

## Bloomfield Education Services Ltd

### Essential safeguarding and CP measures: Safeguarding and child protection in education settings

The information below identifies what every education setting **must** have in place to comply with current statutory guidance and local best practice. It also identifies some additional (and recommended) provision that is not required, but is important to secure strong safeguarding provision.

**Acronyms:** CP: Child Protection DSL: Designated Safeguarding Lead; NG: Nominated Governor; LSCB: Local Safeguarding Children Board; LA: Local Authority

What is needed: Essential; desirable	Evidence that provision is in place: what? where? Evidence of effectiveness: what? where?	Additional actions / provision needed
Clear policies, strategies and procedures to ensure the safeguarding and welfare of pupils, including those relating to behaviour, anti-bullying (including explicitly dealing with homophobic and transgender bullying), health and safety, harassment and discrimination and meets all required duties		

<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Child protection policy</li> <li>• Code of conduct (or equivalent) for staff and other adults working in school</li> <li>• Behaviour policy including anti-bullying</li> <li>• Information provided to parents and carers about relevant policies</li> <li>• Health and Safety Policy</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>• 'What to do' flowchart (with names) displayed in staff and other areas</li> <li>• Regular updates/reminders to parents and carers about relevant safeguarding policies and provision</li> </ul>		
<p>Has established clear management responsibilities in relation to child protection including relevant designated staff</p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ All adults working in the school know who is the DSL and Deputy DSL, and what to do if they have a concern and neither is available</li> <li>▪ All adults clearly understand how to pass on any concerns about possible abuse or inappropriate conduct by an adult working in the school and who to report this to</li> <li>▪ AAB carries out an annual review of safeguarding practice</li> </ul>		

<p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>▪ Names of DSL and Deputy DSL inserted in the 'What to do...' flowchart displayed</li> <li>▪ Current version of allegations flowchart displayed in staff areas</li> </ul>		
<p>School monitors and evaluates the effectiveness of its policies and practices</p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ Complete an annual safeguarding audit form (using LA process if there is one locally), with Lead Governor / AAB member fully involved</li> <li>▪ AAB regularly reviews policy and practice in the school, including progress on safeguarding action plan</li> <li>▪ Check on views of pupils and parents/carers</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>▪ Regular liaison between DSL and Lead AAB member, including challenge as well as support by AAB member</li> <li>▪ Carry out regular pupil survey including safeguarding issues</li> </ul>		
<p>Ensures that adults working with pupils are appropriately recruited and vetted; and understand and act on principles of safer working practice</p>		

<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ Written Recruitment Policy, known to all and reflecting best practice guidance including provisions set out in KCSiE</li> <li>▪ Recruitment Policy adhered to in all recruitment and where relevant the ‘disqualification by association’ provisions for those working in early years and childcare for under 8s.</li> <li>▪ All interview panels include someone who has completed safer recruitment training within past 5 years</li> <li>▪ Written Code of Conduct for Safer Working Practice for all adults working in the school, known to all</li> <li>▪ Single Central Record of Recruitment and Vetting Checks in place, in correct format and kept up to date</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>▪ Staff training for all adults working in the school on safer working practice</li> <li>▪ Headteacher has successfully completed Safer Recruitment training within past 5 years</li> </ul>		
<p>Ensures that adults receive up-to-date, high quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils</p>		

<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ Every adult working in the school has received CP training at level recommended by LSCB on appointment, and then refreshed at regular intervals; and knows what to do if they are concerned about a pupil</li> <li>▪ DSL has received multi-agency CP training in accordance with local (LA or LSCB) guidance including regularly updating knowledge at intervals recommended by LSCB, updated at least every 2 years</li> <li>▪ All adults know how to report any concerns about possible abuse by adults working in the school</li> <li>▪ At least one person in EYFS provision has completed full paediatric first aid training</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>▪ Record of when each adult working in the school had child protection training, including outline detail of content</li> <li>▪ All certificates evidencing required training are available in school</li> <li>▪ More than one person in EYFS provision has completed full paediatric first aid training</li> </ul>		
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<p>Encourages and enables pupils to report any concerns or complaints including concerns about poor or abusive practices Supports pupils to develop their self-esteem, to recognise risky situations, and to know how to keep themselves safe</p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ Clear messages (both verbal and visual) for pupils about who to talk to</li> <li>▪ Information routinely provided to all parents (eg through school website, newsletters, prospectus, using local information)</li> <li>▪ Clear understanding by all staff of issues such as FGM, CSE, and radicalisation, including understanding what action they need to take</li> <li>▪ Awareness of local procedure for reporting concerns about children who may be missing</li> <li>▪ Clear provision within curriculum delivery to enable and support pupils to recognise and cope with risky situations</li> <li>▪ Secure entrances to building</li> <li>▪ Checking ID of all unknown professional school visitors, and DBS checks where required</li> <li>▪ Visitors signing in and out</li> <li>▪ Staff / visitors' badges</li> </ul> <p><b>Desirable:</b></p>		
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<ul style="list-style-type: none"> <li>▪ Written Health and Safety risk assessment of site and buildings kept up to date</li> <li>▪ Clear provision within pastoral system of support and services for pupils dealing with difficult situations</li> </ul>		
<p>Ensures that the school is in a strong position to identify and take appropriate action for pupils who have been abused or are at risk of being abused; and those who for whom there may be other welfare concerns. Record information relevant to safeguarding concerns clearly and accurately and shares it appropriately, both internally and with other agencies</p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ Record-keeping policy and procedure for all child welfare and child protection concerns</li> <li>▪ Up to date standard form for all adults to use to record concerns across child welfare and CP spectrum, compliant with local guidance</li> <li>▪ All adults working in the school know how to access and use the recording form</li> <li>▪ Prompt and appropriate action is taken as needed on child welfare and CP concerns</li> </ul>		

<p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>▪ Regular audit of child welfare and CP record system carried out by DSL with Lead AAB member to for quality assurance purposes</li> <li>▪ Training provided for all staff to support them to make high quality welfare and CP records</li> </ul>		
<p>Helps pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk, for example:</p> <ul style="list-style-type: none"> <li>○ When handling hazardous equipment and materials</li> <li>○ Looking after themselves during outdoor activities</li> <li>○ When attending alternative educational or work-related provision</li> <li>○ Using the internet</li> <li>○ If they come into contact with groups that encourage the use of violence</li> </ul> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ E-safety policy for everyone in school, known to everyone</li> <li>▪ Health and Safety Policy</li> <li>▪ Guidance for pupils through PSHE, SRE</li> <li>▪ All staff and AAB members understand what is required of them to enable the</li> </ul>		



school to meet its 'prevent' duty		
<p><i>Additional for schools with EYFS provision:</i></p> <p>Ensures that appropriate adults have up to date relevant paediatric first aid training</p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>▪ At least one member of staff working with children in the Early Years Foundation Stage (YR) has a current paediatric first aid certificate (course approved by LA).</li> <li>▪ At least one member of staff with paediatric first aid is on the premises at all times when YR children are present.</li> <li>▪ At least one person with paediatric first aid is present on outings with children in YR.</li> </ul> <p><i>Additional for schools with EYFS provision, or childcare provision for under 8s</i></p> <p>Ensures that staffing complies with requirements regarding disqualification by association</p>		