In order to complete the NSCB Safeguarding in Education Checklist you may find it helpful to consult DfE Keeping Children Safe in Education (KCSiE) September 2016 which sets out what schools and colleges should do to safeguard children, explaining the legal duties which apply to schools and colleges. We have provided references to the relevant paragraphs within the audit questions and this guidance.

**EVIDENCE**

The checklist continues to have an additional row for supporting evidence to be detailed. It is not mandatory for this section to be completed and returned but it would be best practice to do so. It will also be helpful for head teachers to complete the audit in advance of any meeting with the Safeguarding Lead or Chair of Governors. Governors or management bodies should take an active role in understanding how these requirements or best practice elements are met. It will also be helpful to use as part of any Ofsted or other inspection.

Where any shortfalls in policy or practices are identified through this audit, schools are advised to generate an appropriate safeguarding action plan.

**Q1 GOVERNOR SAFEGUARDING LEAD** (KCSIE para 45/46)

*Advice note:* This question reflects guidance in Part One of KCSiE 2016 that there are mechanisms in place to assist staff understanding to enable them to ‘discharge their roles and responsibilities’ in relation to Part One. They must have regard to KCSiE 2016 to ensure that the policies, procedures and training in their school or college are effective and comply with the law at all times. Schools and colleges should have a senior board level (or equivalent) lead to take leadership responsibility for the organisation’s safeguarding arrangements.

Governors are encouraged to attend the school’s whole school child protection/safeguarding training. Training for the Chair of Governors and Named Child Protection Governor will be provided on a termly basis at venues around the County.

**Q2 WHOLE SCHOOL CHILD PROTECTION POLICY** (KCSIE para 47/48)

*Advice note:* The school should have an effective child protection policy that has been agreed by the governing body and is available to parents on request and published on the school website. This policy should reflect the NSCB guidance and should be updated annually (as a minimum).

A template policy with additional guidance and entitled ‘Whole School Policy on Child Protection’ is available on the School’s Portal and a copy is also on the NSCB website. [NSCB Resources for Schools](#)
Q3 SAFEGUARDING POLICIES (KCSiE para 12/49)

Advice note: All staff should read at least part one of KCSiE 2016 and be provided with a copy on induction.

All school staff (teaching and non-teaching) should be aware of the arrangements which support safeguarding and these should be explained as part of staff induction. This includes: the child protection policy, the staff behaviour policy (code of conduct) and the role of the designated safeguarding lead. The staff behaviour policy should now include acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

When drafting staff behaviour policy schools and colleges should bear in mind the offence under section 16 of The Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is said to be consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

Q4 CHILD PROTECTION PROCEDURES (KCSiE para 49)

Advice note: The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NSCB and be reviewed and updated annually (as a minimum), and be available publicly either via the school or college website or by other means. It should be tailored according to the school’s child population.

Head teachers and principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

Schools, academies and FE Colleges are encouraged to adopt the Nottinghamshire Safeguarding Children Board Inter-agency Safeguarding Children Procedures NSCB safeguarding procedures

NB these procedures are available in electronic format only; we advise these should not be downloaded and printed off as they are regularly subject to change.

Q5 DESIGNATED SAFEGUARDING LEADS FOR CHILD PROTECTION (KCSiE para 8/52 + Annex B).

Advice note: There should be a designated safeguarding lead (a senior member of staff from the school or college leadership team) to take lead responsibility for safeguarding and child protection. This should be explicit in the role-holders job description. See Annex B of KCSiE for the broad areas of responsibility and activities. In a primary school this role is often undertaken by the head teacher.
There should be at least one deputy designated safeguarding lead and they must be trained to the same standard as the designated safeguarding lead. Whilst activities can be delegated, the ultimate lead responsibility for safeguarding a child remains with the senior designated safeguarding lead and this responsibility should not be delegated. The senior designated safeguarding lead and any deputy should liaise with the local authority and agencies in line with Working Together to Safeguard Children 2015.

Q6 COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD (KCSiE para 8/52+Annex B)

Advice note: This clarifies the cover arrangements for the designated safeguarding lead. During term time the senior designated safeguarding lead and/or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Training should be undertaken by those with designated safeguarding lead status before taking on the responsibility. See Annex B of KCSiE for further training requirements.

Q7 DESIGNATED SAFEGUARDING LEAD TRAINING (KCSiE para 57/58 + Annex B)

Advice note: This question reflects the requirement for the DSL to update their knowledge and skills at least annually (for example through e-bulletins or meeting other safeguarding leads, reading developments etc.) to provide them with the knowledge and skills required to carry out the role. The more formal training should be updated every two years.

It is highly likely that the more informal updating of knowledge is already happening for example by attending the DSL Focus Group or reading articles. It might be helpful to keep a personal record of some of this activity.

Q8 CHILD PROTECTION TRAINING (KCSiE para 64 to 66)

Advice note: There is a requirement for all staff members to receive safeguarding and child protection updates at least annually and to give staff the opportunity to contribute to and shape safeguarding arrangements and child protection policy.

All staff members should undergo safeguarding and child protection training at induction. In addition, all staff members should receive regular safeguarding and child protection updates (e.g. e-bulletins, staff meetings).
Access to training

- **Safeguarding Children – The role of the Designated Safeguarding Lead.** This can be accessed via the Workforce Development Service via safeguarding.training@nottscc.gov.uk or 01159 773065/0115 9772347.

- **Inter-agency training ‘Working Together to Safeguard Children’** This is provided by the Nottinghamshire Safeguarding Children Board (NSCB), details of courses and seminars available can be found NSCB training

- **Whole school training.** This can be accessed via the Workforce Development Service via safeguarding.training@nottscc.gov.uk or 01159 773065/0115 9772347

Q9  **CONCERNS ABOUT PRACTICE/WHISTLE BLOWING** (KCSiE para 32/33/34)

**Advice note:** There should be a culture that all staff are able to raise concerns about poor or unsafe practice and that concerns will be taken seriously by the leadership team. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour polices should be in place to enable this. The policy should point staff to a member of the leadership team with whom they can raise concerns and should also include reference to the NSPCC whistleblowing helpline for staff who do not feel they can raise concerns internally. Whistleblowing advice line NSPCC

Q10  **LOOKED AFTER CHILDREN** (KCSiE para 82/83/84)

**Advice note:** Appropriate staff should have information they need in relation to a child’s looked after legal status, contact arrangements and Parental Responsibility (PR), including the level of authority delegated to the carer by the local authority. The DSL for LAC should also have details of the child’s social worker and the name of the Virtual School Co-ordinator. The senior DSL for safeguarding should work closely with the designated teacher for LAC. The designated teacher for LAC will ensure that the educational achievement of children who are looked after is promoted and this person must have appropriate training.

The designated teacher for LAC should work with the Virtual School Co-ordinator to discuss how pupil premium plus additional funding can best be used to support the progress of looked after children in the school, with the aim of meeting the needs identified in the child’s personal education plan.

Q11  **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES** (KCSiE para 85)

**Advice note:** The child protection policy should reflect the additional barriers that exist when recognising abuse and neglect. This can include: assumptions that indicators of possible abuse such as behaviour, mood and injury related to the child’s
disability without further exploration; children with SEN and disabilities can be disproportionately impacted by acts like bullying, without outwardly showing any signs; communication barriers and difficulties in overcoming these barriers.

Q12  DISCRIMINATION  
**Advice note:** This question specifically arises from the NSCB Section 11 audit and seeks assurance that there is no discrimination.

Q13  COMPLAINTS  
**Advice note:** This is a NSCB question which seeks assurances that there is a system in place for children and families to have access to a complaints process. The complaints process needs to be clear, open and transparent, so that it can build confidence with parents and children that concerns will be addressed and taken seriously. As well as giving a voice to children and parents in the event of any potential wrong doing, a robust complaints procedure can also be important for an organisation’s reputation. Where a school’s complaints process doesn’t have the confidence of parents, parents are more likely to seek redress through Ofsted, media and the Local Authority.

Q14  SAFER RECRUITMENT  (para 71/83 onwards)  
**Advice note:** Safer Recruitment which is an integral part of safeguarding continues to remain high profile. Schools must create a culture of safe recruitment and safe working practices, and adopt recruitment procedures that help deter, reject or identify people who might abuse or harm children. It is thus imperative that as part of a written recruitment and selection policy and procedure that all appropriate checks are carried out on staff and volunteers who work with children. This should be evidenced through the maintenance of a single central record. KCSIE 2016 clarifies that anyone who is undertaking ‘teaching’ work has had a prohibition check eg. in academies teaching can be undertaken by unqualified teachers and Prohibition Orders can be made on anyone not just qualified teachers.

Further advice and guidance is provided by Schools HR via the NCC Schools HR Duty Desk tel: 0115 9774433 and on the School’s Portal. The Ofsted checklist which HR produced is a helpful audit tool against this broader question.

Q15  SAFER RECRUITMENT TRAINING  (para 71/72)  
**Advice note:** The School Staffing (England) Regulations 2009, Part One, paragraph 9 states that with effect from 1st January 2010 the governing body must ensure that at least one person on any appointment panel has undertaken safe recruitment training.

- Face to face courses provided by the Lucy Faithfull Foundation. The Lucy Faithfull Foundation has advised that there will only be a handful of courses during the year and it is suggested that a trainer is hired for the day (approx. £800) which is shared with other schools.
- On-line NSPCC safer recruitment training the cost of time of writing is £30 and the anticipated time to complete the course is four hours.
Nottinghamshire County Council trained Headteachers and Business Managers in June 2016 on ‘Safer Working’. For those interested in further training, expressions of interest can be made to HR business support via sophie.spencer@nottinghamshire.gov.uk

Q16 & Q17 MANAGING ALLEGATIONS (KCSiE para 31,145 & part 4)

Advice note: There is a duty to fully investigate allegations and concerns about members of staff or volunteers. There must be procedures in place to do this which comply with KCSiE 2016 and also the NSCB procedures. The NSCB criteria is slightly different to the DfE guidance which recognises that personal concerns about those who work with children should be responded to. The NSCB procedures make it more explicit that concerns about a person’s private life can have implications for their work life for example if they download indecent images of children at home or there is domestic violence or their own children become subject to child protection concerns.

The procedures need to take into account the scenario where allegations are made against the head teacher. The Chair of Governors would generally be the lead governor if this arose and they would link with the local authority. All allegations should be discussed with the Local Authority Designated Officer (LADO) on the day the allegation is made known to the school and advice sought from both LADO and HR Services.

Q18 PHYSICAL INTERVENTION and reasonable use of force

Advice note: Under Section 93, Education and Inspections Act 2006 the head teacher is empowered to authorise suitably trained members of staff to use reasonable force in certain circumstances. Every school is required to have a behaviour policy which should be made known to staff, parents and children. The governing body should notify the head teacher that it expects the school behaviour policy to include reference to the use of reasonable force.

Head teachers have a responsibility to minimise the number of occasions in which children with challenging behaviour are exposed to unplanned forms of physical intervention, therefore it would be in the best interests of schools to have a clear written policy on the use of restrictive physical interventions with children. There should be a procedure in place for recording incidents, the staff involved and parental contact. Physical restraints should be monitored by the head teacher and the responsible school governor. Numbers of incidents of physical intervention should be reported to the governing body on a termly basis in the head teacher’s report.

Any policy on the use of reasonable force should include an acknowledgement of the school’s legal duty to make reasonable adjustments for children with disabilities and children with special educational needs (SEN).

Nottinghamshire County Council have a sample physical intervention policy template for use by schools.
Q19  MISSING FROM EDUCATION  (KCSiE para 43 and Annex A)

Advice note: Missing from education continues to remain a high profile area of safeguarding which Ofsted is particularly interested in. It covers a number of different areas of ‘missing’ including those children who truant or are absent from school; those who run away from school; those who run away from home; those children who do not receive their full entitlement of education; and those who may leave the school’s roll or as part of an admission plan but do not arrive and their whereabouts are not known.

The government recently consulted on plans to amend regulations from September 2016, to improve information sharing between schools and LAs to help identify children missing education and help protect children from potential harm.

The current statutory guidance for school attendance and children missing from home or care can be found at [DfE School attendance](https://www.gov.uk/guidance/school-attendance) and [DfE Missing from home or care](https://www.gov.uk/guidance/missing-from-home-care).

The Local Authority produces an annual flow chart in the autumn term which highlights the areas of work which ‘missing from education’ encompasses, as well as contact details. The link to this guidance is available here [Guidance for head teachers and business managers where children are at risk of missing education](https://www.gov.uk/guidance/guidance-for-head-teachers-and-business-managers-where-children-are-at-risk-of-missing-education).

Alternatively contact [glen.scruby@nottscc.gov.uk](mailto:glen.scruby@nottscc.gov.uk).

Q20  CHILD’s RECORD AUDIT

Advice note: By completing the Child’s Record Audit, the Named Governor for child protection/safeguarding confirms that the school maintains appropriate record keeping in relation to vulnerable children (child subject to child protection or child in need concerns and those who have Looked-After status). Guidance and audit tools are available on the [Schools Portal](https://www.gov.uk/guidance/schools-portal). The audit can be undertaken by the Head, Deputy Head, Designated Safeguarding Lead or Deputy Designated Safeguarding Lead with the lead governor for safeguarding or any combination of these people.

It is not necessary for the Governor to read through all the documents and confidential records but to check that the school has in place appropriate recording practices and processes to keep children safe. The aim of such an audit is to learn how effective school record keeping is in relation to children of concern. Lessons from the audit can then be fed back to all staff to improve future practice.

Safeguarding advice is to continue to complete this audit annually to demonstrate and evidence good quality safeguarding arrangements in place to maintain pupil records, especially in relation to child protection/confidential files.
Q21 TRANSFER OF CHILD’S FILE
Advice note: Where children leave the school or college they should ensure their confidential/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would be good practice, wherever possible, for the file to be hand delivered to the senior designated safeguarding lead with a discussion taking place.

Schools do not have to keep a copy of any records in the pupil record except if there is any ongoing legal action when the pupil is leaving/transferring to another school. A child being on a child protection plan could also be considered as ‘legal action’. Custody and responsibility for the record passes to the school that the pupil transfers to. If the school do choose to keep a copy of the file, this would need to comply with any retention policy the school has.

Q22 SERIOUS CASE REVIEW AND OTHER LEARNING
Advice note: This question asks that schools have a means of applying the learning from national and local reviews. Access to serious case review learning can be via Safeguarding Children in Education Officer’s updates or directly from the NSCB website.

Q23 SPECIFIC SAFEGUARDING ISSUES (KCSiE Para 41/42/43)
Advice note: This question continues to highlight to governors that there are a realm of specific safeguarding issues which are highlighted within this section of KCSiE which governors and the school need to be aware of and that they have the processes in place to respond to.

All staff should have an awareness of safeguarding issues - some of which are included in this audit. Staff should be aware that behaviours linked to e.g. drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including on-line), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.

Q24 OPPORTUNITIES TO TEACH SAFE GUARDING (KCSiE Para 68)
Advice note: This question strengthens the onus on schools to be a key part of teaching children (age appropriately) about specific safeguarding issues. This does link to issues such as child sexual exploitation.

Q25 ONLINE SAFETY (KCSiE Para 67/69)
Advice note: This question relates safeguarding children from potentially harmful and inappropriate material when working online. Governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors is provided in
Annex C. Schools should be careful not to over block however (Para 69) by putting unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

**Q26  CHILD SEXUAL EXPLOITATION** (KCSiE para 42 and Annex A)

*Advice note:* CSE continues to be a high profile area. This question seeks to understand what role schools are taking in teaching children about CSE in an age appropriate way. CSE is a significant national and local issue and it is recognised that we need to educate children about the dangers that exist both in the on-line world and the real world.

**Q27  FEMALE GENITAL MUTILATION (FGM)** (KCSiE Para 42 to 43 and Annex A)

*Advice note:* FGM is illegal under the FGM Act 2003 and is a form of child abuse. Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) introduced a mandatory reporting duty for Teachers to report ‘known’ cases of FGM from 31st October 2015 directly to the police.

There would also be discussion with the designated safeguarding lead, and a referral to the MASH in line with usual safeguarding practice. Failure to report known cases to the police will lead to employee disciplinary processes and regulatory body scrutiny.

Procedural information can be found here: [Mandatory reporting of FGM procedural information](#)

**Q28  RADICALISATION** (KCSiE Para 41 to 43 & Annex A)

*Advice note:* Schools are subject to the ‘Prevent Duty’ under the Counter Terrorism & Security Act 2015. Schools must have due regard to the need to prevent people from being drawn into terrorism. Paragraphs 57-76 of the [Revised Prevent duty guidance](#) are specifically concerned with schools. There is separate guidance for colleges [Prevent duty guidance for further education institutions](#)

Essentially the guidance for schools confirms the need to ensure that the Prevent duty is incorporated into existing safeguarding policies and advises against standalone policies. It is not intended to be burdensome and builds on existing responsibilities. The advice found on pages 10 to 11 provides clear information about what is expected of schools and childcare providers, specifically in relation to:

- **Risk assessment (page 55)**
  Schools are expected to assess the risk of children being drawn into terrorism. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies.

- **Working in partnership (para 56)**
  Schools should ensure their safeguarding arrangements takes into account...
the policies and procedures of the NSCB. Effective engagement with parents is included in working in partnership.

- **Staff training (para 56)**
  Ensuring staff are trained to identify children at risk of being drawn into terrorism and challenge extreme ideas.

- **IT policies (para 56)**
  Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Where schools are concerned about individual children there is a referral pathway for all agencies. School staff should understand when it is appropriate to make a referral to the Channel programme.

**Q29 Bullying** (KCSiE para 41 to 43)

*Advice note:* The Anti-Bullying Policy Development Guidance for schools is on the Schools Portal along with a model policy and guidance on reporting and recording. A quality assurance check on Anti-bullying policies is available to all schools with follow up support if required. Please contact Lorna Naylor for bullying related enquiries Lorna.naylor@nottscc.gov.uk

**Q30 WORK RELATED LEARNING**

*Advice note:* Responding to this question confirms that your school is compliant with work related learning. Schools are responsible for safeguarding all young people on their roll. Placing them with other providers, or inviting other providers into the school, means that there may be joint areas of responsibility, but the ultimate responsibility will remain with the school where the learner is enrolled. This includes children and young people who access an alternative curriculum as part of their package of learning.

**Q31 SAFE ENVIRONMENT**

*Advice note:* This question seeks assurances that all areas where children can access within the school are safe and suitable. Please note that this question is aimed at ALL agencies that work with children. Schools in all likelihood should not have any difficulties with this question unless there are any issues which are specific to your school’s circumstances.

**Q32 PARTICIPATION**

*Advice note:* This question aims to establish how schools seek the views of children and listen to their responses in order to inform how they provide services. Many schools will do this in quite creative ways.

**Q33 FAMILY APPROACH (‘Think Family’)**

*Advice note:* This question seeks assurances that schools are mindful of the impact of issues children are dealing with at home. For example, parental mental or physical ill health or drug/alcohol misuse, domestic violence. In all likelihood factors such as
these are likely to have an impact on the welfare of the child. Agencies need to identify such children who may become vulnerable and provide appropriate support. Schools will be very mindful of the impact of these family difficulties on a child’s mental health and behaviour and their ability to learn.