Ofsted Statutory Requirements Audit

Safeguarding

Completed June 2018

Statutory Requirements	Yes/No	Actions
Documents		
Working Together to Safeguard Children (DfE 2015)	Yes	DfE policy available to access on 'P' drive – Safeguarding folder

Keeping Children Safe in Education (DfE 2016)	Yes	All staff provided at beg. Of new academic year:
		    KCSiE Part 1
		    LCC Safer Working Practice' leaflet
		    Have to sign to acknowledge receipt of the above
		Information for parents/carers leaflet sent out annually

Policy		
Safeguarding and Child Protection Policy		
Published on website	Yes	When the policy is updated it replaces the existing copy on the school website.
Reviewed annually	Yes	Reviewed annually – next review June 2019. Signed by Chair of Governors – Mrs G Smart & Head Mr U Patel
Staff Discipline, Conduct and Grievance Policy	Yes	School follow LCC Grievance Policy Code of Conduct policy given to all staff at beg. Of new academic year and signed replies collected. All Policies on 'P' drive – School Policies file
Managing Allegations against Staff Policy	Yes/No	Safeguarding Policy – page 11 and Appendix 3
Managing Allegations against other Pupils Policy	Yes/No	Safeguarding Policy – page 9 (15)
Does the governing body recognise the expertise staff and provide opportunities 'to contribute to and shape safeguarding arrangements and child protection policy'? (see KCSIE para. 66)	Yes	School follow LCC Model Policy. Part of the Operation Encompass Group which includes Social Services, NHS & Police. Member of the local community group. *Governors*: Review policy annually – Safeguarding on the agenda at all MGB meetings. Chair of Governors meets termly with the DSL (Mrs Aydin). All Governors complete the on-line training as per the staff.

Reports		
Safeguarding Report to Governors	Agenda / Mins.	Safeguarding is an Agenda item for all MGB meetings. Policy is reviewed annually and any updates discussed.
Procedures		
Appointment of Designated Safeguarding Lead	Yes	Mrs Arzu Aydin – Assistant Headteacher (Lead DSL) Miss Shani Kaur – Assistant Headteacher Mr Umesh Patel – Headteacher Mrs Jo Hulme – SENCO Mrs G Smart – Lead Governor
Appointment of a designated teacher for 'Looked After Children'	Yes	Mrs A Aydin – Assistant Headteacher
Appointment of a designated teacher with responsibility for the 'Prevent Duty' and to make referrals when necessary?	Yes	Mr Umesh Patel - Headteacher
Mandatory DBS Checks for everyone in 'regulated activity' Policy Statement, including Enhanced DBS checks for all members of the governing body.	Yes	DBS Policy Statement – available on the 'P' drive in the School Policies folder. Enhanced DBS checks are carried out for ALL staff. Following a change in the LCC procedure for re-checks, the Governing Body agreed that these would be carried out every 4 years. Governor rechecks would be carried out at the beginning of a new term of office (4 years)
Policy for the supervision of volunteers	Yes	Enhanced DBS checks are carried out on all volunteers before they begin working with the children. Volunteers are given a 'Handbook' and a copy of the school Safeguarding Policy when appointed.
Vetting Checks for all adults included on a Single Central Register (SCR)	Yes	Mrs S Tuckwood, Business Manager – completes the SCR Register. • An electronic copy is on the 'desktop' of her computer for quick access. • A paper copy is also ran off every term for access/information.

Is there a robust system in place to check that agency staff arriving at the school, are the same people that the agency has carried out vetting checks for?	Yes	Agency email DBS information to school prior to visit. This includes photographic evidence. Evidence checked upon arrival of staff member.
Confidential record-keeping of child protection concerns. Are records kept in writing? Are child protection records kept separate to other pupil files?	Yes	Child Protection folders are kept locked in the DSL's office – Mrs Aydin, Assistant Headteacher. All records / evidence are kept in writing and the information is kept separately to the child's normal contact records. CPOMS information is kept on-line / ran off and filed if required.
Are CP records transferred securely and a receipt obtained from the receiving school?	Yes	CPD records transferred by collection of Yr 7 teachers or personal delivery by a member of our staff – verbal confirmation obtained. Written confirmation to be obtained from July 2018. CPOMS transferred electronically.
Training		
Is there an up-to-date Training Record for all staff and volunteers?	Yes	All staff and Governors have carried out Safeguarding on-line training (including Prevent) during the Autumn 2016 term. This will be renewed by all staff during the Autumn 2018 term. Copies of certificates are kept in the Business Managers office along with the other Safeguarding documents.
Has the Designated Safeguarding Lead had initial training and then every two years after that?	Yes	Mrs Aydin – Training: Refresher Mr U Patel – Training: Refresher Miss S Kaur – Training: Refresher

Does the headteacher and all staff undergo child protection training which is updated regularly, 'at least annually', as complete sessions or in staff meetings for example?	Yes	Safeguarding Policy – page 8	

Does the school 'ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education'? (see KCSIE 2016 p4)	Yes	Copies of KCSIE are given to all staff at the start of a new academic year. ALL staff complete on-line Safeguarding (inc. Prevent), every 2 years. All Staff given a copy of the Safer Working Practices leaflet at the beg of a new academic year - sign to say they have received it. This list is kept in the BM office. All staff are aware of the procedures of reporting any concerns. Teachers & T.A's have received training on use of CPOMS, our electronic Child Protection programme.

Are all staff able to identify children who would benefit from 'Early Help'?	Yes	Concerns regarding 'Early help' support are referred to the SENCo. All staff have carried out on-line Safeguarding training (inc. Prevent) – refresher course every 2 years. CPP scenarios discussed at the Friday morning teachers meeting.
Do staff understand the difference between a 'concern' and 'immediate danger' or 'risk of harm'?	Yes/No? How do you know?	Through relevant CPD and weekly CPP scenarios discussed at the Friday morning teachers meeting.
For at least one person on every interview panel – Safer Recruitment Training	Yes	Headteacher, Assistant Headteachers, Chair of Governors and Vice Chair have all attended Safer Recruitment Training and will refresh as and when required.
[It is also beneficial for staff who are involved in the administration of recruitment procedures to have had this training too.]	Examples	Premises Officer Panel: Headteacher, previous PO/Gov & Business Manager KS12 Teacher Panel: Headteacher & Assistant Headteacher Lunchtime Supervisors Panel: Assistant Headteacher & Business Manager
Designated Safeguarding Lead		
Does the Designated Safeguarding Lead (DSL) have a job description for this role?	Yes	Job Description - Mrs A Aydin Signed – 1 September 2017
Are there 'adequate and appropriate cover arrangements' for the DSL during out of hours periods?	Yes	All staff are given the telephone numbers of senior leaders at the beginning of a new academic year – 1st contact: Mrs A Aydin (DSL) 2nd contact: U Patel (Headteacher) 3rd contact: Miss S Kaur (Assistant Headteacher)
Does the Designated Safeguarding Lead have the 'appropriate authority' for the role?	Yes	The Governing Body approved the position of DSL for Mrs Aydin at the GM 2017

Does the Designated Safeguarding Lead have "sufficient time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – an/or support other staff to do so – and to contribute to the assessment of children?" (Keeping Children Safe in Education, DfE July 2016)	Yes	DSL has 3 days out of class to suppo9rt her position. The other 2 days she can be released if necessary. Mrs Aydin attends training when required, meetings with outside agencies as well as with school staff. Mrs Aydin produces reports and assessment information on all children as and when required. Her position is funded by the school.

Mandatory Induction for all staff includes the following; all staff should also understand these as part of an annual refresher.

Does the induction include the signs and symptoms of abuse and information about how to raise concerns?	Yes	All new staff have to complete the on-line Safeguarding course when they take up their position at the school
Staff Code of Conduct [including use of the internet and social media; staff/pupil relationships; and information about the' Position of Trust'.	Yes	All staff are given a copy of the Staff Code of Conduct at the beginning an academic year – returning the signed page to the Business Manager
Do staff understand the role of the DSL?	How do you know?	Part of an INSET day at the beginning of an academic year is used to advise/refresh the school safeguarding information. All staff are advised of any changes to the school Policy / CPOMS / staff changes etc. Safeguarding is included in Staff / SL meetings regularly.
Safeguarding and Child Protection Policy	Yes	Copy of the Safeguarding Policy is in the staffroom. Copy on 'P' drive under School Policies. Paper copy available upon request.
Managing allegations against staff	Yes	Safeguarding Policy – Page 11 (12)
Keeping Children Safe in Education – Information for all staff Have all staff read at least Part One and Annex A?	Yes	Copy given to all staff at the beginning of new academic year. Safeguarding Policy – Appendix 3
Attention drawn to the non-statutory guidance 'What to do if you're worried a child is being abused'	Yes	Copy of the DfE document is available on the 'P' drive in the School Policies folder

How to raise a concern or allegation about another adult in school.	Yes	Whistleblowing Policy – this is a separate document and also attached to our Safeguarding Policy : Appendix 6
In proprietor-led schools, do staff know how to contact the Local Authority Designated Officer (LADO) in cases where there are concerns about him/her?	Yes	All teaching staff are regularly reminded in the Friday morning update meetings. Name & contact information included in the Safeguarding Policy – page 20
Information sharing advice for safeguarding practitioners (DfE 2015)	Yes	
Whistleblowing Policy available? (Does it reflect principles of The Francis Report? – see Working Together 2015 p53)	Yes	School Whistleblowing Policy - Safeguarding Policy – Appendix 6. Separate document on 'P' drive in the School Policies folder.
Does information for staff give details of the NSPCC's Whistleblowing Helpline (0800 028 0285)?	Yes	List of helpful contacts included in our Safeguarding Policy which includes this information.
Other		
Is the Headteacher clear that in the case of allegations against they must not investigate until after speaking to the LADO? Does the Head report within one day, all allegations against staff to the local authority Designated Officer (LADO)	Yes	LADO allegations - referrals@leicester.gov.uk LCC representatives: Jude Atkinson & Elisha Ward Information in our Safeguarding Policy – page 20)
Is there accurate recording of pupil attendance, including in- lesson recording?	Yes	All pupils' attendance is recorded on our SIMS electronic system. Children who are late or leave early, enter their information into our electronic system in the foyer. Children who go into groups are registered by the Group Leader.
Is there robust follow-up to pupil absence?	Yes	If a child is absent the Admin Officer (Mrs Beeby), will contact the parents to enquire as to their whereabouts. If unable to contact anyone the matter is referred to the Educational Welfare Officer (EWO)
Does the school have appropriate safeguarding procedures for children who go missing from education, particularly on repeat occasions?	Yes	Safeguarding Policy – page 16
Is the environment safe?	Yes	**Perimeter:** High fencing around the building and grounds with locked gates toi enter. Electronic gates to rear and front car park – only accessible by 'card' or via the office. **Access to the building**: Access to the main building is via the main pedestrian gate by 'buzzer' only – kept locked during school hours. Car park gates are not opened during lunchtimes.

Standard of physical safety around the building? Regular checks?		**Checks** – Premises Officer checks the grounds daily and reports any problems. All outdoor equipment is checked annually by GM Services
Are staff aware of their mandatory duty under the Serious Crime Act 2015, to make a <u>personal</u> report to the police when they hear a disclosure that a girl under 18 appears to have undergone Female Genital Mutilation?	Yes	All staff have on-line Safeguarding training. This is to be renewed January 2019. Information also in our Safeguarding Policy – page 13 (21.3)

Leadership and Management

Is the pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, at the heart of the school's work?	Yes	SMSC - Curriculum overview PowerPoint Assemblies on a Friday Theme of the week PowerPoints
Is safeguarding is effective?	Yes	Pupil and parent questionnaires are completed every year. CPOMS data.
Have leaders and managers created a culture of vigilance where pupils' welfare is actively promoted?	Yes	Being me Being Happy Being Safe boxes – SENCO works with outside agencies After-school Clubs – being active Healthy eating – Breakfast Club Curriculum – PE, PSEH, Science, ICT, Cyber bulling, Anti-bullying.
Are pupils listened to and do they feel safe?	Yes	Children's questionnaire carried out annually. Being Me, Being Happy Being Safe boxes where children can put their comments on a daily basis – answered by the teacher or whoever deemed appropriate.
Are staff trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they report their concerns?	Yes	All staff receive Safeguarding on-line training (including Prevent). Safeguarding is part of the INSET day prior to a new academic year.

Do leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan?	Yes	SENCo holds regular meeting with external partners to ensure that the school is providing & updating information regarding all SEND children. \Panel/Agency/Parents meetings are held as and when required.
How effectively do leaders' work to protect pupils from radicalisation and extremism? Do leaders respond swiftly where pupils are vulnerable To these issues?	Yes	Staff have completed on-line Safeguarding Training. Information in the School Safeguarding Policy. Scenarios discussed at the Friday morning teachers meeting – inc. radicalisation and extremism.
Is there high-quality training to develop the vigilance, confidence and competency of staff so that they can challenge pupils' views and encourage debate?	Yes	Teaching & Learning CPD Herrick characters Learning Attitudes Coaching
Do learners take responsibility for keeping themselves safe and healthy?	Yes	Health Club for each class – fortnightly. Assemblies and diaries all linked to Being Me, Being Safe, Being Happy.
Personal development, behaviour and welfare		
Does the school's approach to attendance ensure that no groups of pupils are disadvantaged by a high absence rate? Is poor attendance tackled in order to ensure that pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average?	Yes	Parents/Carers are contacted on a daily basis. If their child is absent from school and we have not been advised. For illness parents are asked to telephone every other day to advise the school. Medical evidence has to be provided or the appropriate code. If no medical evidence provided, the EWO is contacted. All children with less than 95% attendance are regularly checked for a 'rise/fall' on a weekly basis. Letters sent to parents/meeting with Headteacher. If attendance does not improve the EWO is asked to visit the home and inform the school of any problems/issues.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.	Yes	Being Me, Being Happy, Being Safe boxes Pupil/Parent questionnaires Curriculum – PSED, ICT, Science & PE
To what extent do pupils have an effective understanding of how to stay safe online, including the dangers of inappropriate use of mobile technology and social networking sites?	Yes	ICT curriculum

Early years provision

Are there any breaches of statutory welfare requirements?	No	
Is there vigilant and consistent implementation of policies and procedures to ensure that children's health, safety and well- being are supported?	Yes	All staff have access to an electronic/paper copy of the Safeguarding Policy and all other policies relating to the H&S of all. 'P' drive in the School Policies folder. The Behaviour Policy is reviewed annually. Updates of any' issues regarding childrens welfare/behaviour are discussed at the weekly Friday staff meeting.
The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.	Yes	Safety & risk issues are discussed during the daily routine Local Police Community \Officer visits the school annually to talk to children about drugs, drink, carrying items that harm, etc. The school have a Behaviour Policy and an Internet Safety Policy.

Inspecting Safeguarding in early years, education and skills settings (August 2015)

Five Key Areas

Creation of a positive culture, where 'safeguarding is an important part of everyday life', backed up by staff training at every level.	Yes	Safeguarding is paramount throughout the day to day life at Herrick. All staff have carried out on-line Safeguarding training (inc. Prevent). Any Safeguarding matters ae discussed as they occur and the relevant information is recorded and passed to the staff members concerned.

The effectiveness of safer recruitment, vetting, and safeguarding policies and procedures.	Yes	Leadership & Management team attended Safer Recruitment Training. Staff-Teacher induction meeting Teacher Handbook
Staff awareness of the signs of harm from within the family and the wider community.	Yes	Safeguarding /Child Protection on-line training. Safeguarding questions at our Friday morning meetings.
Timelessness of response to safeguarding concerns.	Yes	All Safeguarding issues are reported to the DSL (or Headteacher) and dealt with as deemed necessary. All actions are recorded on CPOMS
Quality of the school's contribution to multi-agency plans for children.	Yes	Herrick is part of the Community Group which also include the Community Police, Support Agencies and other schools./
Children and Young People		
There is a positive impact on learners from the school's safeguarding approach.	Yes	The school is only accessible during learning time through an intercom system. When visitors enter Reception after they have registered on the electronic system they are let into the main building.
Children are protected and feel safe	Yes	Annual questionnaires completed
Children know how to complain and understand the process to do so	Yes	All children are aware of the 'confidential' system they can use to voice their opinions, concerns or just to let someone know something. Being Me, Being Happy, Being Safe boxes
Children can name a trusted adult they can talk to about concerns	Yes	Children regularly reminded by the teachers that if they have something they would like to talk about to speak to them or Mrs Aydin (DSL)
Children are supported, protected and kept informed of any actions when they raise concerns.	Yes	Staff member who deals with their concern will talk to the child about any actions required or taken. All incidents are reported and placed in the child's folder.
Children are safe from discrimination and bullying	Yes	Behaviour Policy strictly adhered to to ensure all matters dealt with immediately

Children are supported in learning to recognise and manage risk	Yes	Safeguarding Policy – page 10 (9)
Children absent from school are quickly and robustly followed up	Yes	Parents of any child who have not called the school before the start of the school day, will be contacted by the School Admin Officer during the morning.
Adults		
There is a clear and effective policy that describes the safeguarding procedures in the school which is 'regularly reviewed'	Yes	Safeguarding/Child Protection Policy available to all staff. Paper copy or electronic in 'P' drive, the School Policies folder. Reviewed annually by the main Governing Body.
Adults give a 'strong, proactive response' that reduces the risk of harm	Yes	All staff have a copy of the school Safeguarding Policy and carried out an on-line Safeguarding course (inc. Prevent)
Adults understand that indicators of all types of harm to children and young people, including child sexual exploitation, and issues concerning radicalisation or extremism	Yes	All staff are given a copy of the |Keeping Children Safe in Education Part 1 – beginning of new academic year. All information included in the school Safeguarding Policy (Appendix 1). Every week at the Friday morning meeting a Safeguarding question is asked and discussed toi ensure that the correct actions would be taken.
Adults understand the risks from technology and the internet and can support children in learning how to keep safe online	Yes	The school has an Internet Safety Policy available to all staff on the 'P' drive in the School Policies folder. Use of phones / social media and the Internet are itemized in the Staff Handbook which is updated annually. Children reminded by staff of Internet Safety during their ICT lessons. Local Community Police Officer visits the school regularly to talk to the children and parents about the use of the Internet.
Key risks for learners are understand and there are plans in place to minimise those risks	Yes	Risk Reduction is included in our Safeguarding Policy – page 13 (15.6)
There are effective safeguarding procedures and concerns are shared 'immediately'	Yes	All staff are aware of the safeguarding procedures and the channels to take - Safeguarding arrow chart.
There is an effective staff behaviour policy [code of conduct]	Yes	Copy of the Staff Code of Conduct issued to all staff at the beginning of an academic year. The 'signed declaration' is returned to the BM and filed.

Adults seeks consent from parents before sharing information (unless to do so would increase the risk of or actual harm to a child)	Yes		SEND - parents sign the referral form. Photos – parents sign the back of the annual Information/consent form. Social Services – Parents are informed before we contact.
Local procedures for missing children are followed	Yes		Safeguarding Policy – page 16 (20)
Staff respond to children with clear boundaries and understand the triggers for behaviour	Yes		Staff follow the school Behaviour Policy and follow the colour coded penalties.
Staff work as a team and reflect on their responses to the behaviour of learners		Yes	All staff follow the same Behaviour Policy procedures and are reminded of the process regularly.
Staff are able to use de-escalation strategies		Yes	Behaviour is continually reviewed to support effective impact and implementation.
Where physical intervention strategies are used, that all incidents are 'reviewed, recorded and monitored' and 'the views of the learner are sought and understood'		Yes	School have a Physical Intervention Policy
There are clear & effective arrangements for supervision & support to staff who work 'directly & regularly with learners whose safety & welfare are at risk'.		Yes	Staff concerned have taken part in Moving & Handling training. Staff meet with Agencies involved with the children. Diana Nurses support.
The physical environment is safe and secure		Yes	School Health & Safety Policy. Health & Safety Audit (Oct 2017 – Outstanding).
Staff know how to raise concerns about the conduct of other adults in the school		Yes	Safeguarding Policy – Appendix 3
Staff have identified learners who are vulnerable		Yes	Safeguarding Policy – Page 13 & 14 (points 15 & 16)
Safeguarding requirements for leaders and managers			
(see appendix 1 Ofsted Info.) *(Governing bodies, registered providers, proprietors and management committees)*			
- contribute to inter-agency working to support children and learners who have additional needs	Yes		SENCo works with outside agencies to ensure that the school is providing what the child needs. Regular meetings held to monitor the progress of all SEND children.

- have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism & Security Act 2015	Yes	School Prevent / Anti-Terrorism Policy (attached to Safeguarding Policy).
- carry out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children, learners and/or staff or to address assemblies	Yes	School Visitor / Volunteer Policy (attached to Safeguarding Policy)
- ensure that an effective child protection policy is in place, together with a staff behaviour policy, where applicable	Yes	The school have produced a Safeguarding/Child Protection Policy which includes Whistleblowing & Staff Code of Conduct
- prioritise the welfare of children & learners & creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns	Yes	Whistleblowing Policy (Safeguarding Policy Appendix 6) Safeguarding Policy – page 28 – Appendix 3
- appoint a designated safeguarding lead and, in schools and colleges, ensuring that they should undergo child protection training every two years	Yes	DSL – Mrs A Aydin (Assistant Headteacher) Deputy DSL's – Mr U Patel (Head) & Miss Kaur (Assistant Head.) Refresher courses attended every 2 years.
• Make sure that children and learners are taught how to keep themselves safe.	Yes	All staff have on-line Safeguarding (inc Prevent) training renewed every 2 years. School have policies covering Behaviour, Cyber-Bulling, Internet/Social Media etc. which are referred to by staff as and when required during the school day. Local Community Police carry out workshops annually for children & parents - Road & Internet Safety, Stranger Danger, Drug awareness, Anti-Social Behaviour, Bullying etc.
Prevent people who pose a risk of harm from working with children or learners by:		
• adhere to statutory responsibilities to check staff who work with children and learners	Yes	All staff have enhanced DBS checks. This information is recorded electronically & paper copies – file in BM office
• take proportionate decisions on whether to ask for checks beyond those that are required		All staff completed a Childcare Declaration Form – file in BM office
• ensure that volunteers are appropriately supervised		All volunteers are supervised by staff until DBS received.
• make sure, at least one person on any appointment panel has undertaken safer recruitment training		Headteacher, Assistant Headteachers, Vice Chair of Governors & BM have attended Safer Recruitment Training.

• ensure that there are procedures in place to handle allegations against members of staff and volunteers • make sure that there are procedures in place to handle allegations against other children or learners		Safeguarding Policy – page 11 (12) Safeguarding Policy – Appendix 3 & 4
Put in place appropriate safeguarding responses to children and learners who go missing from early years and education settings, particularly on repeat occasions.	Yes	Safeguarding Policy – page 16 (20) (*Children Missing from Education)*
Allegations against members of staff and volunteers must be referred to the local authority's designated officer(s)	Yes	Safeguarding Policy (Appendix 4) *(Avoiding allegations of abuse for staff / volunteers)* Safeguarding Policy (Appendix 3) (*Allegations against a staff member/volunteer)*
There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns	Yes	Safer Recruitment Policy Single Central Register – DBS Information
There must be a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training.	Yes	DSL – Mrs A Aydin
All staff have the skills, knowledge and understanding necessary to keep looked after children safe.	Yes	All staff have completed on-line Safeguarding Course (inc. Prevent) – to be renewed January 2020. DSL attends review meetings etc.
There should be a culture of safe recruitment that includes the adoption of recruitment procedures that help deter, reject or identify people who might abuse children and learners. The school must act reasonably in making decisions about the suitability of prospective employees.	Yes	Member of Safer Recruitment team on Interviewing panel. All jobs offered to prospective members of staff are subject to references & enhanced DBS checks. DBS checks completed by Judicium (HR Dept.) - evidence requested can be originals only. Reference request for all candidates includes information regarding any disciplinary charges & safeguarding concerns.

Safer recruitment checks must be carried out in line with statutory requirements, using the DfE guidance.	Yes	Carried out by Judicium (HR Dept.)
There must be a single central record.	Yes	SCR kept electronically. Paper copy printed every term.

Counter Terrorism and Security Act 2015 Duties

Preventing Terrorism

Has a member of staff been identified to lead on *Prevent*	Yes	DSL – Mrs A Aydin
Have staff received training about their *Prevent* duties, the issues involved, how to recognise and report concerns, and how to tackle questions they may be asked.	Yes	All staff have completed on-line Safeguarding training (inc, Prevent). To be renewed January 2020
As a minimum, the DSL should have completed Prevent awareness training, and be able to provide advice and support to other staff. (Keeping Children Safe In Education (2015) page 17)	Yes	DSL – Mrs A Aydin
Have all staff undertaken WRAP training (Workshop to Raise Awareness of Prevent) or other awareness training?	Yes	Prevent awareness included in on-line Safeguarding training
Have governors been made aware of their duties in relation to *Prevent*	Yes	Governors have completed the on-line Safeguarding training which includes Prevent duties.
Are strategies in place to identify risks in the school community?	Yes	School website British Values - assembly
Does the school have effective engagement with parents and families?	Yes	Safeguarding Policy on school Website. Help sites / numbers on Website. Internet/Technology Workshop for parents & children by local Community Police officer.
Is the school able to demonstrate a general understanding of risk for children and young people in the area?	Yes	Safeguarding policy
Are strategies in place to identify 'At Risk' students?	Yes	Safeguarding policy – page 13 (15.16)

Are procedures in place to protect children at risk of radicalisation?	Yes	Safeguarding policy
Has the Safeguarding and/or Child Protection Policy been updated to account for the Prevent duty? OR Has a separate policy been written for preventing young people being drawn into terrorism?	Yes	Safeguarding Policy – includes Prevent & Terrorism strategies. School Prevent / Terrorism Policy (attached to the Safeguarding)
Has the referral route for extremism concerns been made explicit?	Yes	Safeguarding policy- page 13 'Channel' Programme Safeguarding policy – page 39 - chart
Does the school have effective policies for the booking and supervision of visiting speakers?	Yes	Visitor speakers / workshop organisers are supervised by staff. Electronic signing in/out procedure.
Do school staff understand how to make a referral to the Channel programme?	Yes	Headteacher or DSL only make referrals.
Are staff aware of the increased risk of online radicalisation? How are they reducing this risk for children and young people in the school?	Yes	Safeguarding Policy Cyber Bullying Policy (Appendix 8 in S/P)
Does the school's ICT filtering system successfully prevent the online access of extremist materials?	Yes	'E-safety for schools' filtering system used.
Does the school's ICT filtering system appropriately filter online access in community languages?	No	

Spiritual, moral, social and cultural development (SMSC)

How well are British Values promoted and developed? How well are pupils prepared for the opportunities, responsibilities and experiences of life in modern Britain?	Evidence. Examples. Impact.	SMSC Grid British Values Assemblies Displays – children interact
How does the school protect pupils from radicalisation and extremism? Does this work effective?		**See below –**

Are staff competent and confident to encourage debate and challenge pupils' views? What is the school doing to improve staff competence and confidence?		Extract from the school Leadership & Management Report – November 2017
Are staff vigilant at protecting pupils from radicalization and extremism?		

The school audits and monitors the effectiveness of its provision for SMSC development (key highlights are outlined in the table on the following pages).

Pupils' development in this area is outstanding and can be seen in how children respect the environment; in their behaviour throughout the school; in their involvement in the wide range of school and community activities but most of all in the quality of relationships that are evident throughout the school.

(see belowf)

Spiritual Development	Moral Development
Spiritual development is promoted through a wealth of opportunities for pupils to: **Reflect on beliefs and values**– Assembly programme, visits to places of worship, visitors from faith communities, Thinking Time, Danger Zone, Native American Study (School Houses), and Herrick Character **Consider the fundamental questions of life**–curriculum provision (RE/PSHCE/History) extra-curricular clubs; Karate, Art, Science, Persona dolls, class debates, Yr6 'growing up' talk **Develop a sense of awe, wonder, mystery and insight** – collective worship, services/special assemblies, visits and the whole ethos/culture of the school and how it might encourage personal reflection and growth	We have a number of strategies and approaches, which foster and encourage moral development. For example: **Clear and well-defined code of behaviour** – a respect and concern for others (Herrick Character, VISION, Behaviour policy, Stars, marbles, stickers, 'Phone Home Friday' , certificates, attendance award) The school community lives by **an explicit moral framework of values**, which promote a more cohesive society and a commitment to work together for the common good through – charitable and community work, developing skills and attitudes within the curriculum or extra-curricular provision, work on sustainability and the environment, aspects that promote identity and belonging – school motto, displays, newsletters, Herrick Weekly, VLE, Espresso, recycling,

Social Development

Social development is promoted through:

Fostering a strong, inclusive community anti-bullying policy & practice,
strategies to bring diverse groups together, **VISION** of the school

Development of relationships and inter-personal skills - through teamwork,
 conflict resolution, peer mediation approaches, pastoral structures, FABs,
HMT, School Council, Rights and Responsibilities, Behaviour Policy & PSHCE

Encouraging a sense of responsibility and participation in the school/community - through leadership roles (HMT),
mentoring/buddying schemes,
Reach for the Stars, House Points,
SMART certificates, Herrick Character and Learning Attitudes.

Cultural Development

We ensure cultural development through:

Promoting community cohesion and an awareness and understanding of other cultures locally, nationally and globally; ensuring pupils experience authentic accounts of the attitudes, values and traditions of others - through visiting speakers, school networks, school trips, visiting places of worship, faith assemblies, Sports Festivals, collecting food at Harvest, and raising money for different charities.

Developing a sense of identity and belonging of all within the school community and addressing discrimination of all forms - through assemblies; equality policy and practice; marking and celebrating festivals and global, national and regional events. The HMT conducted assemblies' in-relation to global citizenship.

Encouraging an appreciation of cultural traditions as expressed, for example, in art, literature, theatre and music, museum, theatre, gallery visits, in-school projects and visitors.