

Safeguarding Review - Chaucer School

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Summary

Question	Response	Details
Is the school compliant with all Statutory safeguarding duties?	Yes	
Strengths	<p>The school is very effective at safeguarding students. Lead staff have a deep knowledge of the risks within, and the needs of, the local community. The school endeavours to support the most vulnerable students and their families. Relevant staff have developed close links with other professionals and agencies, and uses these relationships to ensure that cases are dealt with. The Safeguarding Manager is a passionate advocate for vulnerable young people and is proactive at ensuring the best of outcomes for pupils who need greater support and care. During holidays, school staff make contact with vulnerable students to ensure that they are safe and well. Students have welcomed these calls.</p> <p>The safeguarding team meet regularly to talk through pupil cases and ensure that progress is being made. Information is shared with year heads and the pastoral team; and with others who may need to know. Notification of a variety of issues comes in from other agencies and enables staff to ensure that pupils are appropriately supported.</p> <p>The school is proactive at accessing pilots, funding and projects that can enhance the work that they do with students.</p>	
Areas for further development	<p>Ensure that the safeguarding and child protection describes the work of the school and helps ensure that there is a consistent approach by staff in all roles.</p>	

Leadership and Management

Question	Response	Details
Is a Designated Safeguarding Lead who is a member of the Senior Leadership Team?	Fully Evidenced	
Name of the Designated Safeguarding Lead on SLT	Scott Burnside, Yasmine Celik	
List other DSLs here	Janine Walker	
There is a link governor for Safeguarding.	Fully Evidenced	
Name of the link governor	Caroline Bagley	
Governors understand their statutory safeguarding duties	Fully Evidenced	
Governors are aware of their statutory 'Prevent Duty'?	Fully Evidenced	
There is a regular safeguarding report to governors (at least annually).	Fully Evidenced	
There is a systematic approach to monitoring and improving safeguarding practice in the school.	Fully Evidenced	The school uses safeguarding data effectively to support their understanding of the safeguarding challenges and risks in the school. This information is shared with relevant groups to ensure that steps are taking to address the issues and to improve.
Staff and volunteers in the school feel well-supported in their safeguarding and child protection work in the school	Fully Evidenced	Staff spoken to felt positive about their confidence to raise concerns and felt that issues would be dealt with. The training was of good quality and really helped their understanding about vulnerable young people.
School evaluations and development plans refer to safeguarding and child protection	Fully Evidenced	
Safeguarding is taken into account when planning new school initiatives	Fully Evidenced	

Statutory Compliance

Question	Response	Details
There is a Child Protection Policy that explains how to recognise the signs and symptoms of abuse, and clearly explains what staff should do if they have concerns.	Fully Evidenced	
Is the school's Child Protection policy available on the website?	Fully Evidenced	
Is the school's Child Protection policy reviewed annually?	Fully Evidenced	
The school has an effective complaints system in place	Fully Evidenced	
The school has a whistle-blowing policy that is easily available to all staff.	Fully Evidenced	
The school ensures that when they commission suppliers or external providers that safeguarding and child protection is referred to in the contract.	Fully Evidenced	
The school can demonstrate that their safeguarding policies have a positive impact on pupils.	Fully Evidenced	Case studies show that there has been positive outcomes for pupils, emphasised by the safeguarding manager being invited to support other schools and agencies. The school analyses the data around outcomes, and the use of an electronic system for the recording of safeguarding and child protection concerns (CPOMS) allows school leaders to gather the data to look at trends.
Does the school have any pupil-friendly information or strategies to help them raise concerns?	Fully Evidenced	Students know who to talk to and will seek out relevant staff. Information is given in assemblies. There are posters around the school, including in classrooms, and information is available in student planners. Pupils will raise issues about their friends and other peers. There is a confidential phone line for parents to talk straight to the DSL.

Building Capacity

Question	Response	Details
The Designated Safeguarding Lead understands the need to build safeguarding capacity in the school community to keep child and young people safe from harm.	Fully Evidenced	
All staff and volunteers understand their safeguarding duty and are able to identify the what to do if they have a concern.	Fully Evidenced	
There is a clear flowchart that explains the safeguarding and child protection procedures in the school.		Procedures are clear.
There is an ongoing record of all the safeguarding and child protection training that staff and volunteers have had.	Fully Evidenced	Staff who miss sessions are offered training at other school sites, as well as other catchup opportunities.
Staff and volunteers have an induction into the school that includes safeguarding and child protection issues. Staff and volunteers understand what to do if they have concerns.	Fully Evidenced	Induction is thorough and new staff have a professional mentor and a buddy for support. Safeguarding is an important aspect of induction, as is reinforced through their first year in the school. New staff have to complete the Channel Awareness training.
Training		
Are there regular opportunities to discuss safeguarding in the various meetings and briefings that take place in the school?	Fully Evidenced	
Does the school's safeguarding policy set out the training that staff undertaking different roles can expect.	Not Evidenced	It is useful to set out the training expectations in the safeguarding and child protection policy.
The Designated Safeguarding Lead(s) have completed relevant training within the last two years.	Fully Evidenced	March 2016
Do all staff and volunteers working in the school have regular safeguarding and child protecting training?	Fully Evidenced	
When was the last whole school safeguarding and child protection training?	November 2nd 2015	
Are governors included in whole school safeguarding and child protection training.	Fully Evidenced	Governors are invited to all training events for staff and also have their own sessions. The schools hosted the North Sheffield governor training.

Question	Response	Details
Can the school evidence the impact of safeguarding and child protection training?	Fully Evidenced	Case studies show the impact of the school's safeguarding work; as does the discussions with pupils.
Have staff had training about Child Sexual Exploitation?	Fully Evidenced	
Have staff had training about Female Genital Mutilation?	Fully Evidenced	
Have staff had training about the school's duty to prevent terrorism?	Fully Evidenced	
Safer Recruitment training is available to those staff and governors who are responsible for recruitment	Fully Evidenced	All SLT and some year heads.
Documents		
Have staff been given a copy of the school's Child Protection policy?	Fully Evidenced	
Have staff been asked to read Part One of 'Keeping Children Safe in Education (2015)?	Fully Evidenced	
Have staff been given a copy of the staff 'Code of Conduct'?	Fully Evidenced	
Have staff been made aware of the document 'What to do if you're worried a child is being abused'?	Fully Evidenced	
Have staff been made aware of the document 'Guidance for Safer Working Practices (2015)?	Not Evidenced	

Safer Recruitment

Question	Response	Details
Job descriptions and person specifications refer to safeguarding expectations.	Fully Evidenced	
The school has a safeguarding statement on documentation produced for the recruitment process, including on advertising materials.	Fully Evidenced	
At least two people are involved in the shortlisting process.	Fully Evidenced	
At least two people are involved in interviewing applicants to all posts.	Fully Evidenced	
Each interview contains questions to test out understanding of safeguarding and child protection issues.	Fully Evidenced	
The school can demonstrate that every recruitment process has at least one person who has completed safer recruitment training.	Fully Evidenced	
The school carries out Disclosure and Barring Service checks.	Fully Evidenced	
The school makes use of the DBS Update service (not statutory).		Not used.
The school can demonstrate that each agency who provides staff to the school has safer recruitment procedures in place?	Fully Evidenced	Individual statements for each supply teacher, which are checked on arrival.
The school follows a safer recruitment policy that meets statutory requirements.	Fully Evidenced	

Single Central Record

Question	Response	Details
The Single Central Record should record: what has been seen, when it was seen and by whom it was seen.		
Statutory Information		
The Single Central Record must have columns for each of these elements.		
Name of person	Fully Evidenced	
Address	Fully Evidenced	
Date of Birth	Fully Evidenced	
Evidence of Identity (photographic)	Fully Evidenced	
Qualifications required	Fully Evidenced	
Qualifications evidenced and date checked	Fully Evidenced	
DBS Enhanced Check and date received (Good practice to record number, but not statutory to do so)	Fully Evidenced	
Barred list check (only if in Regulated Activity) and the date received.	Fully Evidenced	
Prohibition List check (Teachers/People with QTS) and the date completed	Fully Evidenced	
Right to Work in UK. Evidence seen and date checked.	Fully Evidenced	
Overseas check required (Yes/No)	Fully Evidenced	
Overseas check undertaken. Evidence seen and date.	Fully Evidenced	These checks are completed when necessary, but the coding used is not always consistent.
Useful to record		

Question	Response	Details
The SCR must include staff appointed after April 2006. Enhanced DBS or Barred List checks were not needed for people appointed prior to May 2002. Including a start date in the SCR helps identify anyone appointed after 2006 or prior to 2002, who are exempt from retrospective checks. Nevertheless, it is advisable for schools to have carried out vetting checks on these staff.		
Start date	Fully Evidenced	
People to include.		
Typically, schools will have a separate tab for each of these groups.		
Teachers	Fully Evidenced	
Support staff	Fully Evidenced	
Admin staff	Fully Evidenced	
Premises staff	Fully Evidenced	
Governors/Proprietors/Trustees	Fully Evidenced	
Volunteers (Regulated Activity)	Fully Evidenced	
Volunteers (non-Regulated Activity)	Fully Evidenced	
Agency staff (working in the school for a 'reasonable' length of time)	Fully Evidenced	
Contractors/Instructors/Coaches/Tutors	Fully Evidenced	Contractors are generally not onsite with pupils; if they are, they are supervised.
Student teachers on the school's payroll	Fully Evidenced	
Other checks to make on the Single Central Record		
Is the SCR complete with no gaps?	Fully Evidenced	
Is everyone listed on the SCR, including new staff?	Fully Evidenced	

Question	Response	Details
Does the SCR contain only those people currently associated with the school? (People who have left the school can be either archived to a separate tab or deleted)	Fully Evidenced	
Is the SCR reviewed and signed-off by the headteacher, at least termly?	Fully Evidenced	
How does the Governing Body ensure that the SCR is compliant with statutory guidance?	Reported to full governors, and the finance and general purposes committee.	
Statutory Compliance		
Is the Single Central Record compliant with statutory guidance?	Fully Evidenced	

Managing Allegations

Question	Response	Details
Staff know how to raise concerns about the conduct of other adults in the school	Fully Evidenced	
There are clear procedures for managing allegations against staff	Fully Evidenced	
Procedures are clear about when and how to contact the local authority Designated Officer.	Fully Evidenced	
Has the headteacher received training in the implementation of procedures for managing allegations against staff?	Fully Evidenced	
Does the identified governor know how to contact the local authority Designated Officer regarding allegations about the headteacher?	Fully Evidenced	
Is support available to staff who are subject to allegations?	Fully Evidenced	
Confidential records are kept regarding allegations against staff or volunteers and the actions that were taken.	Fully Evidenced	
There is a policy for dealing with allegations against other pupils	Fully Evidenced	
Where physical intervention strategies are used, are all incidents are 'reviewed, recorded and monitored' and 'the views of the learner are sought and understood'	Fully Evidenced	<p>For relevant students there is a positive handling plan. The school has a TeamTeach lead and refresher training for appropriate staff.</p> <p>Incidents of positive handling are know as 'TeamTeach' incident and are recorded in a specific way. Parents are always informed, often during the incident itself. In addition, all these incidents are recorded on CPOMS.</p>

Multi-agency Working

Question	Response	Details
Multi-agency Working		
The school can demonstrate its commitment to multi-agency working.	Fully Evidenced	The school is passionate about ensuring that students are supported and this is seen in the commitment to multi-agency working.
Key staff understand the roles and responsibilities of other agencies.	Fully Evidenced	
Relevant staff understand the local authority thresholds and are able to make effective and timely referrals.	Fully Evidenced	
Relevant staff know what to do when referrals do not fulfil the threshold for action by children's social care.	Fully Evidenced	
Relevant staff know how to escalate concerns when there are professional disagreements.	Fully Evidenced	Staff are pro-active at sharing their concerns when there are differences of opinion or the interpretation of guidance.
The school ensures that there is representation at multi-agency meetings to discuss pupils' needs.	Fully Evidenced	
Relevant staff attend multi-agency training.	Fully Evidenced	
Private Fostering		
The DSL understands what constitutes private fostering and knows how to refer such arrangements to the local authority.	Fully Evidenced	
The DSL is aware of the children who are living in Private Fostering arrangements.	Fully Evidenced	

Information Sharing

Question	Response	Details
Information Sharing		
There is a clear policy for the handling of confidential or sensitive data.	Fully Evidenced	
All staff understand their duty to share information in order to safeguard and promote the welfare of children.	Fully Evidenced	
All staff are confident about what they can and can not do with regard to the sharing of information.	Fully Evidenced	
All staff are aware of who they can talk to if they have questions about information sharing.	Fully Evidenced	
Key staff know the importance of gaining consent to share information, but also know when they can share even though consent has not been sought or given.	Fully Evidenced	
Record-keeping		
Child Protection records are kept securely, away from other pupil records.	Fully Evidenced	<p>The school makes effective use of an electronic safeguarding concern system (CPOMS). All staff are trained in how to use the system to a level relevant to their access status.</p> <p>Paper information is kept locked away in an office used only by safeguarding staff.</p>
Does each pupil case file have a front sheet that sets out the administrative details, key contacts, and record any changes to this information?	Fully Evidenced	
Does each pupil case file have a chronology sheet that records the actions that have been taken and identifies the person who has completed the action?	Fully Evidenced	
Are pupil case files kept in a way that prevents the information being lost, misfiled or not kept in chronological order?	Fully Evidenced	

Question	Response	Details
Are records transferred securely to the new school, and is a receipt obtained to indicate the new school has received them.	Fully Evidenced	

Site Safety

Question	Response	Details
Pupil Behaviour		
Is the behaviour of pupils around the school quiet and purposeful?	Fully Evidenced	Behaviour in the school was observed around the school at lunchtime and a lesson changeover. In general, pupils moved around school calmly, and are well-supervised. There are a range of places where students can go at lunchtime and no difficult behaviour was seen. At the end of lunchtime, a few students found it difficult to settle quickly to enter their form room.
Does the behaviour of pupils at break and lunchtime indicate that the potential for bullying is addressed?	Fully Evidenced	
Is there adequate supervision of pupils at breaks and lunchtime?	Fully Evidenced	
Do pupils arrive and leave the school appropriately?	Fully Evidenced	
Entry and Exit		
Does access to the site ensure that vehicles and pedestrians are safely separated?	Fully Evidenced	
Are there effective arrangements in place to prevent people accessing the schools site without being observed?	Fully Evidenced	
Are there effective arrangements to prevent children leaving the site without being observed?	Fully Evidenced	
Visitors		
Is it clear on arrival at the school where reception is?	Fully Evidenced	
Are visitors received into school securely?	Fully Evidenced	
Is the identity of visitors checked?	Fully Evidenced	The identity of visitors is checked when they are unknown, unexpected or will be working with pupils.
Is the name of the visitor recorded and who they have come to see?	Fully Evidenced	

Question	Response	Details
Are visitors supervised throughout their visit?	Fully Evidenced	
Visitors wear ID badges.	Fully Evidenced	
Site Safety		
Are all areas around the site safe from hazards?	Fully Evidenced	
Are corridors and staircases free of hazards?	Fully Evidenced	
Is there a robust Health and Safety policy?	Fully Evidenced	
Are there regular Fire Drills?	Fully Evidenced	
When was the last Fire Drill?	Fully Evidenced	May 2015
CCTV		
Where there are CCTV cameras in toilet areas, are they sited appropriately?	Fully Evidenced	CCTV is in use in the school and is sited around entrances to the toilet areas, but not inside.
First Aid		
There are effective First Aid arrangements in place.	Fully Evidenced	Four staff have the four-day training; 15 staff have one-day training. PE staff are additionally trained. On a day-to-day basis, the admin team deal with First Aid matters. Events are recorded and the data analysed to look for an issues arising, or children who are presenting regularly for First Aid.
There are named First Aiders, at least one of whom is always available.	Fully Evidenced	
First Aid boxes have relevant equipment and are regularly checked to ensure that the contents are within date and have not expired.	Fully Evidenced	The First Aid boxes are kept in the office (where most First Aiders are based). There are additional boxes in areas of higher risk, eg. PE department, health and beauty.
Children with medical needs have a Care Plan and all staff are made aware of these.	Fully Evidenced	Care plans are written and revised on an annual basis, or when needed. Care plans are drawn up in liaison with parents and the school nurse.

Question	Response	Details
Risk Assessments		
Staff understand when risk assessments are needed and there is a pro-forma available for them to use.	Fully Evidenced	Trip lists sent to DSL and information shared with trip leader as needed.
Risk assessments are signed off by relevant line-managers, the headteacher, and where necessary, the governing body.	Fully Evidenced	
There is a process in place to ensure pupil safety off-site and on work-placements.	Fully Evidenced	
Arrangements are in place to ensure the safeguarding and child protection of pupils attending Alternative Provisions.	Fully Evidenced	In-house alternative provision
Attendance		
Is attendance monitored regularly?	Fully Evidenced	
Are missing pupils followed up in a timely way?	Fully Evidenced	
Does the school track in-school absences on a consistent basis?	Fully Evidenced	
Is the school's approach to improving attendance effective?	Partly Evidenced	The school works hard to develop good attendance habits, but there are pupils with long-standing persistent absence whose families have been hard to reach. Despite this relevant school staff are tenacious in following up absent pupils. Parents must telephone the school and give an explanation of the reason for absence; the school does not use text messaging as they feel it is important to have a conversation with a parent/carer. Attendance targets are made very clear. Despite the school's extensive work, the absence rate for the school is still lower than the national average.
Does the school have appropriate safeguarding procedures for children who go missing from education, particularly on repeat occasions?	Fully Evidenced	

Curriculum

Question	Response	Details
Are safeguarding issues addressed in the curriculum?	Yes	The school runs a programme that they call LIFE and encompasses many topics that would be regarded as PSHE. This programme is well-structured and develops through the year groups in an age relevant way. Pupils were able to remember elements from this programme and give examples of how they could keep themselves safe.
Is there progression throughout the school, to ensure that pupils are supported in managing new risks as they get older?	Yes	

ICT

Question	Response	Details
Is filtering in place to remove unsuitable content?	Fully Evidenced	
Who manages the filtering systems in school and what tools are in use?	Inhouse using Smoothwall and Impero.	
Is filtering in place to block unsuitable content in any relevant community languages?	Fully Evidenced	
Is filtering in place to protect pupils from extremist messages?	Fully Evidenced	
What happens when unsuitable content is found?	Reported by teacher, dealt with using behaviour policy, eg. loss of specific services or total access. Reports to DSL Blocked	
Is there an acceptable use policy for staff?	Fully Evidenced	From time-to-time, staff have to agree to the acceptable use policy by clicking a screen that they see when logging on. The acceptable use policy is followed up with a quiz afterwards to check staff understanding.
Is there an acceptable use policy for pupils?	Fully Evidenced	
Are staff provided with laptops or other devices?	Yes	Some staff have iPhones. These phones are used to communicate across the school, and with the use of an app called Flock, this is very effective.
How is staff use of school devices monitored to prevent unacceptable use?	Secured and monitored by school.	
Do staff understand the risks involved in taking or accessing pupil data off-site?	Fully Evidenced	Staff are encouraged to access data through the VPN and are discouraged from using USBs to transfer data. Data on USB sticks is the sole responsibility of the staff member to keep safe.
Are pupils able to bring their own device?		No. Although they do have phones in school, pupils do not have access to the school's wi-fi.
What does the school do to help pupils use the Internet safely?	Safer Internet Day Through LIFE programme CEOP resources	

Pupil's Views

Question	Response	Details
The views of pupils are regularly sought and the school is appropriately responsive to their views.	Fully Evidenced	
Do pupils feel that they are listened to?	Fully Evidenced	
Do pupils report that they are happy at school?	Fully Evidenced	
Do pupils feel that behaviour in the school helps them feel safe and free from bullying?	Fully Evidenced	
Do pupils feel safe in the school? (Are there any areas they would avoid?)	Fully Evidenced	There are many places to go where children feel safest. Some areas at lunchtime offer quiet spaces and there are places where pupils can take part in more structured activities.
Do pupils feel safe on the journey to and from school? (Are there any areas they avoid?)	Fully Evidenced	
Do pupils feel that the school helps them understand the relevant local, national and international risks; and these opportunities are age-appropriate.	Fully Evidenced	
Do pupils feel that they know where to go if they are concerned, anxious or worried? Do they feel that they are treated seriously?	Fully Evidenced	Pupils know where to go speak to DSLs. The pupil group that were spoken to, said not all staff recognised when there was an issues.
Do pupils appear to have a good knowledge of risks and how to deal with them?	Yes	
When asked to rate the school for safeguarding, what do pupils say? (0 is lowest, 10 the highest)	7	
What improvements did pupils say should be made (and increase the rating by at least one point)?		The pupil group shared positive examples where the school had supported them and their families. The group felt that not all teachers follow the behaviour policy in the same way, which can affect the ability of pupils to learn without disruption. The pupils in the group felt that bullying sometimes happened, and although it was tackled by staff, they felt that more could be done.

Preventing Extremism

Question	Response	Details
Has a member of the Senior Leadership Team been identified to lead the school's work on the Prevent Duty?	Fully Evidenced	
Has the school identified the risks of extremism for their pupils?	Fully Evidenced	
Has the DSL received training about the Prevent Duty?	Fully Evidenced	
Are British Values integral to the work of the school?	Fully Evidenced	
How is it made clear to staff what they should do if they are concerned a pupil is developing extremist views?	Fully Evidenced	
Does the DSL know how to make a referral about a pupil about whom there are extremist concerns?	Fully Evidenced	
Does the school have effective policies for the booking and supervision of visiting speakers?	Fully Evidenced	

Safeguarding Policy Checklist

Question	Response	Details
The policy should outline the definitions, signs and symptoms of the four kinds of abuse and neglect.	Yes	
The policy should also include: child's sexual exploitation; female genital mutilation; and preventing radicalisation. [Note there is no requirement to have a separate policy for the Prevent duty.]	No	
The policy should refer to the mandatory duty on teachers to report disclosures on FGM about a female under 18.	No	
The policy should define 'Private Fostering' and note that there is a mandatory duty to inform the local authority of children in such arrangements.	No	
The school has at least two Designated Safeguarding Leads and these are named in the policy, along with contact details.	Yes	
The school has a named governor for safeguarding who is identified in the policy, along with appropriate contact details. The policy should also name the person to whom concerns about the headteacher can be taken.	Yes	
The policy is clear that staff should promptly share their concerns in writing with the DSL and sets out the procedure for doing so.	No	
The policy should be clear that all verbal conversations should be promptly recorded in writing.	No	
There should be an identified single location for the delivery of concern forms and a clear method for alerting the DSL that a concern form has been raised.	No	

Question	Response	Details
The policy should be clear about the steps the DSL should take in order to refer a concern outside the school, eg. a social services enquiry or to the local authority Designated Officer (LADO). An up to date list of relevant names and contact details should be included in the policy.	No	
The policy should set out the training opportunities from staff in different roles; and the type and frequency of training.	No	Although training is referred to throughout the policy, it is useful to describe training the expectations for staff undertaking different roles in the school.
The policy should be self-contained and not rely on other documents to understand it.	No	
The current policy should be available on the school's website.	Yes	
The policy should include information about 'Managing allegations about other pupils'?	No	
The policy should set out the other relevant documents all staff must have read: Keeping Children Safe in Education (July 2015) [Part One] School's Code of Conduct School's Safeguarding Policy [Although not statutory, it is useful to ask staff to be familiar with 'What to do if you're worried a child is being abused', as it contains excellent examples of the different types of safeguarding issues.]	No	
The policy should have a publication date and a review date (not later than one year from publication).	Yes	