

Brompton & Sawdon Community Primary School – ½ termly Safeguarding **CULTURE** Checks

At Brompton & Sawdon Community Primary School, we undertake internal monitoring to assist in understanding the culture of safeguarding across the whole school environment. The checks below primarily focus on the physical environment of the school and assists leaders in understanding whether there is consistency within practice regarding staff members adhering to policy and procedure which is established to create a safe and supportive school environment.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. At Brompton & Sawdon Community Primary School, we have high expectations of ensuring that the school provides a safe and supportive environment for all pupils. We proactively use examples of inappropriate and harmful practice within staff training and development to enhance all staff members knowledge of the umbrella of safeguarding activity that takes place every day.

Date:		Conducted by:		Headteacher and Safeguarding Governor		
	Check undertaken			Red	Amber	Green
a	SCR CHECK (see records of this in Low Level Concern File)					
1	Staff wearing lanyards					
2	Staff signed in and out appropriately in the school premises					
3	Visitors signed in and out appropriately in the school premises / wearing badges					
4	Condition of pupil toilets					
5	Condition of disabled toilets					
6	Staff mobile phones stored securely					
7	Staff computers locked in accordance with GDPR when not in use					
8	Pupil to staff ratios are suitable at lunch / break times					
9	Access to caretaker's cupboard and restricted spaces for pupils are locked					
10	Checks for any hazardous items on corridors and in classrooms					
11	Checks for any blocks to fire exits					
12	Is first aid equipment readily accessible at break and lunch time					
13	Safeguarding signage such as first aid, DSL and governor information is accurate					
14	All school gates are locked appropriately during the school day					
15	Pupils know who they can report any worries to					
16	Pupil know different ways that they can tell somebody (worry box)					
17	Children know what to do in case of fire					
18	Children know what visitors should wear / how to report any concerns					
19	Children feel safe					
20	DSL/DDSL information clear for all visitors (who to report concerns to)					
21	Minibus routines -caretaker file / minibus driver's file					
22	INTIMATE CARE RECORDS AND POLICY					
23	MONITORING OF SCHOOL INTERNET FILTERS / MONITORING SYSTEM / RESPONSE TO ANY BREACHES					
	Test filtering. Com Adult login in	Screenshot of results				
	Test filtering .com Pupil login	Screenshot of results				

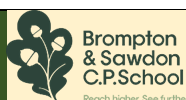
Creating a culture of safeguarding:

- Reference to safeguarding in every staff meeting
- Reference to safeguarding in every weekly memo for all staff
- Safeguarding refresher training and training day every September
- Governors talk to school council regarding safeguarding
- Safeguarding leaflet for visitors
- NYSCP Developments in Safeguarding Masterclass
- Half termly safeguarding Culture Check / SCR check / Filtering check with governors
- Regular safeguarding assemblies, including online safety

- Safeguarding features on weekly newsletter – including wider/contextual issues
- Monthly Online Safety newsletter for parents / weekly #WakeupWednesday wellbeing and online safety resource shared
- Weekly Safeguarding briefings distributed to all staff and governors, including online safety
- Online safety units yearly as part of the Computing curriculum
- Computing teaching starts with Online Safety at the start of every year (following the Summer Holiday)
- Daily filtering and monitoring reports received from Smoothwall. Immediate flagging of any inappropriate usage
- Contract also with Smoothwall Monitoring – enhanced filtering, monitoring and reporting
- Staff Code of Conduct / Acceptable use policy
- Online Gaming /Gambling added to PHSE and computing curriculums
- AI (Artificial Intelligence) added to PHSE and computing curriculums

Outcomes:

-



KCSIE 2024 sets out that an individual on the governing body should take strategic leadership responsibility for the organisation's wider safeguarding arrangements (and the Prevent duty should be seen as part of the wider safeguarding obligation). It is important that governors receives appropriate safeguarding training to undertake this role. All governors must have safeguarding training to make sure they have the knowledge and information needed to perform their functions, understand their responsibilities and assure themselves that their own organisation's safeguarding arrangements are robust.

Question	Response
How do you know that safeguarding is effective at this school?	
How can you provide assurance to the governing board that all staff know how to identify and respond to safeguarding concerns?	
Is there a plan which helps leaders understand what safeguarding actions should be undertaken and by whom?	
How do you know that you are following the latest statutory guidance?	
How do you support new members of staff that join throughout the year to understand the schools processes for safeguarding?	
Does the school have the capacity to address safeguarding concerns if there are staffing shortages?	
Can you explain to me how your safeguarding data informs daily practice at the school?	
What systems do you have in place to track and monitor vulnerable pupil groups?	
How do you decide what safeguarding training to access and how do you ensure all staff irrespective of role have access to it?	
How do you ensure that part time staff members and staff with limited time on school premises such as lunchtime supervisors and caretakers are invested in safeguarding?	
Can you give me an example of when the designated safeguarding lead has worked with other external services to improve a situation for a child in need or a child at risk of significant harm?	

What is your system for undertaking policy and procedure changes, and how are these communicated to parents, carers and staff members?	
What mechanisms does the school have to ensure that staff, volunteers and governors are safe to be undertaking their roles and responsibilities?	
How does the school have due regard for the need to prevent pupils from being drawn into terrorism?	
Can you provide me with an example of an anonymised support plan for a vulnerable pupil and explain to me the process of how these are created and reviewed?	
Does the school have a system for monitoring pupils use on schools computers, what systems are in place to prevent them accessing harmful content – how would you know if they did?	
How does the school understand the safeguarding patterns and trends of concern both in a local context and nationally?	
How does the school work collaboratively with external agencies to help educate pupils about risks they may face, such as online and in the wider community?	
What kind of actions do leaders undertake to ensure that they continue to grow a whole school culture of safeguarding?	
What are the procedures for managing allegations and low level concerns regarding staff members, are these well publicised and part of induction and wider training activities?	
There are lots of different themes within safeguarding, from child sexual and criminal exploitation, county lines, female genital mutilation, Prevent and online safety for example. How do you have assurance that all staff understand the broad array of safeguarding themes?	