

## Safeguarding in education

Your tailored action plan shows your progress towards meeting the self-assessment tool standards based on your responses. It also offers advice on what you can do next to meet the elements that may be missing.

Please note, this information is provided for your school's use only, and cannot be used as a form of accreditation.

### Action plan info

| Organisation name        | Contact name | Created on       | Updated on       |
|--------------------------|--------------|------------------|------------------|
| Ashbourne Primary School | Louise Shaw  | October 11, 2024 | October 18, 2024 |

### Action plan overview

5 Standards

#### Standard 1: 1. Leadership and governance

Elements in place: 8 of 9

##### 1. Does your school have a nominated child protection lead and deputy?

Yes

Every school needs somebody who takes a lead on safeguarding and child protection. They may be known as the:

- Nominated child protection lead
- Designated Safeguarding Officer (DSO)
- Designated Safeguarding Lead (DSL)
- Designated teacher for child protection (DT)
- Designated Safeguarding Person (DSP)
- "Named person" for child protection
- Safeguarding and/or child protection lead.

This role might be shared between more than one person, depending on the size and level of need in your school. There should also be a deputy or deputies who can take over if the nominated child protection lead is absent or unavailable.

> [Have a look at our example role description for a nominated child protection lead](#)

> [See our designated, named and lead officer training courses](#)

##### Comments

PC, HD, LS DSL JW, AB VM Deputy DSL

##### 2. Is the nominated child protection lead trained and supported to enable them to carry out their role?

Yes

The nominated child protection lead and their deputy should be trained to carry out their role, and this training should be refreshed regularly. They should receive ongoing support and supervision from the school governors and senior leadership team. They should be given protected time to enable them to carry out their duties.

> [See our training courses for designated leads in the UK](#)

> [Find out more about the roles and responsibilities of the nominated child protection lead](#)

#### Comments

Annual Safeguarding Training DSL Update training

### 3. Does everyone know who the nominated child protection lead and their deputy are, and how to contact them?

Yes

The nominated child protection lead should make sure everyone in school knows who they are, what their role is and how to contact them. This includes staff, volunteers, parents, children and visitors.

> [View our guidance on school visitors](#)

> [What to include in your safeguarding procedures – who to contact](#)

#### Comments

Child Questionnaire annually Display in corridor

### 4. Do the safeguarding and child protection leaders keep up to date with the latest child protection news and developments?

Yes

Your nominated child protection lead should keep up to date with all the latest developments in safeguarding and child protection, and share relevant information with everyone else in the school, as appropriate.

> [Sign up for monthly alerts about the latest education safeguarding and child protection news](#)

#### Comments

LA Notifications (up to Oct 24) Safeguarding briefings NSPCC notifications

### 5. Does your school have a named governor or trustee for safeguarding and child protection?

Yes

The whole governing body is responsible for ensuring your school meets its safeguarding and child protection duties, but you should have a named governor who takes the lead and liaises actively with your nominated child protection lead.

> [Learn about the roles and responsibilities of the head and school governors](#)

> [View our online training for school governors](#)

#### Comments

KT

### 6. Have all your governors or trustees undertaken child protection training to ensure they have the knowledge and information needed to carry out their responsibilities?

**Information needed to carry out their responsibilities:**

Partially met

All governors and trustees should have enough knowledge to enable them to carry out their statutory duties and be sure the school is complying with safeguarding and child protection requirements.

- > [Read about key safeguarding legislation and guidance for schools](#)
- > [Learn more about the roles and responsibilities of governors in schools](#)
- > [See our child protection training for school governors](#)

**Comments**

KT does annual training All other governors aim to attend annual school training. Two governors attended annual training - Oct 24. Any staff or governors who were unable to attend the October 2024 training are required to complete the NSPCC online training.

**7. Do all your governors or trustees understand the importance of providing children and families with help as soon as a problem emerges, and do they know how the school provides early help?**

Yes

All governors and trustees should be aware of the school's early help offer and know how this support is provided to children and families.

- > [Read more about early help intervention](#)

**Comments**

Early Help offer shared with Governors and on Website

**8. Is safeguarding and child protection regularly discussed at governors' or trustees' meetings?**

Yes

Safeguarding and child protection should be a regular item on the agenda for meetings of the board of governors or trustees. The nominated child protection lead should regularly report to the board about child protection activity in the school.

**Comments**

Standalone agenda item

**9. Does your nominated child protection lead provide governors or trustees with evidence to show that the school meets all its statutory safeguarding and child protection duties?**

Yes

Your governors or trustees are responsible for ensuring the school meets its safeguarding and child protection duties. As part of this, your nominated child protection lead should provide them with appropriate evidence of safeguarding and child protection activity in school. Using the NSPCC's self-assessment tool might form one part of this evidence, as it will help you review and update your safeguarding measures. You should be prepared to show this evidence when your school is inspected.

> [Learn about Ofsted requirements for safeguarding in schools in England](#)

**Related resources**

You can find more guidance on inspections in educational settings for England, Northern Ireland, Scotland and Wales below:

- [guidance for England](#)
- [guidance for Northern Ireland](#)
- [guidance for Scotland](#)
- [guidance for Wales.](#)

**Comments**

Audit every year shared. Discussed at TLC and FGB meetings termly.

**Standard 2: 2. Policies and procedures**

Elements in place: **17 of 18**

**1. Do you have a written safeguarding and child protection policy that sets out your commitment to keeping all children and young people safe?**

Yes

You should have a safeguarding and child protection policy which you review regularly to ensure it complies with national legislation and guidance.

- > [View our tips for writing a safeguarding policy statement](#)
- > [Read up on safeguarding legislation for schools and colleges](#)
- > [Learn more about recognising and responding to abuse](#)

**Comments**

Reviewed and updated annually

**2. Does your school have clear written procedures for responding to child protection concerns?**

Yes

You should have clear child protection procedures which you review regularly, to ensure they are working well in practice and comply with local and national guidance.

- > [Find out more about recognising and responding to abuse](#)
- > [Use our tips and posters to ensure children always feel listened to](#)
- > [See more information about key legislation and guidance for schools](#)

**Comments**

MvConcern

**3. Have all school staff and volunteers read, understood and agreed to follow your safeguarding and child protection policy and procedures?**

Yes

You should gather signatures from all staff and volunteers to show they have read and understood your safeguarding and child protection policy and procedures and agree to follow them.

**Comments**

Staff read and sign via Microsoft forms Governors read and sign at the first FGB meeting each year. Volunteers sign the volunteer induction file which includes safeguarding policies.

**4. Do parents, carers and children know about and understand your safeguarding and child protection policy and procedures?**

Yes

You should make sure parents, carers and children know what steps you are taking to keep children safe, and who to talk to if they have any concerns. This includes sharing your safeguarding and child protection policy and procedures with them in an appropriate way.

**Comments**

Evidence shows that parents report concerns to DALs/Deputy DSLs. Evidence shows that children report concerns to teachers and headteachers as well as the pastoral team.

**5. Do you have a policy and procedures for recording and storing information about child protection concerns?**

Yes

Your school should have a policy and procedures for recording and storing information about child protection concerns. This needs to comply with national legislation and guidance. All staff and volunteers should understand and follow these procedures.

> [See our guidance on keeping and managing records about child protection concerns](#)

**Comments**

MyConcern

**6. Do you take appropriate steps to keep children safe throughout the school day, including when they are not in lessons?**

Yes

Children and young people should be safe at all times when on the school premises, including when arriving at and leaving school. Measures you can take include:

- making sure non-teaching staff, for example lunchtime supervisors and after-school club supervisors, are able to recognise and respond appropriately to child protection concerns
- carrying out appropriate checks on visitors to the school and making sure they know how to recognise and respond to child protection concerns

respond to child protection concerns

- checking that the school site is secure
- identifying 'hot spots' where children may feel less safe and taking appropriate action, for example by improving lighting or making sure staff regularly check unsupervised areas.

> [See information on safeguarding considerations for before and after school](#)

> [Read more about what to consider when receiving visitors in your school](#)

> [Learn more about child protection in schools with our online training course](#)

### Comments

Staff are assigned corridor areas to monitor during playtime. Mid-day supervisors monitor corridors during lunch time.

## 7. Do you put measures in place to keep children safe when off school premises, and respond to safeguarding and child protection incidents that might happen outside school hours?

Yes

Anyone who is leading off-site activities such as school trips or sports activities should carry out a full risk assessment and take measures to mitigate risk.

All adults who will be working with children in off-site school activities must have undergone the appropriate vetting and barring checks (even if they are not employed by your school). You should also make sure appropriate levels of supervision are provided for off-site activities.

You should recognise that your school has a responsibility to respond to safeguarding and child protection issues that may arise outside school hours and this should be reflected in your policies and procedures.

> [Understand more about recommended adult to child ratios](#)

> [Gain an insight into how you can make activities and events safer](#)

> [Find out more about what you need to consider when recruiting staff](#)

> [See information on safeguarding considerations for before and after school](#)

### Comments

HD/LS complete all risk assessments for the school. Safeguarding email address where concerns can be sent. DSLs organise holiday cover to ensure contact can be made throughout holidays.

## 8. Do you take appropriate steps to keep children safe online?

Yes

You should have an online safety policy that sets out the actions you will take to keep children safe online, both in school and outside school.

All school staff and volunteers must know what to do if there is inappropriate or harmful content on a school computer or device, or if they have concerns about a child experiencing online abuse.

> [Find out more about e-safety for schools](#)

> [Develop your skills in keeping children safe online with our training course](#)

**Comments**

Computing curriculum Policy IDT Filtering and Monitoring

**9. Do you have an up-to-date policy and procedures about organising work experience placements for your students, which comply with relevant legislation and guidance?**

N/A

You should review your work experience policy and procedures regularly to ensure they are working in practice and comply with the relevant legislation and guidance.

When organising work experience placements, children's safety should be paramount.

> [Read more about child employment in the UK](#)

**10. Do you have a policy and procedures about taking, storing and sharing photographs and images of children?**

Yes

To protect children from their photograph or image being shared or used inappropriately, you should have a policy and procedures about photography and image sharing which all children, parents and carers understand. This should cover:

- your school taking photos and/or videos of pupils
- parents taking photos and/or videos of their own children
- children taking photos and/or videos of each other.

> [View our guidance for photography and sharing images](#)

**Comments**

Parental consent obtained annually.

**11. Do your safeguarding and child protection leaders have a good working knowledge of local safeguarding arrangements and multi-agency safeguarding and child protection procedures?**

Yes

Your nominated child protection lead, safeguarding and child protection governor or trustee and senior leadership team should regularly review the local authority's safeguarding and child protection guidance and ensure their knowledge is up to date.

Your nominated child protection lead and their deputy/deputies should be given protected time to liaise and network with the local authority children's social care and other child protection professionals in the local area.

> [Read about best practice around multi-agency working](#)

**12. Does your school contribute effectively to local child protection inter-agency processes such as multi-agency child protection meetings?**

Yes

You should review your school's role in multi-agency child protection teams, to ensure you are following local and statutory guidance and taking a proactive role in keeping children safe.

> [Read about best practice around multi-agency working](#)

**Comments**

Training Records Knowledge Sharing Multi-Agency Collaboration: Records of leaders attending strategy meetings, case conferences, or working closely with other agencies such as social services, police, and health professionals to ensure coordinated safeguarding responses.

**13. Does your school work with other agencies to provide children and families with support as soon as a problem emerges?**

Yes

Children and families should be provided with support as soon as a problem is identified, regardless of the child's age or stage of development. You should have a written process for identifying and assessing individual needs and working with other agencies to provide appropriate support. This should include an escalation process for involving children's social care as appropriate.

> [Learn about the different types of early help and why it is important](#)

**Comments**

Pastoral team/DDSLs

**14. Do your safeguarding and child protection leaders know how to escalate concerns if they do not think another agency is taking appropriate action to keep a child safe?**

Yes

Your nominated child protection lead and deputy, safeguarding and child protection governor or trustee and senior leadership team should all know the local authority's procedures for escalating concerns and be confident about following them in order to keep children safe.

> [Read about responding to abuse](#)

> [Training for schools](#)

**Comments**

DSLs have escalated concerns in the past

**15. Do you have a complaints procedure, which is easily available to parents and carers?**

Yes

You should make sure parents and carers know about your complaints procedure so that they know what to do if they need to raise a concern. The complaints procedure should include information about what parents and carers can do if they are not satisfied with the school's response to a complaint.

**Comments**

On the website

**16. Does your procedure for responding to complaints include clear instructions on what to do if a safeguarding or child protection concern is raised?**

Yes

Your complaints procedure should be publicly available, so that anyone making a complaint knows it will be taken seriously.

Make sure all your staff and volunteers understand and follow the complaints procedure and are able to recognise and respond to any child protection issues that may arise.

> [Learn more about identifying concerns, responding to disclosures and reporting these](#)

**Comments**

Yes, the complaints procedure does include instructions for handling safeguarding or child protection concerns. It specifies that such complaints are referred directly to the safeguarding procedures outlined in the Child Protection and Safeguarding Policy.

**17. Does your school have a whistleblowing policy and procedures, which set out the steps you will take if wrongdoing is reported?**

Yes

Your school should have a clear whistleblowing policy and procedures, which are easily available for all staff and volunteers.

> [Find out more about whistleblowing and the Whistleblowing Advice Line](#)

**Related resources**

See what the government's advice on whistleblowing is in England, Northern Ireland and Wales:

- [guidance on whistleblowing for employees](#)
- [guidance for maintained schools in England](#)
- [guidance for grant aided schools in Northern Ireland](#)
- [guidance for governors in Wales.](#)

**18. Do all school staff and volunteers know how to raise concerns about wrongdoing and feel supported in doing so?**

Yes

All your staff and volunteers should understand their responsibility to report concerns about wrongdoing. Everyone should know how to report these concerns and be confident that they will be listened to and that appropriate action will be taken.

Your safeguarding and child protection policy should include information about what to do and who to contact if child protection concerns are not acted on appropriately.

**Comments**

Induction file for volunteers LADO flowchart - staffroom

## Standard 3: 3. Recognising and responding to child protection

Elements in place: **19 of 19**

### 1. Are all your staff and volunteers able to recognise the signs of abuse and neglect?

Yes

You should ensure your staff and volunteers are fully trained to recognise the signs of domestic abuse, emotional abuse, physical abuse (including fabricated and induced illness), sexual abuse and neglect.

You should provide more specific training on any forms of abuse which might particularly affect the children you work with, including those listed above. This training should be refreshed regularly.

- > [Learn more about the different types of child abuse](#)
- > [Recognising and responding to abuse and neglect](#)
- > [See our child protection in schools elearning course](#)

#### Comments

Volunteers required to read all safeguarding policies as part of induction.

### 2. Do all your staff and volunteers know how to respond to a direct disclosure of abuse or neglect?

Yes

It's important that all the adults in your school know how to respond appropriately if a child talks to them about experiencing abuse or neglect, so that children feel supported to speak out.

- > [Apply our tips and use our posters to show children you're there to listen to them](#)
- > [Learn to navigate difficult conversations with children about abuse using an interactive tool](#)

#### Comments

Volunteers required to read all safeguarding policies as part of induction.

### 3. Are all staff and volunteers confident about reporting child protection concerns?

Yes

As part of their child protection training, all your staff and volunteers should be taught how to report child protection concerns. This should include making it clear that all concerns should be reported, regardless of whether a child has made a direct disclosure. This training should be refreshed regularly.

- > [Learn more about responding to disclosures and reporting concerns](#)
- > [Develop skills with our child protection training course for school staff and volunteers](#)

### 4. Do staff and volunteers at different levels understand their own role and responsibilities regarding safeguarding

**and child protection?**

Yes

Make sure all staff and volunteers understand what their safeguarding and child protection responsibilities are, and who they need to speak to if they are unsure what to do about a child protection concern.

- > [Read more about roles and responsibilities in educational settings](#)
- > [Take a look at our child protection elearning course for school staff and volunteers](#)

**5. Do you make sure all visitors to the school know how to report concerns about a child's welfare?**

Yes

You should ensure everybody visiting school knows who your nominated child protection lead is and how to contact them or their deputy if they are worried about a child.

- > [See more information about school visitors and safeguarding](#)

**6. Do all your children and young people feel comfortable about raising concerns with an adult? Are they confident that they will be listened to, taken seriously and responded to appropriately?**

Yes

Make sure all children and young people are regularly given appropriate opportunities to speak to an adult if they are worried about anything, and are reminded that all adults in school are there to listen to them. Use a range of different approaches and mediums to do this.

You should put measures in place to support children and young people with communication difficulties and empower them to speak out.

- > [Use our evidence-informed resources to ensure children always feel listened to](#)
- > [Find out what to do if you're worried a child is experiencing or has experienced abuse](#)
- > [Read more about how you can safeguard d/Deaf and disabled children](#)

**Childline resources**

Childline's Deaf Zone has lots of useful information that you can share with children and young people who may be d/Deaf or hard of hearing.

- > [Go to Childline's Deaf Zone](#)

**Comments**

What happens when the children report a concern is regularly discussed in assemblies, in the classroom and through the curriculum regularly.

**7. Does your school have a clear confidentiality policy which everyone is aware of and understands?**

Yes

Children should always be given the opportunity to decide whether they agree to their personal information being

shared.

But if there are any concerns about a child's welfare, adults need to share information in order to keep the child safe – even if the child asks them not to.

Adults in school should never promise to keep what a child tells them a secret. If children need confidential support, encourage them to contact Childline.

> [Understand more about getting consent and sharing information without consent](#)

#### Childline resources

The Childline website provides a range of resources and online tools for children and young people to use as well as support and advice through via phone or 1-2-1 counsellor chats online.

> [Share the Childline website](#)

### **8. Does your school have measures in place to prevent and respond to all forms of child-on-child abuse, inside and outside school?**

Yes

Every school should take steps to prevent and respond to all forms of harmful behaviour between children, including bullying and problematic or harmful sexual behaviour. You should have clear policies and procedures that set out your approach.

You should make sure all staff, volunteers, parents and carers understand what harmful behaviour between children looks like, how and why it might take place, and how its different forms are related.

> [Find out how to prevent and respond to harmful sexual behaviour, including peer-on-peer sexual abuse](#)

> [Learn more about bullying and cyberbullying](#)

> [Read about the stages of sexual development](#)

> [Find out what to do if there is an allegation made against a child](#)

> [See our training courses on managing sexualised behaviour in schools](#)

#### **Comments**

Policy

### **9. Do you regularly review your measures to tackle child-on-child abuse, to ensure they are working effectively?**

Yes

You should review all your child-on-child abuse policies and procedures regularly, to see how they are working in practice and what you can do to improve your school's response. This should include your measures to tackle bullying and harmful sexual behaviour, including peer-on-peer sexual abuse.

> [Learn more about preventing and responding to harmful sexual behaviour, including peer-on-peer sexual abuse](#)

> [Read more about preventing bullying and cyberbullying](#)

> [Have a look at our training courses on harmful sexual behaviour in schools](#)

**Comments**

Monthly safeguarding review meetings

**10. Are your board of governors or trustees aware of the measures you are taking to prevent and respond to child-on-child abuse?**

Yes

An appropriate member of the senior leadership team should regularly report to the governors or trustees about all activity related to harmful behaviour between children that's going on in school, including an evaluation of its success.

- > [Read more about protecting children and young people from harmful sexual behaviour, including peer-on-peer sexual abuse](#)
- > [Ensure children and young people are safe from bullying with our safeguarding information](#)
- > [Find out more about our training on harmful sexual behaviour](#)

**11. Do you have measures in place to support children who have been affected by child-on-child abuse?**

Yes

Your staff and volunteers should understand how harmful behaviour can impact on the wellbeing of any children involved. You should take appropriate measures to support all children and young people who are involved in harmful behaviour.

- > [Find out how to respond to incidents of harmful sexual behaviour, including peer-on-peer sexual abuse](#)
- > [Understand more about sexual behaviour in children](#)
- > [Find out how to keep children and young people safe from bullying](#)
- > [Take our training course to understand more about managing sexualised behaviour](#)

**Comments**

Pastoral team

**12. Does your school have appropriate measures in place to identify and protect children at risk of county lines?**

Yes

Make sure your staff and volunteers understand that county lines is a form of abuse, and are able to recognise and respond to the signs that a child might be being exploited by a county lines gang. Staff and volunteers should understand the grooming dynamics surrounding involvement with county lines.

- > [Find out more about how you can protect children from county lines](#)

**13. Are you taking steps to protect children who may be at risk of or experiencing trafficking?**

Yes

Child trafficking is child abuse. Staff and volunteers should be trained to recognise and respond appropriately to concerns about any form of child trafficking.

- > [Read more about the impact of child trafficking and how to recognise it](#)
- > [See more information on preventing county lines](#)

#### **14. Do you have measures in place to protect children from sexual exploitation?**

Yes

School staff and volunteers should be trained to recognise and respond appropriately to concerns about child sexual exploitation. They should understand how children are groomed into sexual exploitation and the dynamics of the relationships they may have with their abuser.

- > [Learn about behavioural indicators, signs and risks associated with child sexual exploitation](#)

#### **15. Do all your staff and volunteers know how to recognise and respond appropriately to concerns about online abuse?**

Yes

You need to take action about online abuse, whether it happens in or out of school. Make sure all your staff and volunteers understand the different forms online abuse can take and are able to recognise and respond to concerns.

- > [View our e-safety information for schools](#)
- > [See our advice for dealing with sexting concerns](#)
- > [Enhance your child protection skills with our online safety training](#)

#### **16. Does everyone in your school know what to do if they find inappropriate or harmful content on a school computer or device?**

Yes

You should have clear and widely available procedures for children, staff and volunteers to follow if they find inappropriate or harmful content on a school computer or device. Make sure everyone understands these procedures and is able to follow them.

- > [See our information and resources on e-safety](#)
- > [Learn more about reporting concerns about sexting](#)
- > [Find out more about our online safety training course](#)

#### **17. Does your school recognise that certain practices linked to culture, faith and beliefs may put children at risk of abuse, and act appropriately to keep children safe?**

Yes

Practices such as female genital mutilation (FGM), forced marriage and breast ironing or breast flattening are forms of abuse. Some other cultural practices may also put children at risk of harm.

You should ensure your staff and volunteers understand what these practices are and can recognise and respond appropriately to any child protection concerns that are linked to culture, faith and beliefs.

- > [Find out more about protecting children from FGM](#)
- > [See our resources for safeguarding in faith communities](#)
- > [View a summary of how you can improve practice around culture and faith](#)
- > [Use our training resource to understand more about safeguarding in black and minority ethnic \(BME\) communities](#)

### **18. Does your school meet its duty to protect children and young people from radicalisation and extremism?**

Yes

School staff and volunteers should be trained to recognise and respond to concerns about radicalisation.

Schools in England, Scotland and Wales must meet the requirements of the Prevent duty.

- > [Find out more about radicalisation and the Prevent duty](#)

### **19. Do you take appropriate steps to stop children receiving, accessing or coming across extremist material?**

Yes

You should take appropriate steps to mitigate the risk of children receiving, accessing or coming across extremist material. This includes having appropriate web filtering systems to ensure children cannot view extremist material online.

- > [Learn more about protecting children from radicalisation](#)

#### **Comments**

IDT - filtering and monitoring of devices in school

**Standard 4: 4. Supporting children and families**

Elements in place: **23 of 23**

**1. Does your school have a culture of mutual respect and support?**

Yes

You should be proactive about encouraging children, young people and adults to treat each other with respect and promoting healthy relationships. Make sure all adults in school are approachable and that children know they can talk to any member of staff if they are ever worried about anything.

> [Learn more about promoting healthy relationships](#)

**Related resources**

You can read the Scottish Government's guidance on developing a positive whole school ethos and culture in Scotland on their website.

> [Find out more](#)

**Comments**

Respect is one of the school's PRAISE aims.

**2. Do you listen to and take account of children and young people's views?**

Yes

You should actively consult with children and young people about any changes that may affect their experience of school life.

Talk to children regularly about how safe they feel at school and what you can do to improve things.

Make sure safeguarding and child protection issues are discussed regularly at school council meetings.

**Comments**

Pupil voice Feedback from monitoring

**3. Do you proactively promote mental wellbeing and encourage children to talk to an adult if there is ever anything worrying them?**

Yes

You should help children understand that mental health fluctuates in the same way as physical health and that it's important to get support if they are ever struggling with their mental health.

> [Learn more about how to best support children with their mental health and wellbeing](#)

**Comments**

Whole School topic Full-time pastoral team

**4. Does your school recognise that some children may experience extra challenges which can have an impact on**

**4. Does your school recognise that some children may experience extra challenges which can have an impact on their welfare and do you put measures in place to support them and promote diversity?**

Yes

All staff and volunteers should understand the extra challenges that some children experience and how this can have an impact on their welfare. This might include disabled children, children from Black, Asian and minority ethnic communities, and LGBTQ+ children and young people.

The school should take proactive steps to challenge ableism, racism, homophobia, biphobia and transphobia. You should make sure all children feel safe while in school and are able to talk to any member of staff if they are struggling with anything.

- > [Learn more about safeguarding d/Deaf and disabled children](#)
- > [Read our information on safeguarding children from Black, Asian and minoritised ethnic communities](#)
- > [Find out more about safeguarding LGBTQ+ children and young people](#)

### Comments

Behaviour and Wellbeing Plans Pastoral team

**5. Are safeguarding and child protection issues embedded throughout the school curriculum?**

Yes

Your curriculum should include opportunities to talk to children and young people about issues such as online safety, mental health and healthy relationships.

Ensure teachers have the confidence and skills to discuss these topics with children and consider working with local organisations who can support and enhance this work.

- > [Explore our selection of free teaching resources and lesson plans](#)
- > [Learn more about promoting healthy relationships in school](#)
- > [Read our advice on how to have difficult conversations with children](#)
- > [Find out more about our Speak out Stay safe programme](#)

**6. Is your school safeguarding curriculum relevant to a diverse range of groups, including disabled children, those from Black, Asian and minority ethnic communities and LGBTQ+ children and young people?**

Yes

Topics such as relationships and sex education need to be relevant to all children. Discussions about healthy relationships, for example, should include examples of all types of relationships so that all children can be represented and apply what they are learning to their own relationships.

- > [Learn more about promoting healthy relationships](#)
- > [Find out more about safeguarding d/Deaf and disabled children](#)
- > [Read our information on anti-racist practices](#)
- > [Find out more about safeguarding LGBTQ+ children and young people](#)

**Comments**

Mutual Respect promoted throughout the curriculum

**7. Does your school have a proactive and accessible pastoral support system for all children and young people?**

Yes

All children and young people should know who is responsible for pastoral care in the school and be able to contact them whenever they need to. The pastoral care service should be fully accessible and inclusive.

> [Learn more about child mental health and wellbeing](#)

> [Find out more about consent when sharing information about children](#)

**Comments**

Full-time pastoral team

**8. Do you actively promote services such as Childline for children and young people who want confidential support and/or who feel unable to talk to adults in school?**

Yes

The pastoral care team should be clear with children that they cannot promise to keep secrets, and may sometimes need to share information about a child with other adults who can help. Children who want to talk confidentially should be encouraged to contact Childline.

> [Learn more about child mental health and wellbeing](#)

> [See our advice on seeking consent to share information](#)

Childline resources

> [Find out more about Childline](#)

> [Download our free Childline information posters](#)

**Comments**

NSPCC assemblies Childline Number on Safeguarding display

**9. Do the pastoral care team work with the nominated child protection lead to respond any safeguarding and child protection issues and provide children with appropriate support?**

Yes

The pastoral care team and nominated child protection lead should meet frequently to discuss any children who may be vulnerable to abuse and neglect and/or need extra support and agree what action needs to be taken to support them and monitor progress.

> [See our guidance on recognising and responding to abuse](#)

**Comments**

The pastoral team are DDSLs

**10. Is support provided to children and families as soon as a problem emerges?**

Yes

Make sure all school staff and volunteers know about your early help offer, are able to recognise when children and families need support, and know who to talk to if they think a family needs support.

Your nominated child protection lead and early help coordinator should be fully trained to provide early help and escalate concerns to children's social care if necessary.

> [Learn more about early help or early interventions](#)

> [Learn more about child mental health and wellbeing](#)

**Comments**

Pastoral team have positive relationships with our families.

**11. Do you proactively build good relationships with parents and carers, helping them build an understanding of safeguarding and child protection issues and working together in the best interests of every child or young person?**

Yes

Plan activities to welcome parents and carers into school and help them learn about keeping their children safe.

You should make sure parents and carers know about and understand your school's safeguarding and child protection policies and procedures. Promote early help services to parents and carers, so they understand what support is available through school and know who to ask if they need help.

> [See our leaflets and resources to share with parents](#)

**12. Do you take steps to support children and families who are facing challenges such as domestic abuse, parental mental health issues and/or parental substance misuse issues?**

Yes

It's important that all school staff and volunteers are able to recognise and respond to concerns about children whose families are experiencing adversity. This includes providing appropriate support and prioritising children's welfare.

If a child's parents or carers are experiencing challenges such as mental health problems and/or substance misuse problems, this can have an impact on the child's wellbeing. Being exposed to domestic abuse in childhood is child abuse and should be responded to appropriately, by following your safeguarding and child protection procedures.

The nominated child protection lead and/or early help coordinator should work with other organisations to provide support for families and the wellbeing of each child must be prioritised.

> [Find out more about early help or early intervention](#)

> [Learn more about supporting children and families at risk](#)

**Comments**

Use of outside agencies when needed Pastoral team

**13. Do you monitor children and young people's attendance and have clear procedures that are followed when a child's absence causes concern?**

Yes

All school staff should understand the child protection risks associated with children missing education and know what action to take if a child hasn't been in class, whether this is because they are absent for the whole day or part of the day.

The nominated child protection lead and pastoral care team should be aware of any children and young people who may be at risk of missing education and put measures in place to support them.

The nominated child protection lead should follow national guidance when there are concerns about a child or young person missing education.

**Related resources**

You can read the statutory guidance about children missing education for England and Scotland below:

- [guidance for local authorities in England](#)
- [guidance for Scotland](#).

**Comments**

New attendance policy 3 weekly attendance reviews Attendance talked about at monthly safeguarding meetings.

**14. Do you give children and young people opportunities to talk about and reflect on any upsetting experiences?**

Yes

It's important to give children the opportunity to talk through anything that might be upsetting for them, discuss how they're feeling and encourage them to seek support whenever they need it.

> [Read our advice on how to have difficult conversations with children](#)

**Comments**

1:1 pastoral support provided Group work Circle time

**15. Does your school work with other agencies as appropriate to support children who have experienced abuse?**

Yes

It's vital that children who have experienced abuse get the right support, at the right time, to help them get back on track. You should work with agencies such as the NSPCC and children's social care to make sure children who have experienced abuse are receiving the support they need.

- > [Learn more about how childhood trauma affects child brain development](#)
- > [Find out about our services helping children to recover after experiencing abuse](#)
- > [Read more about multi-agency and interdisciplinary working](#)

**Comments**

Crossroads working with children in school. LAC/PEP meetings Social Workers

**16. Do you take extra measures to protect disabled children from abuse?**

Yes

Children who have disabilities are at increased risk of being abused compared with their non-disabled peers. It's important that all staff and volunteers are trained to understand why disabled children are at greater risk and what they can do to protect disabled children from abuse.

> [Learn more about safeguarding d/Deaf and disabled children](#)

> [Learn more about safeguarding children with special educational needs and disabilities \(SEND\)](#)

**17. Do you have a policy and procedures for supporting children with continence issues and providing intimate care as appropriate?**

Yes

If a child or young person has continence issues or intimate care needs, you should work with parents, relevant health professionals and the child or young person themselves to develop a care plan.

Children and young people with continence issues and intimate care needs should be treated with respect and supported to develop as much independence as possible.

Staff who carry out intimate care should be named on a child's care plan and nobody else in school should provide intimate care. Staff who provide intimate care should have undergone the relevant checks, be fully trained and supervised appropriately.

> [Learn more about safeguarding and continence issues](#)

**18. Are you aware of children and young people who are living in care or private fostering or have done so in the past, and are there measures in place to give them the support they need?**

Yes

You should keep an up-to-date record of who has parental responsibility for all your school's children and young people, and know which children are "looked after" (living in care) or living in private fostering.

You should work with the local authority and other agencies to ensure children and young people in care are getting the support they need, following national legislation and guidance.

You should make sure all staff and volunteers understand why children and young people who are or have been in care need extra support, and how to provide appropriate support.

> [Learn more about safeguarding and looked after children](#)

**Related resources**

Read the related government guidance on safeguarding and looked after children in England, Northern Ireland, Scotland and Wales below:

- [guidance on promoting the education of looked after children in England](#)

- [guidance on the designated teacher for looked after and previously looked after children in England](#)
- [guide for educators of care-experienced children and young people in Northern Ireland](#)
- [guidance on services in relation to children at risk of becoming looked after in Scotland](#)
- [guide for the designated person for looked after children in schools in Wales.](#)

**Comments**

HD/LS nominated LAC/PEP Designated teacher

**19. Do you have appropriate measures in place to enable you to identify, support and protect any unaccompanied asylum seeking children in your school?**

Yes

Unaccompanied asylum seeking children (UASC) are likely to have experienced trauma. They may also face extra challenges as they seek asylum in the UK and may be vulnerable to further abuse. You should work with other agencies such as children's social care to ensure you are taking the right steps to keep these children safe.

**Related resources**

Read related government guidance on safeguarding unaccompanied asylum seeking children in England, Northern Ireland, Scotland and Wales below:

- [guidance on the care of unaccompanied migrant children and child victims of modern slavery in England](#)
- [guidance on protecting unaccompanied children and child victims of human trafficking and modern slavery in Northern Ireland](#)
- [guidance on refugees, asylum seekers and unaccompanied children in Scotland](#)
- [guidance on unaccompanied asylum seeking children in Wales.](#)

**20. Do all your staff and volunteers understand how to recognise and respond to concerns about a child's mental health and know what to do if they are worried about a child's safety?**

Yes

You should have clear procedures to help staff and volunteers recognise and respond to child mental health concerns. You should make sure all adults in school are trained to respond to and support children with mental health issues, and know what their responsibilities are.

> [Learn more about child mental health](#)

**21. Do all your staff and volunteers understand that there may be many reasons why children and young people display behaviour perceived to be challenging and are they able to respond appropriately?**

Yes

You should have a clear behaviour management policy and procedures and review these regularly to ensure they are working in practice and comply with national legislation and guidance.

You should train staff and volunteers to understand why children might display behaviour perceived to be challenging, and make sure all adults in school have the skills and confidence to respond appropriately.

> [Download example behaviour codes of conduct for children and young people](#)

**Related resources**

Read the government guidance on behaviour management in schools in England, Northern Ireland, Scotland and

Read the government guidance on behaviour management in schools in England, Northern Ireland, Scotland and Wales.

- [guidance on behaviour and discipline in schools in England](#)
- [guidance on promoting positive behaviour in schools in Northern Ireland](#)
- [guidance on relationships, learning and behaviour for schools in Scotland](#)
- [guidance on behaviour and discipline in schools in Wales.](#)

**22. Do you take appropriate steps to ensure that any use of reasonable force to control or restrain children and young people complies with national legislation and guidance?**

Yes

You should have a clear policy and procedures on the control and restraint of children and young people, which you review regularly to ensure it is working in practice and complies with national legislation and guidance.

You should ensure all staff and volunteers (including supply staff) understand and are trained to follow this policy and procedures.

You should keep a written record of the use of any physical intervention. These records should be reviewed regularly by your senior leadership team and governors, to review the way physical intervention is used in school, reflect on trends or issues and inform future practice.

> [Learn more about protecting children from physical abuse](#)

Related resources

Read the government guidance on the use of reasonable force in schools in England, Northern Ireland, Scotland and Wales:

- [guidance on the use of reasonable force in schools in England](#)
- [guidance on the use of reasonable force in schools in Northern Ireland](#)
- [the Children and Young People's Commissioner for Scotland's investigation into restraint and seclusion in Scotland's schools \(PDF\)](#)
- [guidance on the use of reasonable force and searching for weapons for schools in Wales.](#)

**23. Does your school take steps to safeguard children who are excluded from school?**

Yes

You should prioritise children's welfare at all times, and consider whether you need to take steps to protect excluded children from abuse and neglect. For example there might be abuse within their family, they might be at risk online, or they might be at risk of being groomed by other adults into criminal or sexual exploitation.

You should work with other agencies such as children's social care and the police as appropriate, to make sure children who are not in school are safe.

> [Find out more about child abuse and neglect](#)

**Standard 5: 5. Adults working with children**

Elements in place: **9 of 9**

**1. Does your school have policies and procedures in place that clearly set out how you will recruit staff and undertake end-of-statement checks to check they are suitable to work with children?**

**volunteers and what steps you will take to check they are suitable to work with children:**

Yes

You should have a written policy and procedures for safer recruitment, which you review regularly to ensure you are following best practice and complying with national legislation and guidance.

You should ensure appropriate checks are carried out for any adult who is working with children.

> [Find out more about safer recruitment](#)

> [Take our safer recruitment training](#)

**Comments**

Safer recruitment training Policy

**2. Are all your hiring managers trained to follow safer recruitment processes?**

Yes

Everyone who is responsible for recruiting staff and volunteers should be trained to make sure they understand and are able to follow the principles of safer recruitment.

> [Take our safer recruitment in education training](#)

**3. Do you keep a central record of all checks carried out on staff, including supply and agency staff?**

Yes

The school should keep an up-to-date central record of all checks carried out on staff.

> [Learn more about vetting and barring checks](#)

**4. Do you take appropriate measures to make sure any adults visiting school are suitable to work with children?**

Yes

You should have a policy and procedures which set out what safeguarding and child protection measures need to be taken when adults are visiting school, including carrying out the appropriate vetting and barring checks.

> [Find out more about safeguarding and school visitors](#)

**5. Does your school have a code of conduct for staff and volunteers that everyone has read, understood and agreed to follow?**

Yes

You should have a code of conduct for all staff and volunteers, which they all understand and agree to follow. You should review this regularly to ensure it is up-to-date and reflects current issues, for example what contact is appropriate and inappropriate via social media.

> [Download an example behaviour code for adults working with children](#)

**Comments**

Sent out to staff. All staff respond to a Microsoft form to say they have read and understood the policy.

**6. Do you have clear procedures for managing allegations of abuse against a member of staff or volunteer?**

Yes

You should regularly review your procedures for managing allegations of abuse against an adult working with children to ensure they are working in practice and are compliant with national legislation and guidance.

> [Learn more about preventing abuse by someone in a position of trust or authority](#)

> [Learn more about managing allegations of abuse](#)

**7. Do all staff and volunteers know what to do if they are concerned about the behaviour of another adult in school?**

Yes

Make sure everyone knows what to do if they are concerned about someone else's behaviour towards a child. Regularly remind all staff and volunteers of the procedures for raising a concern about another member of staff or volunteer.

Make sure all relevant managers are trained to manage allegations of abuse against someone working with children.

> [Learn more about managing allegations of abuse](#)

> [Take our training on managing allegations of abuse](#)

**8. Do you take appropriate steps to respond to any concerns that a member of staff or volunteer might have been involved in an incident outside school, which did not involve children but could have an impact on their suitability to work with children?**

Yes

If a member of staff or volunteer has behaved inappropriately towards other adults (inside or outside school), you should consider whether this has an impact on their suitability to work with children and what measures you need to take in order to keep children safe.

**9. Have all school staff and volunteers completed safeguarding and child protection training that is appropriate to their role, and is this regularly updated?**

Yes

All staff and volunteers must have undertaken safeguarding and child protection training that is appropriate to their role, and their knowledge should be regularly updated to make sure they are able to recognise and respond appropriately to all forms of abuse.

It's best practice for the school to keep a record of who has completed training and when, and review this regularly to make sure everybody is up-to-date.

> [View our safeguarding and child protection training for schools](#)

> [Sign up for Safeguarding in Education Update](#) and keep your skills and knowledge up-to-date with the latest education safeguarding and child protection news