



DESIGNATED SAFEGUARDING LEAD HANDBOOK

This handbook is designed as a resource to support the Designated Safeguarding Lead (DSL) in an educational setting. It is not intended to replace the existing Berkshire West Partnership Procedures

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INTRODUCTION

The handbook aims to provide useful information and practical processes to enable Designated Safeguarding Leads to fulfil their role in ensuring children in Wokingham are kept safe. The contents draw on the duty and guidance in the following legislative framework:

- [Keeping Children Safe in Education 22 \(and subsequent updates to KCSIE\)](#)
- [Working Together to Safeguard Children 18](#)
- [Children Act 1989 2004](#)
- [The Prevent duty – departmental advice for schools and childcare providers 2015](#)
- [Prevent duty guidance: for further education institutions in England and Wales 2021](#)
- [FGM guidance for schools 2020](#)
- [Sexual violence and sexual harassment between children in schools and colleges 2021](#)
- [Right Help at the Right Time](#)
- [Child Protection Legislation](#)
- [Child in Need Legislation](#)
- [Latest Ofsted Framework](#)

The Handbook aims to support the important and significant role of the Designated Safeguarding Lead. It is not intended to repeat guidance or replace training. The contents include guidance, information related to specific safeguarding areas and suggested templates (see appendices) that we hope you will find helpful.

ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

All schools and colleges must have a Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection, including online safety. This lead responsibility should not be delegated.

It is important that the DSL has the appropriate status and authority within the school/college to carry out the duties of the post. KCSIE states that the DSL should be a senior member of staff from the school or college leadership team. The DSL should take lead responsibility for safeguarding and child protection (including online safety). This role will be explicit in the role holder's job description. It is the Governing Bodies and Proprietors responsibility to ensure that this happens.

The Headteacher/Principal should ensure the DSL has the additional time, funding, training, resources and support they need to carry out the role effectively.

For more detail about the role of the DSL, read your school's safeguarding policy (which you are responsible for keeping updated annually).

Ofsted: DSLs need to know what OFSTED expectations

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

The DSL should report cases/incidents/allegations of sexual assault on children, (by adults or children) to the Police See [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](#)

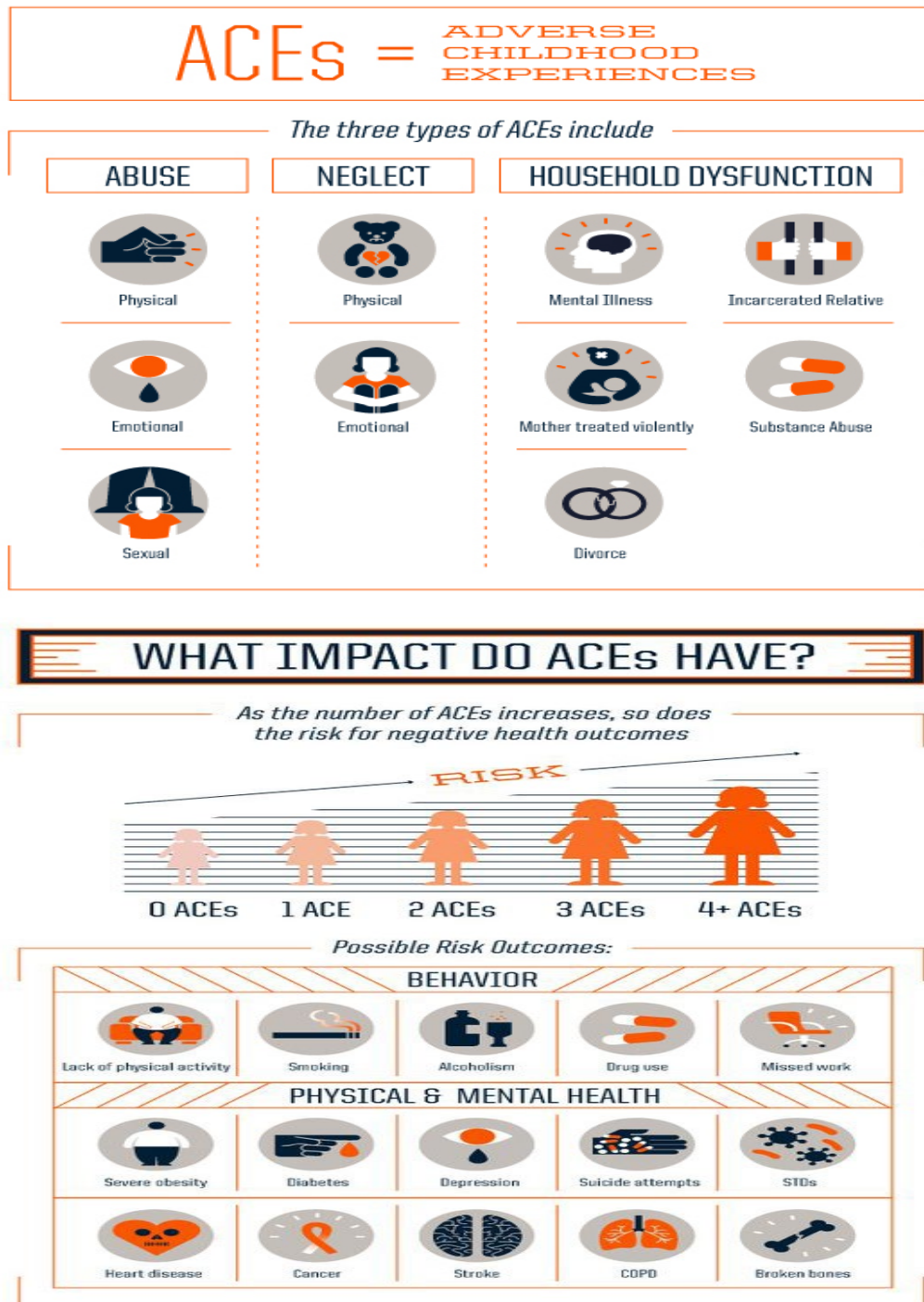
The DSL and all staff should understand consent and in particular that a child under the age of 13 can never give consent to any sexual activity and this would be considered as rape.

There is an expectation that DSLs will respond to MASH requests, information required for MARAC meetings and urgent information requests. This may be delegated to the DDSL or safeguarding staff, but the DSL has the responsibility to ensure these requests are responded to within a timely manner.

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

As a DSL you need to understand the impact of ACEs on children and young people, how they heighten risk of negative health outcomes and ensure your staff also have this understanding.

Adverse Childhood Experiences (ACEs) are traumatic events that affect children whilst growing up,



such as suffering child maltreatment or living in a household affected by domestic violence, substance misuse or mental illness.

This short, animated film has been developed to raise awareness of ACEs, their potential to damage health across the life course and the roles that different agencies can play in preventing ACEs and supporting those affected by them: <https://www.youtube.com/watch?v=XHgLYI9KZ-A>

THRESHOLDS

As the DSL (or Deputy DSL) you need to understand Social Care thresholds: [Wokingham Threshold Guidance](#). The Wokingham Threshold Guidance document contains important information on Thresholds as well as everything else listed below:

- Duty, Triage Assessment Team
- Information Sharing
- Links to neighbouring Local Authority
- Resolving Professional Differences of Opinion and Escalation
- Levels of help
- Contextual Safeguarding
- Allegations against staff (LADO)
- Useful links and a list of acronyms

SAFEGUARDING GOVERNOR – LINK WITH DSL

Working Together to Safeguard Children and Keeping Children Safe in Education state: Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their setting's safeguarding arrangements. This role is referred to as the governor (or similar) with safeguarding responsibility or the safeguarding governor (SG).

Safeguarding in your setting is the responsibility of all governors. Having a governor who takes responsibility for safeguarding allows specific oversight and enables this governor to report directly to the Board in all matters relating to the safeguarding practice, policies and safeguarding issues or concerns.

It would be good practice for the DSL and Safeguarding Governor to have regular meetings to discuss specific safeguarding topics that are apparent within your setting.

The following are suggested areas for the Safeguarding Governors to be included or involved in:

- Conducting the annual S175/157 audit response with the DSL and reviewing any subsequent action plans
- Have oversight of the Single Central Record checks. It is not the responsibility of the SG or any Governor to carry out the task of checking the SCR, this is an operational task that the DSL (or senior leader) should carry out regularly
- It is not necessary for the SG to personally review the SCR, although it would be reasonable for a governor with safeguarding responsibilities to check the SCR personally where it is identified that safeguarding procedures are not being complied with.
- Capturing and fostering the child's voice to ensure that the setting has a safeguarding culture and ethos
- Receive updates or notices of serious safeguarding incidents involving children or staff
- Have oversight of safeguarding policies and present the safeguarding policy annually to the full governing board for ratifying

SINGLE CENTRAL RECORD CHECKLIST

Be clear about who has responsibility in your setting to maintain the SCR.

The single central record must cover the following people:

For schools:

all staff, including teacher trainees on salaried routes, agency, and third-party supply staff, even if they work for one day

For colleges:

staff, including agency and supply staff providing education to children under the age of 18

For independent schools:

all members of the proprietor body. In the case of academies and free schools this means the members and trustees of the academy trust

Details for individuals who no longer work at the school/college must be removed from the SCR. Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil (*see alternative provision checklist in this handbook*). Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff and hold a copy of their safeguarding procedures.

Ofsted will check the single central record during an inspection. If there is a minor administrative error, such as a missing date, and this can be easily rectified before the final team meeting, the school/college will be given the chance to resolve the issue.

Ofsted define minor administrative errors as:

- Failure to record one or two dates
- Individual entries that are illegible
- One or two omissions where it is clear that the information is already held but the school/college has failed to transfer over the information into the full single central register

SAFER RECRUITMENT

Recruiting staff with integrity is important to keep all children in education safe.

Safer recruitment is a key component to safeguarding in schools and colleges.

It is the responsibility of the Governing Body/Proprietor to ensure the safeguarding culture in schools and colleges includes robust recruitment processes that deter and prevent people who are unsuitable to work with children from applying, or securing employment in your setting, this includes people who are volunteers.

At least one person on every interview panel should have completed safer recruitment training. Generally, this training should be updated every three years.

LADO – MANAGING ALLEGATIONS AGAINST STAFF

Keeping Children Safe in Education states that the DSL is expected to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and where a crime may have been committed to the Police - as required. See [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npscc.police.uk\)](https://www.npscc.police.uk/when-to-call-the-police-guidance-for-schools-and-colleges.pdf)

All schools/colleges should have their own procedures for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges. Whistleblowing policy and the NSPCC

whistleblowing contact details should be freely available to staff. [NSPCC what you can do to report abuse](#)

KCSIE has two sections covering the levels of allegations/concerns;

1. Allegations that may meet the harms threshold
2. Allegations that do not meet the harms threshold – referred to in KCSIE as ‘low level concerns’

The harms thresholds are:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

(The last bullet point above includes behaviour that may have happened outside of school or college that might make an individual unsuitable to work with children, this is known as transferrable risk)

KCSIE describe concerns that do not meet the harm threshold as ‘low level concerns’ and advise is that all schools and colleges should set out their low-level concerns policy within their staff code of conduct and safeguarding policies.

Any low-level concerns should be reported as per usual practice.

In any possibility of the harms threshold being met then the LADO must be contacted. If unsure, contact the LADO and discuss whether you need to refer.

WBC LADO CONTACT DETAILS:

Nicola Vines

LADO / Child Protection Chair, Quality Assurance and Safeguarding Team, Wokingham Borough Council, Berkshire, RG40 2BB

Mobile no: 07783 828150

Email: nicola.vines@wokingham.gov.uk or LADO@wokingham.gov.uk

PREVENT

All staff must have completed Prevent training. The DSL or DDSL should have completed the Home Office Prevent training. Staff must be trained and act on any radicalisation concerns by reporting to the DSL using the usual school safeguarding procedures.

DSLs must refer to the Prevent Team. Consent is not required and should **not** be sought to make a referral to make a Prevent Referral.

Consent is required to engage with an individual in the channel process.

Useful webpages:

[Thames Valley Police - Prevent Webpage](#)

[Thames Valley Police - Prevent Referral Pathway](#)

CHILDREN MISSING FROM EDUCATION/LOW ATTENDANCE/ PERSISTENT ABSENCE

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school.

Children going missing from home and care is different to Children Missing Education (CME) or children with persistent absence.

It would be good practice for the DSL to work with internal and external colleagues where children have a pattern of persistent absence, those who are long term non-attenders or those who are not engaging in education.

<https://wsh.wokingham.gov.uk/learning-and-teaching/education-welfare/>

It is good practice for the DSL to be aware of all children in their setting who have low attendance, persistent attendance, school refusers and children who are missing education to ensure safeguarding is in place.

PART TIME TIMETABLES

The risks for children and young people associated with reduced attendance at school for whatever reason, including a temporarily reduced timetable, are well researched. These include the risk of exploitation criminal and sexual or other safeguarding risks, as well as the risk of lower educational attainment.

Any setting that is contemplating having a child on a part time timetable should consider any extra familial harm/risk outside the family, to ensure that placing a child on a part time timetable does not place them at further risk of harm or make them more available to exploitation. Appropriate safety planning should be made to try and mitigate risks where identified or the part time timetable should be re-considered.

Any pupil on a reduced timetable is missing education and therefore needs to be identified and tracked.

Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parental agreement to any arrangement they make, **they are responsible for monitoring the safety and welfare of pupils off site during school hours.**

Where a child is considered a Child Looked After the social worker and the Virtual School, should be included in any discussions or decisions.

It would be expected that the DSL has oversight of all children on part time or reduced timetables.

ALTERNATIVE PROVISION

Children who are accessing alternative provision or contracted/commissioned provision paid for by the school during school hours **remain the responsibility of the school/college they are enrolled at as the main provision.** This includes the safeguarding of children whilst they are off your site (in situations where a child receives funding through an agreed EHCP and school arrange and pay for external provisions, the school/college maintain the safeguarding responsibility for the child).

The DSL should have an oversight and maintain responsibility for the safeguarding of these children, the DSL should work closely and liaise with the safeguarding leads in the alternative/contracted provider.

It is good practice for the DSL in the main setting to have completed safeguarding checks before allowing the child to start with the alternative/contracted provider.

VIRTUAL SCHOOL

In September 2021, the role of the Virtual School was extended to include any child with a social worker. The Children in Need review (2019) recognised the crucial role that Virtual School Heads have in raising aspirations and promoting the educational achievement of our children placed in care and previously looked after.

The cohort of children and young people with a social worker have not had the benefit of a strategic leader that is able to champion their educational needs. Virtual Schools are experienced in helping education settings and local authorities work together and can offer advice and support to teachers and social workers, with the aim of narrowing the attainment gap.

- 1.6 million children needed a social worker between 2012 and 2018, equivalent to 1 in 10 children or 3 in every classroom
- these children are around 3 times more likely to be persistently absent from school and between 2 to 4 times more likely to be permanently excluded than their peers
- these children are present in 98% of state schools and face barriers to education due to experience of adversity and trauma
- on average children with a social worker do worse than their peers at every stage of their education
- Coronavirus (COVID-19) has affected all children and for many of the most vulnerable has increased barriers to education. It is essential that the cohort of children with a social worker are supported to recover from the pandemic

The Virtual School can help support the Designated Safeguarding Lead to ensure that:

- They make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children
- They promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm
- They level up children's outcomes and narrow the attainment gap so every child can reach their potential.

SAFEGUARDING CURRICULUM

As a DSL you should be confident that your school's curriculum is addressing safeguarding issues with the pupils. This is to support keeping them safe now and preparing them for adulthood. For a list of key safeguarding topics to be cover in PSHE and RSHE lessons, see KCSIE 2022 '*Opportunities to teach safeguarding p.33*'

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can happen both inside and outside of school or college. The DSL should respond to protect and safeguard children even if this event did not happen on school or college premises, this could include reporting to Police an event that happened off site or out of school/college hours.

For further detail, read KCSIE 2022, part 5 and see [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](https://www.npcc.police.uk/when-to-call-the-police--guidance-for-schools-and-colleges.pdf)

PRIVATE FOSTERING

If a member of staff becomes aware of a private fostering situation this must be reported to the local authority. This is a mandatory duty. The DSL should ensure staff are aware of this and be involved in any reporting to the local authority.

What is Private Fostering?

When a child under the age of 16 (under 18 if they are disabled) is cared for by someone who is not their parent or a close relative for **28 days or more**.

Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts.

To qualify as private fostering, the arrangement has not been made by the local authority, and the child or young person is not being looked after by an approved foster carer.

Many private foster carers are excellent and safe, but if the local authority is unaware of the arrangement, they are unable to offer any support. Therefore, if you are aware of a private fostering arrangement, you have a duty to notify the local authority, by contacting: triage@wokingham.gov.uk or phoning 0118 908 8002.

SAFEGUARDING RECORDS, RETENTION AND SHARING

“The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- *a clear and comprehensive summary of the concern*
- *details of how the concern was followed up and resolved*
- *a note of any action taken, decisions reached and the outcome.*

155: We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people. 165 They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance. Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO’s) or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact on the child’s safety, welfare, and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.” (KCSIE 2022) Page 164

DSLs must be confident that staff can identify concerns and report them in a timely manner. Staff also need to be trained to report concerns with clarity - no use of initials, using the child's words where possible, factual not judgemental.

The safeguarding file must be stored securely and confidentially until the child's 25th birthday and is then destroyed securely. Many schools use online systems. These must be archived by the DSL and the on-line system will delete on the child's 25th birthday.

All records need to be retained until year 6, then they can be passed on (without a copy being kept) to the secondary school. Secondary schools retain the record until point of secure destruction on the pupil's 25th birthday. If a pupil leaves before the end of secondary school, the secondary school keeps a copy and transfers the file.

If the child leaves your setting to be electively home educated you retain the safeguarding file until the child's 25th birthday or until the child re-enters an education setting, at which point the file should be requested by the new setting and it should be transferred within the statutory timescale **(5 days)**

DSLs do get requests to share safeguarding concerns and records with other professionals e.g., the police. Deciding not to share can result in harm. Each case must be considered individually. It is sensible for DSLs to consult with the Headteacher before agreeing to share information. It is important to know that:

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of 34 The harm test is explained on the Disclosure and Barring service website on GOV.UK. Section 31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002, available at legislation.gov.uk 32 information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSIE 2022, 120)

It is illegal to destroy records relating to Child Sexual Abuse and these must be retained indefinitely

[Safeguarding Practitioners Information Sharing Advice](#)

STATUTORY LEGISLATION FOR DSLs

<https://www.gov.uk/government/publications/governance-handbook>

<https://www.legislation.gov.uk/ukpga/1974/53>

<https://www.legislation.gov.uk/ukpga/2006/47/schedule/4>

<https://www.legislation.gov.uk/uksi/2018/794/contents/made>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.legislation.gov.uk/ukpga/1998/42/contents>

USEFUL SCREENING TOOLS AND SUGGESTED TEMPLATES

The following appendices are examples of templates that can be used:

- DSL Report
- Single Central Record Checklist
- Safer Recruitment Audit checklist
- Alternative provision checklist
- Safeguarding records

Appendix 1: DSL Report

DSL Report for Senior Leaders/Safeguarding Governor/Board Template

It is recognised that many DSLs and schools will have their own format and reporting requirements. This template is not mandatory, it is a suggestion of what a DSL could include in their reporting.

DSLs must consider GDPR and confidentiality when any child or staff records are reviewed. SBC have information sharing protocols and access to children's records therefore consent is not needed by SBC for this type of external review. If children or staff records are reviewed by anyone outside the setting, then consideration of GDPR and consent to review should be sought or records should be redacted and anonymised

Safeguarding Overview

Summarise here the overall responsiveness to safeguarding, areas of strengths and areas for development, indicate risk to the organisation if appropriate

Date:
Designated Safeguarding Lead:
Designated Safeguarding Governor:
Date of last visit by the Safeguarding Governor and areas reviewed:
Safeguarding - Areas of Strength:
Safeguarding - Areas for improvement:
DSL comment:
Designated Safeguarding Governor comment:

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Appendix 2: Single Central Record Checklist

Single Central Record Review

Reviewer:
Date:
Outcome: Compliant/Non-compliant
Actions required:
Action/next Review date:
By Whom:

Appendix 3: Safer Recruitment Audit checklist

Safer Recruitment Audit checklist

Area	Content/check	Compliant
Advert/job-role description/person specification	Skills, abilities, experience, attitude, and behaviours required for the post	
	Safeguarding requirements, to what extent will the role involve contact with children, will they be engaging in regulated activity	
Advert	School/college's commitment to safeguarding and promoting the welfare of children	
	It is clear that safeguarding checks will be undertaken	
	Safeguarding responsibilities of the post	
	Whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020	
Application forms/packs	If the role involves engaging in regulated activity: A statement (in the application form or elsewhere) that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children	
	A copy of the safeguarding policy and practices and policy on employment of ex-offenders is in the application pack or website links to policies provided	
Applicant should provide:	Personal details	
	current and former names	
	current address	
	national insurance number	
	Present and past employment	
	Reason for leaving	
	Full employment history, since leaving school, including education, employment, and voluntary work – reasons for any gaps in employment	
	Qualifications, awarding bodies, date of award	
	Details of referees and references	
	A statement of their personal qualities, and experience relevant to their suitability for the post advertised and how they meet the person specification	
Shortlisting (<i>Candidates have completed a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records</i>)	The shortlisting exercise is carried out by at least two people and these people are on the interview panel	
	Inconsistencies and gaps in employment are reviewed by the two staff completing the shortlisting and all potential concerns are explored (<i>or by HR and highlighted to the staff completing the shortlisting</i>)	
	If they have a criminal history	

<p><i>(This information may only be requested from applicants who have been shortlisted. The information should not be requested in the application form to decide who should be shortlisted)</i></p> <p><i>(Applicants that are shortlisted should sign a declaration form confirming the information provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy at point of interview)</i></p>	Whether they are included on the barred list	
	Whether they are prohibited from taking part in the management of an independent school	
	Information about criminal offences committed in any country in line with the Law as applicable in England and Wales, not the Law in their country of origin or where they were convicted	
	If they are known to the police and children's social care	
	If they have been disqualified from providing childcare	
	Any relevant overseas information	
	Online safety checks	
	Shortlisted candidates declaration form is signed and on file – see note	
Employment History and references	References are obtained before interview	
	Open references or 'to whom it may concern' references are not accepted	
	Applicants do not obtain their own references	
	References are from their current employer and has been completed by a senior person with the appropriate authority <i>(the references are confirmed by the Headteacher/Principal as accurate in respect to disciplinary investigations)</i>	
	If the applicant is not currently employed – verification of the most recent employment period is obtained	
	If not currently working with children – a reference is obtained from the last employer where they did work with children	
	Verify information with the person who provided the reference	
	Ensure electronic references originate from a legitimate source	
	Where information is vague or insufficient information provided – contact the referee to clarify	
	Compare information on the application with that in the reference and take up any discrepancies with the candidate	
	Establish the reason for the candidate leaving their current or most recent post	
Selection Structured questions are agreed	What attracted the candidate to the post and their motivation for working with children	
	Skills and examples of experience of working with children relevant to the role	
	Gaps in employment are probed	
	Reasons for frequent changes in employment or locations	
Selection – potential areas of concern that may lead to further probing		
	Implication that adults and children are equal	
	Lack of recognition and/or understanding of the vulnerability of children	
	Inappropriate idealisation of children	
	Inadequate understanding of appropriate boundaries between adults and children	
	Indicators of negative safeguarding behaviours	
Recording	All information considered in decision making is clearly recorded along with decisions made	

Good practice	Pupils/students are involved in the recruitment process	
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Appendix 4: Alternative provision checklist

Alternative Provision Checklist

ALTERNATIVE/CONTRACTED PROVISION/EDUCATED OFF SITE CHECKLIST		
	Received/date/Action	Comments
The DSL has a file containing all relevant information relating to the Provider, that is reviewed for safety and robustness, ensuring they match school's/college's expectations– to include details below		
Service Level Agreement between school/college and provider – updated annually and signed by both organisations. The SLA contains clear detail regarding who retains safeguarding responsibility for the child (the main enrolled setting)		
Information sharing agreement if not included in the Service Level Agreement		
Safeguarding Policy – policies should be agreed by the school/college DSL that they are robust and fulfil school's/college's expectations.		
Behaviour Policy – school/college should agree this policy meets expectations and standards of the school including how the provider will report any behaviour concerns to the DSL		
Use of restraint – agreement, training, personal handling plans, records, and recording, notifying the DSL that restraint has been used.		
Staff code of conduct – to include not sharing of personal details and modes of safe contact with the child		
Trips/visits policy – <u>include or have separate 'transporting students/pupils policy'</u> , to include agreements from parents that the child can travel in private cars, signed copy in file, insurance details cover business use		
Administration of medicine policy – parent's agreement, safe storage, recording etc.		
Whistleblowing procedure		
Attendance procedures, detailing expectation of school/college/student, person named with responsibility to report non-attendance to school/college, timing of reporting absences, required follow up etc.		
Staff have all appropriate and necessary checks and DBS are in place Letter of assurance or copies of certificates, DBS number held:		
First aid provision and staff are trained		
<ul style="list-style-type: none"> • Fire Safety • Health & Safety checks • Food hygiene – if food is provided • Insurances /public liability 		
Child level detail that has been shared – risk assessments, medical requirements, social worker contact etc. <u>storage and management of personal data procedures (no personal data to be stored off site)</u>		

Appendix 5: Safeguarding records

Safeguarding Record Review

It would not be necessary or appropriate for the Governor to carry out these checks. The DSL should take responsibility, or a compliance check could be undertaken by the Safeguarding Lead for the Local Authority Area.

Reviewer:
Date:
Outcome: Compliant/Non-compliant
Actions required:
Review date:
By Whom: