

Governors Safeguarding Monitoring Checklist

Academic year :2024/25

See Keeping Children Safe in Education (September 2024)

SG1.10
SG1.10

Monitoring Protocols and Policy for School Visits

Before any monitoring visits take place, it is vital that the governing board have attended monitoring training and have in place a policy for governor visits. This policy should be regularly reviewed. This should include certain school protocols, for example:

- if governors are to be involved in discussions with pupils, are these to be together with a member of staff or alone? (ensure that any governors who have discussions with groups of pupils, for example, in the school Library have an enhanced DBS check). Remember that all governors in maintained schools and academies should have an enhanced DBS check.
- if governors do have discussions with groups of pupils, they should be reminded that they need to tell the children that they are looking for an overview, and children should not refer to members of staff or other children by name (instead use the phrase 'a girl in my class...')

or 'one of the teachers...')

- governors also need to be made aware that if anything concerns them about what they hear, they need to refer the situation to the appropriate member of staff as soon as possible (for minor concerns) or to the headteacher/ DSL for any serious concerns
- How you agree and review necessary actions to make improvement?
- What to do if a governor see something of a concern?

Governing boards will often find that some of their most effective first-hand monitoring is carried out in conjunction with a member of staff from the school.

Notes for how to use this monitoring tool

It is recommended that the Governor responsible for safeguarding arranges to meet with the DSL or headteacher to discuss this monitoring tool and how to use it effectively. It is very unlikely to be possible to complete this in one visit and it is suggested that one visit each term may be a manageable way to use it.

The tool can be used flexibly to suit the school's priorities, but it may be a good idea to concentrate on policies during the autumn term to make sure they have been reviewed in line with any revised or new guidance. Pupil interviews on the other hand may be best carried out in the summer term when pupils can reflect on the whole academic year.

The checklist refers to the minimum areas to be checked. It can be adapted to ensure it meets the individual circumstances of the school.

SG1.10

Governor Monitoring Visit Report

Safeguarding

Name of Governor Angela HEARNshaw/Michelle WHELBAND
Date of Visit 22/11/24
Focus of Visit Safeguarding
Staff involved EP

Summary of activities e.g. talking to staff and pupils, looking at resources, policies, documents etc.

22/11/24 Focus of visit follow up from last year's action from SGM checklist. AH and MW visit with EP.

Action generated by Charlotte DAVIS the Safeguarding training lead for LCC during a SG audit on the 03/05/24:

Ensure that the four C's of online safety are explicitly taught. They include Conduct, Contact, Content and Commerce.

AH has had some correspondence with Mrs Radley IT lead to confirm that she has conducted some pupil interviews to elicit their understanding of these terms. They understood the concepts of the words but not the actual vocabulary.

Mrs Radley also sent a message out to teachers to ensure when they taught these concepts they made the children aware of the vocabulary associated with it.

'My understanding is that the children need knowledge of the concept, not necessarily the vocabulary... expecting a ks1 children to use words such as "commerce" is expected to be too much'. (Email response 28/03/25).

Further focus:

- **Is there a school security and serious incident lockdown policy/plan/procedure that is understood by staff?**
- **Has there been training? Yes**
- **When? August 24**
- Following AH raising the above question on last school years Safeguarding checklist EP has contacted Laura Kaminski at the LA Safeguarding training lead team and enquired about training for School staff in this area. LK has devised a Table top exercise for St Botolph's and this has been implemented during their training inset days following summer break. It includes practical actions – EP to send me a copy of the document.

- Training

- EP and AL Safer recruitment 03/10/24 5 year .EP showed AH training certificated and AL attended the same training EP Allegations management training completed on the 18/09/24 – 3 years. Needs EC to also complete this Sue PULLEN – Completed online package Inset days safeguarding training no cleaners present NR has completed this separately with cleaner's same packages as staff

- Overview of Safeguarding incidents provision map – dip sample

Detail included in Notes folder for visit.

- Lado referrals

No referrals made no requirement to make any.

On 23/06/25 AH and MW visited EP and conducted a further Safeguarding review of incidents from the start of the school year to present date. Deeper drive into incidents relating to self harm comments made by pupils. Notes to be added to SG folder by MW.

Also on 23/06/25 Pupil interviews were conducted by AH and MW. Notes to be added to SG folder by MW.

On the 04/07/25 Staff safeguarding interviews were conducted by AH.

Policies and Documents	Date last updated
Safeguarding / child protection policy	Sept 2024
Health and safety policy	Agreed 21/03/25 at H&S meeting. Does not have to be on website.

SG1.10

Behaviour policy	Jan 2024 Due Jan 2027
Staff code of conduct	Updated 2024/25
Equality policy (named Single equality policy)	Jan 2025 Due Jan 2026

Other related recommended / relevant policies	Date last updated
Safer Recruitment Policy	March 24 Due 2027
Admissions	Sept 24 Due Sept 2025
Anti-bullying policy	Nov 23 Due Nov 2025
E safety policy	Aug 2022 Due Aug 2025
Use of force policy	May 2025 Due May 2028
Whistleblowing policy	Part of Safeguarding Policy
<p>Statement of procedures for dealing with allegations of abuse against staff</p> <p>Acceptable use of social media policy (maybe part of the staff code of conduct)</p> <p>Relevant policy is Electronic messaging protocol document Staff handbook also covers appropriate use of Social media Security Policy</p> <p>Use of force policy</p>	<p>Part of Safeguarding Policy</p> <p>Electronic messaging Protocol March 25</p> <p>Staff handbook 24/25</p> <p>Completed March 2025 valid until March 2028</p> <p>May 2025 next update due May 28</p>

This part is not in as much detail as a health and safety visit but is intended as an overview.

Building security / risk assessments	Y/N	Comments/ dates:
Are premises risk assessments in place? When were they last updated? Have previous recommendations been followed up?	Y	Yes they are in place. JS is working through updating them. These updates will continue into the School holidays. This was discussed at the H&S meeting on the 04/07/25. JS will make SG Governor aware once in place.

<p>Does the school appear to be safe and secure?</p> <p>Are any doors unlocked / open that could pose an unacceptable risk to security? What about boundary fences? Entrance arrangements?</p> <p>Are procedures for signing in and out robust?</p> <p>Are there procedures for visually identifying visitors once in the building?</p>	<p>Y</p> <p>Y</p>	<p>Yes, there is secure entry on reception. There is a boundary fence around the perimeter of the school.</p> <p>There are</p> <p>3 entrances main reception then foundation entrance over playground and entrance for upper key stage two at the end of the building next to the swimming pool. The only gate that remains open after school entry times is the main entrance to the school.</p> <p>Yes, through desktop computer in main reception. Visitors have ID Passes printed off and a lanyard to identify they are guests. The coloured lanyards and guest passes make the easily identifiable.</p>
<p>Have termly fire drills been carried out and the outcome recorded?</p>		<p>To be reviewed email to AG</p> <p>28/02/25 Fire drill completed on the 27/06/25. H&S Governors witnessed fire drill on 4/07/25.</p>
<p>Is there a school security and serious incident lockdown policy/plan/procedure that is understood by staff? Has there been training? When?</p>	<p>Y</p>	<p>Bomb threat and suspicious packages</p> <p>LA Policy covers serious incidents including Firearms weapons attack and evacuation.</p> <p>The procedure clearly documents role of Headteacher ensuring staff know their role and they are trained in this area.</p> <p>Training staff in this area has been completed at the</p>

SG1.10

Building security / risk assessments	Y/N	Comments/ dates:
---	------------	-------------------------

		<p>start of the school year by EP by use of LA table top exercise.</p> <p>It includes practical actions and the exercise has encouraged staff to think outside the box. Privacy film is to be added to the school office window by PW.</p>
--	--	--

Single Central Record of Recruitment and Vetting Checks (SCR) (see KCSIE section 3)

The SCR must record the following checks:

- an identity check (best practice from the Safer recruitment consortium recommends a birth certificate)
- a barred list check for those in regulated activity;
- an enhanced DBS criminal record check;
- a prohibition from teaching check (including GTCE sanctions prior to its abolition);
- a section 128 check (for governors in maintained schools and all management/governance positions in independent schools - including free schools and academies);
- further checks on people who have lived and worked outside the UK (to include for teachers, a letter of professional standing issued by the professional regulating authority in the country they worked);
- a check of professional qualifications;
- a check to establish the person's right to work in the United Kingdom;
- Trainees: if employed by the school the same checks as all other staff are required. If fee-funded (eg from college PGCE etc) need written confirmation from training provider that checks have been carried out and trainee judged by the provider as suitable to work with children. (There is no requirement to record details on the SCR; must see written confirmation)
- MAT staff: every academy maintains its own SCR: MAT staff not employed by an individual academy must be on SCR for the MAT.
- MAT teaching staff: where teaching staff work in more than one academy, they should be recorded on the SCR of the main school. For the other schools they work in, there should

be a reference on the SCR to the fact that their record is held at 'XX academy'

- for supply staff, written confirmation from the agency that the required checks have been undertaken (including a list of those checks), with the date of the letter recorded on the SCR (the person must be identity checked on arrival)
- checks made on volunteers

Two satisfactory references (last employer and last time candidate worked with children, if not last employer) In respect of these checks, the SCR must record:

- whether the check has been carried out; and
- the date on which each check was carried out, or the certificate obtained;
- name of the person who carried out the check (not a statutory requirement but considered best practice).

It would be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.

Single Central Record	Checked and comments
<p>Does the SCR have up-to-date details for all staff and volunteers on site?</p> <ul style="list-style-type: none"> ▪ check when last new person was added? ▪ Have those who have left been removed from the live record? <p>Identity checks? (including birth certificate where available)</p>	<p>Completed by MW Yes last entry on</p> <p>17.2.25. Yes</p>
Children's Barred List checked? (separate column required)	Yes
Enhanced DBS check for all staff and relevant volunteers?	Yes
Prohibition from teaching check (incl. GTCE sanctions)?	Yes
<p>Is there evidence that all governors have had an enhanced DBS check and a Section 128 check?</p> <p>Note: Governors are not eligible for a barred list check unless they are engaged in regulated activity as an unsupervised volunteer.</p>	Yes
Overseas criminal record check if relevant?	1 member of staff - yes
Does the SCR include all others who work regularly with children, for example volunteers (including governors who work as volunteers) within the school?	Yes
Does the SCR record the date when the DBS or Children's Barred List check was carried out (and who carried out the check) except in the case of agency staff (where the date of the letter must be recorded)?	Yes

In a relevant school has a Childcare Disqualification disclosure been sought for relevant staff? (ie staff and managers for under 5s during the school day (Reception classes) and under 8s in before or after school clubs, ie 'childcare' arrangements). (No longer ask for information about people living with staff members)	Yes
--	-----

SG1.10

Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have Qualified Teacher Status (QTS)? (all maintained schools and non-maintained special schools)	Yes
Does the SCR record evidence of ' right to work ' in the United Kingdom?	Yes
Have online checks been considered as part of the recruitment process and is there a policy and procedure in place?	Yes- Safer Recruitment Practice is used online

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Who is the designated safeguarding lead (DSL) for child protection? Are they a member of the senior leadership team? Is it set out in their job description ? Who undertakes this role when the DSL is not available? It is a matter for individual schools as to whether they choose to have one or more deputy DSLs.	EP headteacher Informed that it is in job description AL and NR
What DSL cover arrangements are in place for out of term/out of hours activities? How are staff made aware of the arrangements? When did the most recent training take place for the DSL/DDSLs? This must be within the last two years. What training has the deputy DSL had? Has the deputy DSL been trained to the same standard as the DSL? Have they completed Prevent training? In addition to formal training have the DSL's skills and knowledge been updated (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding briefings), at regular intervals, but at least annually?	Joint DSL@ email which all DSLs have access to. Weduc parent system in place. Family worker picks up concerns over the holidays and touches base with vulnerable families. NR & EP All trained to same standard regardless of role. The DSL team receive the Safeguarding termly newsletters from LCC. Monthly online safeguarding newsletter. Knowsley safeguarding monthly updates.

SG1.10

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>When did the last safeguarding awareness training for all other staff last take place? This must be within the last three years. This must include all contracted staff eg catering or cleaning staff (check records). Governors/trustees also need to receive appropriate safeguarding training on induction which is updated regularly.</p> <p>Do all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually?</p> <p>Have all staff read at least Part One of the statutory guidance 'Keeping children Safe In Education' (or Annex A if relevant) and have staff working directly with children read the additional information contained in Annex B of this document? What mechanisms are in place to assist staff understand their responsibilities outlined in the guidance?</p> <p>How does the school ensure that nobody is missed out when safeguarding training takes place e.g. due to absence on the day of training/ part-time staff etc.? Does the school have evidence of when safeguarding training has taken place and also evidence of what the school did to ensure that staff who were absent have been trained too? Did training cover the following areas: Internet safety, FGM, CSE, CCE, Child on child abuse, up-skirting, county lines, Children Missing, Mental Health, Prevent, cyber-crime, modern slavery, domestic abuse, neglect etc?</p>	<p>August 2024 inset day training.</p> <p>The DSL team receive the Safeguarding termly newsletters from LCC. Monthly online safeguarding newsletter. Knowsley safeguarding monthly updates. Yes staff receive the update document and policy via email and they have to sign digitally to confirm they have read. The staff receive a summary of significant changes.</p> <p>All newly appointed staff receive LA Statutory training. Usually there is a refresher at the start of every school year and then there was a further input for new staff.</p>

<p>Are all new staff provided with a safeguarding induction and further training as soon as possible? Check that new staff are given, as a minimum, Part One of the statutory guidance 'Keeping children Safe In Education' (or Annex A if appropriate) and Annex B if working directly with children, a copy of the safeguarding / child protection policy, the staff behaviour code of conduct, information about the school's pupil behaviour policy, children who are missing, online safety and information about the role of the DSL and how to report an allegation or low-level concern.</p>	<p>Teaching staff updates at the beginning of each year</p> <p>LA Statutory training received by all staff on inset days at start of school year.</p> <p>Following this a further training event by EP for those who missed or joined since the original training.</p> <p>The School does not have any guest speakers as the DSL training is so comprehensive that it qualifies all trained DSL's to deliver training inputs.</p> <p>Staff have read the relevant part of KCSIE and this is circulated to them by EP/JS to confirm they have completed this.</p> <p>Training package for staff is provided by the LA and is inclusive of all relevant topics required to be covered.</p>
---	--

SG1.10

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>Are 'allegations' and 'low-level concerns' procedures understood and implemented? Any concerns go to the headteacher and if about the HT, to the Chair of Governors, (or in a MAT, other senior leader). Are referrals made to the LADO? Is there a low-level concerns policy as part of the safeguarding policy? Are low-level concerns about supply teachers or contractors passed on to their employers?</p> <p>Does the school follow their safeguarding policies and procedures, including informing LADO, if they receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities)?</p>	<p>There is a whistleblowing policy in place which is a subsection of the Safeguarding policy. Staff report concerns to the Headteacher. If the concern is about the Headteacher it is reported to the Chair of Governors staff understand this and confirm their knowledge of this route to the SG Governor during a visit. Staff are confident and know where to access the relevant information.</p>

Which members of the staff and governors have undertaken the safer recruitment training ? Have sufficient members undertaken the training to ensure that safer recruitment procedures are being followed. Check that these procedures are in place regarding the take up of 2 references etc (see KCSIE part 3). Does the school now conduct an online search for all shortlisted candidates?	EP AL AH MW - to be trained Meridith - also to be trained Yes to online checks conducted in a proportionate manner.
Does the school's log show any incidents of bullying and/or harassment in the last 12 months? Is there evidence that these have been appropriately followed up? Do pupils being bullied have anything in common? Is this data presented to governors regularly? How is any bullying effectively challenged and reduced?	Yes, one off the bullying incidents classes as inappropriate behaviour none have met threshold of bullying Teachers follow behaviour policy managed by conflict resolution and follow anti bullying police parents updated.
Does the school keep a record of racist incidents and if so, does it show any incidents in the last 12 months? Is there evidence that these have been appropriately followed up?	Yes the total is showing as 5 1 incident is relating to 3 girls 1 individual is responsible for 3 further incidents Finally 1 female child in foster care self loathing in regard to her ethnicity.

SG1.10

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
--	-----------------------

<p>The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?</p> <p>Can the school demonstrate that actions following any safeguarding concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions has been supportive to the pupil concerned? N.B. no pupils' names should be discussed with the Governor and any records shown should have the identity of the child removed, if being seen by the governor.</p> <p>If the Child Protection Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed? Are records detailed and actions taken in a timely way?</p>	<p>Parents are notified of accidents via a report form. If it is serious, SLT are informed and parents/carers are contacted directly by the Office to notify them (who can come in to check for themselves if they'd prefer) and they also receive a relevant accident note/wristband in case of head injuries.</p> <p>Where accidents result in dispatch to walk-in centre/hospital, this is recorded through AssesNet and monitored by the LA who follow up on school's actions as a result. Accidents of this nature are formally reported in the termly heads report to governors. The lead first aider also monitors accidents and responds accordingly where necessary.</p> <p>A referral system is used which the user can access via an app or a standard paper form. This creates an incident on Provision map. Yes, they are reviewed by a DSL appropriate support and interventions are put into place.</p> <p>All open cases are reviewed by DSL's and reviewed termly. Where a decision may be made whether to be kept open.</p> <p>DSL now identify/reclassify incidents if necessary. A number of categories have been added following this process working effectively.</p>
<p>Does the DSL know summary/management information about safeguarding cases and vulnerable students eg number of referrals to social care, on a CP plan, CIN, looked after children, children in alternative provision or on reduced timetables, absentees etc? Any recent Elective Home Education (EHE) requests?</p>	<p>Yes EP is well aware.</p> <p>No alternative provision</p> <p>1 reduced timetable = recommended by Oakfield working with child and family. Virtual check in with child becomes violent when crosses threshold for school year 6 child. No CP category vulnerable family.</p>

Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services recorded in writing? Are records detailed and accurate, showing timely actions? Are they securely locked away or held on a secure electronic system?	Yes, they work with the Virtual school, CAFCASS, Operation Encompass and Social care. Where relevant all conversations/correspondance is recorded on Provision map.
---	---

SG1.10

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Is the absence of all pupils being monitored including those 'at risk' and any accessing alternative provision? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?	<p>Termly absence meeting looked at by DSL anything below 95% get weduc and support</p> <p>New attendance policy. Aim for next year to be more improve timeliness Ally will be monitoring next year as not teaching.</p> <p>All absences are logged and Weduc messages sent or calls made where reasons not received.</p> <p>Certain children highlighted (CP/CIN) and monitored closely. LAC children are monitored daily by Virtual school through a call made to the office.</p> <p>Yes, attendance is monitored if longer than 4 days a welfare check is made at the house. This is recorded on Provision map.</p>
Who is the Designated Teacher for looked after children ? How do they work with the DSL? Do they have the skills, knowledge and understanding to keep looked after children safe? Do they liaise with the Virtual School and had training?	EP yes extensive skills, knowledge and engagement with Virtual school head
Ask about the numbers of children who have been taken off roll eg Elective home education (EHE,) and the reasons for this. Did the school work with the Inclusion Service to support these children?	<p>1</p> <p>Yes no longer a pupil off rolled 14/3/25</p>
Does the school use alternative provision for any of the pupils?	N/A
Has the school completed the due diligence for the alternative provision, visited the provision?	N/A
Does the school monitor the learning of the pupils and its effectiveness?	Yes

<p>Ask to have a very brief discussion with 2 or 3 staff who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the DSL/DDSL is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern? Are they confident to use any electronic system eg CPOMS?</p>	<p>Completed on 04/07/25 3 members of staff spoken to LS, KM and HR. Each member of staff is at differing levels of service. Yes they are confident to the routes for concerns. Yes, they know who DSL's are and the route to take on Provision map and they are confident to do so. Yes, they feel the training is adequate. They all use the electronic system. They are able to identify concerns and if they are unsure they know who to approach.</p>
--	--

SG1.10

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>Evaluate the Child Protection Policy. Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who is the Designated Safeguarding Lead and any deputies?</p> <p>Does it set out a clear framework for how the staff can link in well with other policies, such as bullying or physical intervention? Does it include a section on child on child abuse, including the procedures to minimise this for various vulnerable groups eg girls, children with a disability, LGBT students. Do all pupils have adults that they feel safe to speak to about their concerns?</p> <p>Does it make reference the process and procedure for reporting and responding to sexual violence and sexual harassment? Also, does it set out how to deal with online sharing of nudes and semi-nudes? Does it reference "up-skirting" and serious violence?</p> <p>Does it indicate how the policy will be implemented, monitored and evaluated? Is the Child Protection Policy updated on a regular basis to include DfE updates in safeguarding guidance? Does it indicate how parents or carers will be made aware of the policy and relevant procedures?</p>	<p>The child protection policy was renewed and reviewed at the start of this current school year. It is comprehensive.</p> <p>Yes, it sets out the SG contacts and key leads at the start of the policy. This includes their roles. It makes it clear what staff and other relevant adults should do if they identify a concern and suspect that a child is being abused. It sets out the different types of abuse</p> <p>Its covers Child on child abuse, vulnerable groups, LGBT, upskirting</p> <p>Children are confident about speaking to their trusted adults when they have concerns. They are also clear about when they can address concerns or worries more discreetly through the worry box located in their classrooms. Yes, the Policy refers to online safety and filtering a monitoring it specifically documents the software that the school uses to monitor this.</p> <p>Yes makes reference to Sexual violence and harassment it is element number 7 of the policy and it describes how to report the abuse. Yes, the policy documents how it raises awareness to parents of its existence through the school website also that it makes parents aware of referrals that are made</p>

	about suspected abuse or neglect
How are pupils taught about safeguarding, including online, through teaching and learning opportunities in the curriculum ? (Issues may include safe touching, FGM, forced marriage, county lines, CSE, healthy relationships, sexual harassment, knife crime, violence etc.) What examples does the school have of recent issues covered through PSHE and RSHE? How is the promotion of British values being addressed in the curriculum?	PSHE Cambridgeshire programme led by Sarah Cartwright Safer internet week British values inputs Review of SG incidents by DSL's and identification of trends of issues and appropriate inputs delivered by NR in assemblies to intervene on the issues. Cambridgeshire programme delivered via PSHE inputs. Warning Zone trip year 6 pupils.
How is the school fulfilling its responsibilities under the Prevent duty ? Does the safeguarding and child protection policy specify how the school will identify pupils at risk, make appropriate interventions, and access help for vulnerable students eg channel referral? Have staff received specific training? Staff should be trained to identify those potentially at risk, and be able	Staff are trained in prevent during their safeguarding training. They understand the statutory responsibility. LA Statutory training received on staff inset training days at start of the year.

SG1.10

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
to challenge extreme beliefs and ideologies and know where to get additional help if necessary. How does the school decide on its programme of visiting speakers – the school should have adequate protocols in place to ensure that visiting speakers to the school are adequately selected, supervised and challenged if necessary	The School do not have any guest speakers as the DSL training is so comprehensive that it qualifies all trained DSL's to deliver training inputs.
Does the Designated Safeguarding Lead receive police Operation Encompass calls about Domestic Abuse/children missing etc and are appropriate staff made aware to support pupils experiencing and exposed to domestic abuse? Is the HT/DSL aware that they should not contact home as a result of receiving the call? Does the school advertise with its community that it is an Operation Encompass school?	Yes, EP deals with the encompass referrals. Yes, the information is shared with those who need to know. Yes, they are aware not to contact home this was discussed at length last year. They are aware of the implications and further risks that could be posed to the child. Yes it does.

<p>Online safety policy – are there appropriate IT filters in place to prevent pupils from accessing inappropriate content online?</p> <p>Is there a well-embedded online safety curriculum?</p> <p>Does the school have monitoring arrangements in place?</p> <p>Is there a clear policy on the use of mobile technology for pupils and staff?</p> <p>The appropriateness of any filters and monitoring systems are a matter for individual schools.</p> <p>Has school considered an online safety review?</p> <p>Does the school meet IT monitoring and filtering standards for schools? (Para 142 KCSiE 2023)</p> <p>Has the school considered the Cyber Security Standards (Para 144 KCSiE 2023)</p>	<p>St Botolph's have an E-safety policy on the website with guides and bulletins (Weduc) to support parents around different forums/sites. As well as a safety checklist.</p> <p>The school use Sophos XG Firewall, Wave9 provider. They plan to move to SENSO in the future.</p> <p>School have upgraded their leased line of fibre to 200Mbps. They have new Unifi 6 access points. Over recent years the IT Consultant JT is working through the old chromebook's in the hope of starting to roll out a new programme of replacing them along with their infrastructure. This is a long-term project as ICT are contracted to half a day a fortnight. The children are supervised when they are using devices. Staff are trained in regard to the risk of harmful content and had a Cyber security risk input last year. They are well prepared to manage any issues.</p>
<p>Cyber Security</p> <p>Have staff received Cyber security training/know how to protect their data online?</p> <p>Can the Headteacher challenge the IT support about the security of the school network?</p>	<p>Yes in June 23 they had an a cyber security training event,</p> <p>Yes she can.</p>

SG1.10

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>Does the school ensure that any organisations or individuals hiring or renting the school premises has appropriate arrangements in place to keep children safe, regardless of whether the children are pupils of the school?</p> <p>Keeping children safe in out of school setting details the safeguarding arrangements that schools should expect these providers to have in place.</p>	<p>Yes</p>

Discussion with pupils (Ofsted now conduct interviews with pupils in single sex groups)

Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for child protection, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...' Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.

How well do the pupils feel that the school raises awareness regarding their personal safety when not in school? e.g. to help them to keep safe from strangers, when using mobile phones or the internet, when crossing busy roads, county lines, CSE, criminal exploitation etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.	This is covered through the PSHE programme (life lessons) that teaches the children how to recognise and deal with different sets of circumstances in and outside of school. They also have internet safety inputs and OR leads on this and circulates useful tips and guidance to parents through weduc and on the website. There is particular and structure inputs in Keeping me safe week and internet safety week. Warning Zone year 6 pupils.
How safe do pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns? Are there areas within the school where they feel less safe? Have they been given a plan of the school to mark areas they feel unsafe? Do girls receive sexist or misogynistic remarks or experience any forms of sexual harassment? How safe do LGBT+ students feel?	See MW notes for pupil interviews.
Have you or anyone you know at the school ever been bullied ? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	Children make reference to bullying and then state the definition of bullying. See MW's notes.

SG1.10

How safe do pupils feel on the way to and from school ? Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	They feel safe and they feel confident year 6's talk fondly of Warning Zone saying how realistic the experience was.
---	--

<p>Does the School Council have any 'safety' items on its agenda eg online safety? What are these and have they been involved with talking about any issues or making any improvements?</p> <p>Is there a peer support/ buddy scheme in school for new pupils or any who need help? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.</p> <p>Do you feel that pupils adopt safe practices (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?</p>	<p>No School has wellbeing ambassadors.</p> <p>Yes Wellbeing ambassadors.</p> <p>MW notes.</p>
<p>Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary? What alternative reporting routes are there eg worry boxes, online methods, Childline? Do they feel well supported and not made to feel they have caused a problem?</p>	<p>Yes they are confident to approach their trusted adults. They know alternative ways to raise their concerns such as worry boxes.</p>
<p>How well do pupils say the school deals with their concerns?</p>	<p>School deals well with their concerns.</p>
<p>Ask an age appropriate question relating to preventing extremism and promoting British values. What is happening in the curriculum to equip pupils and keep them safe?</p>	<p>PSHE programme and assemblies conducted by NR address emerging and relevant issues in the school. The children were asked basic open questions and they led the theme of the discussion to what were relevant issues in school. They showed that it is important to treat others with respect regardless of their differences. No racial issues were raised during the pupil chats at any point.</p>
<p>Was the information for doing this monitoring visit available, easily accessible and well organised?</p>	<p>Yes</p>

Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	Yes safeguarding is taken seriously and EP strives for the highest standard. This years collaboration with the LA to introduce the table top exercise relating to Lockdown procedures is a good example how St Botolph's are leading the way as an example to other schools.
--	--

Issues arising from monitoring visit		
Issues to discuss with school safeguarding lead	Action arising from issues	Date resolved

<p>Comments and further recommendations</p> <p>Consideration to be given to adding 4 x C's of E safety to the policy</p>

<p>Points requiring further discussion at full governors:</p> <p>AH would recommend and ESafety visit is conducted in the next school year. Consideration was given to one this year but not had opportunity.</p>
--

SG1.10

Signed _____ A Hearnshaw _____
Signed _____

(Governor) (Headteacher / Coordinator)

