clarity in relation to action to be taken if concerns raised at any stage.</li> <li>▪ Records of discussions about child protection measures and safeguards with training organizations and employers.</li> <li>▪ Record of commitment by employers to safeguard children and endorsing child protection policy/principles.</li> <li>▪ CRB checks for those who are specifically designated to have responsibility for looking after, supervising or directly training a child or children.</li> <li>▪ Basic child protection training given to trainers/supervisors in accordance with ‘What to do if You’re Worried a Child is Being Abused’ .</li> <li>▪ Copy of ‘What to do if You’re Worried a Child is Being Abused’ for trainers/supervisors/employers.</li> <li>▪ Record of training for young people as to what is acceptable and what they should do if worried/uncomfortable.</li> <li>▪ Record that suitability of pupil for a particular placement has been considered</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>▪ In some cases CRB checks on pupils (16+) if working with younger children.</li> </ul>  |  |
| Safeguarding is part of the curriculum | <ul style="list-style-type: none"> <li>▪ Schemes of work include lessons on keeping safe and recognising behaviour that is not acceptable based on guidance given in framework for Personal, Social and Health Education and Annex A, sections 15–17 of ‘Safeguarding Children and Safer Recruitment in Education’</li> </ul> |  |
| Children are listened to               | <ul style="list-style-type: none"> <li>▪ Made explicit to staff – handbook, staff meeting minutes</li> <li>▪ Displays of helpful information accessible to pupils (e.g. Childline, NSPCC, peer support schemes).</li> <li>▪ Particular vigilance for pupils with special needs.</li> </ul>                                    |  |

**Objective: Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school.**

| <b>Governing bodies should ensure that:</b>   | <b>Type of evidence</b>   | <b>How do you know’ in your school?<br/><br/>What do you have to do in your school to get or keep this up to date?</b> |
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| <ul style="list-style-type: none"> <li>▪ There is a senior member of the school’s leadership team who is designated to               <ul style="list-style-type: none"> <li>○ take lead responsibility for dealing with child protection issues</li> <li>○ provide advice and support to other staff</li> <li>○ liaise with the LEA</li> <li>○ work with other agencies.</li> <li>○ Trained person to deputise in absence of designated person – large schools may require &gt;1 designated person</li> </ul> </li> <li>▪ the governing body decides either to act collectively or for an individual member of governing body to:               <ul style="list-style-type: none"> <li>○ champion child protection issues within the school</li> <li>○ liaise with the Head teacher about them</li> <li>○ provide information and reports to the governing</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Correct name(s)               <ul style="list-style-type: none"> <li>○ on the LEA database – inform LEA of changes</li> <li>○ In the school prospectus</li> <li>○ In staff handbook</li> <li>○ on staff room notice board</li> <li>○ Governor’s minutes and annual report to parents</li> </ul> </li> <li>▪ School policy includes the name of the designated person(people).</li> <li>▪ Named designated person; record of training</li> <li>▪ Ask adults in school if they know the name of designated person</li> <br/> <li>▪ Record in minutes of governing body as to how the responsibility is to be carried out.</li> <li>▪ Regular reports in minutes of Governors’ meetings.</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>▪ The school considers the needs of individual pupils who may need safeguarding( with due regard to confidentiality)</li> <li>▪ sufficient time and resources are available to designated senior person</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Record in minutes of governing body</li> <li>▪ Minutes of governor committee meetings, e.g. finance; personnel</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>▪ the designated person undertakes <ul style="list-style-type: none"> <li>○ basic child protection training,</li> <li>○ training in inter–agency working that is provided by, or to standards agreed by, the ACPC</li> <li>○ refresher training at 2 yearly intervals to keep his/her knowledge and skills up to date</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>▪ Date of training on central database</li> <li>▪ Inset records list</li> <li>▪ Certificates</li> <li>▪ Ask the designated person</li> <li>▪ INSET report to Governors includes reference to the training</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>▪ the Head teacher + all other staff who work with children <ul style="list-style-type: none"> <li>○ undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, <ul style="list-style-type: none"> <li>▪ that is kept up to date by refresher training at 3 yearly intervals</li> </ul> </li> <li>○ temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Part of new headteacher's induction</li> <li>▪ Induction of staff volunteers (including parent helpers)</li> <li>▪ A record of staff child protection training</li> <li>▪ Staff training programme</li> <li>▪ Staff meeting records/agenda</li> <li>▪ Governors' minutes</li> <li>▪ Notices on staff notice boards</li> </ul> |  |
| <ul style="list-style-type: none"> <li>▪ Consideration is given to all members of governing bodies undertaking training about child protection <ul style="list-style-type: none"> <li>○ to ensure they have the knowledge and information needed to perform their functions</li> <li>○ understand their responsibilities.</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>▪ A record of governing body child protection training</li> <li>▪ Governors' minutes</li> </ul>   |  |

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| <p><b>Head teachers of schools should ensure that:</b></p>   |  |  |
| <ul style="list-style-type: none"> <li>▪ all staff follow policies and procedures adopted by the Governing Body are fully implemented</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Written School Child Protection Policy and Procedures, regularly reviewed and updated</li> <li>▪ INSET</li> <li>▪ Procedures on staff room wall</li> <li>▪ Procedures in pack for supply teachers</li> <li>▪ Staff handbook</li> <li>▪ Governors' statement on cp in school prospectus/brochure</li> <li>▪ Element of induction procedures</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>▪ sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children</li> <li>▪ Designated person carries out duties</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Timetable</li> <li>▪ Minutes of Governor committee meetings , e.g. finance, personnel</li> <br/> <li>▪ Evidence of records of concerns being kept</li> <li>▪ Copies of referrals made to Social Care in securely kept pupil records away from Education records</li> <li>▪ Copies of CP conference minutes and subsequent actions implemented.</li> <li>▪ Liaison with, copying and forwarding of records to, other schools, as necessary separate from Education records.</li> </ul> |  |
| <p>Staff are knowledgeable about what constitutes abuse and what conditions may be of particular concern<br/>Staff should:</p> <ul style="list-style-type: none"> <li>▪ Know categories are sexual, physical, neglect and emotional <ul style="list-style-type: none"> <li>○ how these categories are defined</li> <li>○ the indicators of abuse.</li> </ul> </li> <li>▪ Be aware that parental substance abuse and domestic violence will be causes for concern.</li> <li>▪ Be aware that children may be abusers</li> <li>▪ Be aware that children may be involved in prostitution and therefore victims of abuse.</li> <li>▪ Be aware of female genital mutilation and that it is an offence.</li> <li>▪ know that forced marriage is an abuse of human rights</li> </ul> | <ul style="list-style-type: none"> <li>▪ Staff handbooks</li> <li>▪ Staff meeting agendas/minutes</li> <li>▪ A record of staff child protection training</li> <li>▪ Staff training programme</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>▪ be alert to possibility of fabricated or induced illness</li> <li>▪ consider whether children are 'young carers' with rights to additional support services</li> </ul> |  |  |
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**N.B. Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except where exercising their disciplinary functions in respect of allegations against a member of staff)**

**Summary - How do you know?**

1. Are we confident that staff volunteers parents and pupils know that our school is a safeguarding environment?
2. Which areas of the school- departments/faculties/phase/curricula/training of the school provide the most effective safeguarding environment?
3. Which areas of the school departments/ faculties/phase/curricula/training are in need of improvement in relation to safeguarding and what plans do you have to develop them?

Action points- what deficiencies or weaknesses need to be remedied?

| Action | By whom | By when |
|--------|---------|---------|
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Appendix 1 – policies relevant to safeguarding children

| <b>LEGALLY REQUIRED</b>  | <b>Notes – (suggested details)</b>  | <b>In place?</b> | <b>Not in place</b> | <b>Person/s responsible</b> | <b>Deadline</b> |
|--|---|------------------|---------------------|-----------------------------|-----------------|
| <b>Action Plan following OFSTED inspection</b>   | Addresses any issues relating to safeguarding   |                  |                     |                             |                 |
| <b>Annual Report to Parents</b>  | Include measures school makes for safeguarding children   |                  |                     |                             |                 |
| <b>Attendance Policy</b>   | Include targets and links with safeguarding   |                  |                     |                             |                 |
| <b>Child Protection</b>  | Detailed procedures familiar to <b>all</b> staff, governors and volunteers, all of whom have a copy.                            |                  |                     |                             |                 |
| <b>Complaints procedure</b>  | Headteacher, Deputy Headteacher and Chair and Vice Chairman of Governors to be thoroughly versed.                               |                  |                     |                             |                 |
| <b>Curriculum</b>  | Include how curriculum contributes to safeguarding children   |                  |                     |                             |                 |
| <b>Discipline (including anti-bullying)</b>  | Include measures taken for safeguarding children; cross- reference to physical restraint policy                                 |                  |                     |                             |                 |
| <b>Health and Safety</b>   | Include measures taken for safeguarding children  |                  |                     |                             |                 |
| <b>Home-school agreements</b>  | Include measures taken for safeguarding children  |                  |                     |                             |                 |
| <b>Minutes of and papers considered at meetings of the governing body and its committees</b> | Includes reviewing and monitoring of safeguarding procedures  |                  |                     |                             |                 |
| <b>Prospectus</b>  | Include information on school's duties and procedures regarding safeguarding children, including name of Designated Officer(s). |                  |                     |                             |                 |
| <b>Race Equality</b>   | Include measures taken for safeguarding children  |                  |                     |                             |                 |
| <b>Risk assessments</b>  | Include measures taken for safeguarding children; evidence of a clear procedures and record keeping systems.                    |                  |                     |                             |                 |
| <b>Sex Education</b>   | Include how curriculum contributes to safeguarding children   |                  |                     |                             |                 |
| <b>Special Educational Needs</b>   | Include reference to safeguarding children, particularly regarding identifying safeguarding needs of individuals                |                  |                     |                             |                 |
| <b>Staff discipline, conduct and grievance procedures</b>                                    | Include details of procedures that must be followed if allegations of abuse are made and information for staff involved         |                  |                     |                             |                 |

| <b>RECOMMENDED</b>   |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>Safe working practices for the protection of children and staff in education settings- boundaries to professional behaviour</b> | * include in department handbooks guidance about which behaviours constitute safe practice and which behaviours should be avoided  |  |  |  |  |
| <b>First Aid, including administration of medicines</b>  | Include details of first aiders and dates of training, including child protection training; protocols agreed with parents/health professionals for individual medical needs                  |  |  |  |  |
| <b>Internet access and use</b>   | Include clear rules regarding what is permissible for staff and pupils and pupil supervision requirements  |  |  |  |  |
| <b>Out of school visits</b>  | Include explicit references to safeguarding children   |  |  |  |  |
| <b>Use of photography and video recording</b>  | Include protocols for displaying photographs, publication in prospectuses, newspapers and guidelines for parents at school events. Parental consent to use of photographs could be obtained. |  |  |  |  |
| <b>Recruitment procedures</b>  | Have rigorous procedure, as detailed in Safeguarding Children and Safer Recruitment in Education, 2007   |  |  |  |  |
| <b>School security</b>   | Measures taken; management of visitors   |  |  |  |  |
| <b>Staff and departmental handbooks</b>  | Include measures school takes for safeguarding children  |  |  |  |  |
| <b>Use of force and restraint</b>  | Clear procedures based on Circular 10/98. Documents LEA/0242/2002 and LEA/0264/2003 should be referred to for more extreme behaviours. Clear recording systems should be in place.           |  |  |  |  |
| <b>Volunteers and occasional visitors</b>  | Include measures school makes for safeguarding children  |  |  |  |  |
| <b>Whistle blowing</b>   | Clear information for staff on steps to take if they have concerns about persons working in school   |  |  |  |  |

\*Further details are available, including model policies, NEOST guidance, documents produced by Investigation and Referral Support Co-ordinator network and more detailed guidelines on [www.teachernet.gov.uk/childprotection/guidance.htm](http://www.teachernet.gov.uk/childprotection/guidance.htm), [www.ncsl.org.uk](http://www.ncsl.org.uk), and teacher union sites.

Reference should be made to 'Safer Recruitment and Safeguarding Children in Education', DCSF 2007

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