



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Supplementary guidance for inspecting safeguarding in schools and PRUs

Autumn 2014

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities;
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community learning;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ Welsh for adults;
- ▲ work-based learning; and
- ▲ learning in the justice sector.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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What is the purpose?

This provides further guidance for inspectors to use for reference during inspection alongside the sector guidance for inspection, to support specific lines of enquiry.

For whom is it intended?

For all inspectors of schools and pupil referral units

From when should the guidance be used?

Autumn 2014

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Introduction

This supplementary guidance aims to support inspectors as necessary in evaluating schools' safeguarding arrangements when carrying out inspections. It should be used for reference during inspection alongside Estyn's Policy and Procedures for Safeguarding and Estyn's Inspecting Safeguarding Frequently Asked Questions (FAQs) which can be found on Estyn's website:

<http://www.estyn.gov.uk/english/inspection/inspection-explained/safeguarding/>

This guidance has been updated following the publication of **Welsh Government Guidance Circular 009/2014 Safeguarding children in education: handling allegations of abuse against teachers and other staff. A summary of this guidance is provided in Annex 3.**

It is essential that inspectors take account of Welsh Government Circular 5/2008 'Safeguarding Children in Education' and the DFES statutory guidance: 'Regulated Activity (children) – supervision of activity with children which is regulated activity when unsupervised'. In addition, inspectors of independent schools also need to take account of the 'Independent School Standards (Wales) Regulations 2003'.

This guidance does not cover how inspectors should deal with allegations in respect of safeguarding received during an inspection. Inspectors must be familiar with Estyn's Policy and Procedures for Safeguarding which covers children, young people and vulnerable adults. All inspectors should be aware of what to do in the event of receiving allegations in relation to safeguarding, and the requisite actions are outlined in this document. You can find a copy of the document on Estyn's website at: <http://www.estyn.gov.uk/download/publication/190608.6/estyn-policy-and-procedures-for-safeguarding-2013/>

Key telephone numbers

Inspectors should contact the relevant Sector Lead or Assistant Director with queries regarding the evaluation of schools' safeguarding arrangements.

In the event of concerns or queries in relation to receiving safeguarding allegations, the following telephone numbers are available:

Estyn's Lead Officer for safeguarding: 02920 446482 (also available out of office hours)

Estyn's Deputy Officer for safeguarding: 02920 446484 (also available out of office hours)

Estyn's main office (during office hours): 02920 446446

Definition of safeguarding

All schools, including independent schools, have a statutory duty to exercise their functions with a view to safeguarding and promoting the welfare of their learners.

Safeguarding and promoting the welfare of children is concerned with:

- protecting children from abuse and neglect;
- preventing impairment of their health or development; and
- ensuring that they receive safe and effective care.

This is to enable children to have optimum life chances.

Everyone who works in education shares an objective to help keep children and young people safe. When inspecting a provider's safeguarding arrangements inspectors should consider how effective the school is in the following:

- creating and maintaining a safe learning environment for children and young people;
- identifying where there are child welfare concerns and taking action to address these, where appropriate, in partnership with other agencies; and
- the development of children's understanding, awareness, and resilience through the curriculum.

Achieving this objective requires systems designed to:

- prevent unsuitable people from working with children and young people;
- provide a safe and secure learning environment;
- promote safe practice and challenge poor and unsafe practice within the provision;
- identify instances in which there are grounds for concern about a child's welfare arising from home, community or school, and initiate or take appropriate action to keep them safe;
- contribute to effective partnership working between all those involved with providing services for children and young people; and
- teach pupils how to be safe including being safe online and encouraging them to voice any concerns to a trusted adult.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as:

- the safe recruitment, supervision, training and management of staff;
- how staff manage pupils' behaviour;
- how well the provider monitors pupil attendance and engagement with the provision, which is able to identify quickly unexplained medical conditions, unusual absences, and disappearances,

- pupil health and safety and wellbeing, on and off-site;
- bullying, including cyberbullying;
- arrangements for meeting the needs of children with medical conditions;
- sex and relationships education;
- forced marriage;
- radicalisation;
- trafficking;
- female genital mutilation;
- drugs and substance misuse; and
- e-Safety.

The Welsh Government has issued specific statutory requirements about many of these issues. There may also be other safeguarding issues that are specific to the local area or population.

Where there are statutory requirements, schools should already have in place policies and procedures that satisfy those and comply with any guidance issued by the Welsh Government. Similarly, arrangements about matters on which the Welsh Government has issued guidance should be evidenced by policies and procedures that are in accordance with that guidance or achieve the same effect.

Estyn's Common Inspection Framework

Estyn's Common Inspection Framework places high priority on safeguarding and promoting the welfare of learners, and it will always be a line of inquiry.

Reporting on safeguarding

Key Question 1 is concerned with outcomes and it is in two parts. The first is about the standards that pupils achieve. The second part is about wellbeing and includes:

- 1.2.1 attitudes to keeping healthy and safe;
- 1.2.2 participation and enjoyment in learning, including behaviour and attendance;
- 1.2.3 community involvement and decision making; and
- 1.2.4 social and life skills.

It is here that inspectors will evaluate and report on the impact of the school's provision for safeguarding and promoting the welfare of pupils.

Most of the comments on the school's provision for safeguarding and promoting welfare will be in Key Question 2, which is about provision, especially in the section of this Key Question about care, support and guidance (2.3). The care, support and guidance section contains:

- 2.3.1 provision for health and wellbeing, including spiritual, moral, social and cultural development;
- 2.3.2 specialist services, information and guidance;

2.3.3 safeguarding arrangements; and

2.3.4 additional learning needs.

The aspects of safeguarding and promoting the welfare of pupils that can be found in 2.3.1 **provision for health and wellbeing, including spiritual, moral, social and cultural development** include:

- child protection;
- health and safety;
- bullying, including cyberbullying;
- harassment and discrimination;
- healthy eating and drinking;
- racist abuse;
- drug and substance abuse;
- pupils with medical conditions;
- sex and relationships education;
- first aid;
- safety on educational visits;
- internet safety;
- welfare of pupils on extended vocational placements;
- issues specific to a local area;
- school security; and
- the management of pupil discipline including physical intervention and restraint.

Section 2.3.3 **safeguarding arrangements** concentrate on the effectiveness of the school's policies and procedures for safeguarding pupils. Inspectors should assess carefully not only whether these documents exist, but their quality and crucially, how well they are applied. It also includes the consideration of the school's policies and procedures for child protection. These should cover services that extend beyond the school day (e.g. where provided, community activities on school premises, etc.).

The needs of pupils with medical conditions will be included in section 2.3.4 **additional learning needs**.

Key Question 3 is about leadership and management. This includes:

- strategic direction and the impact of leadership; and
- governors or other supervisory boards.

A school's leaders and managers should be clear about their statutory responsibilities regarding safeguarding and the steps they are taking to develop good practice beyond the statutory minimum. The governing body is accountable for ensuring that the school has effective policies and procedures in place in accordance with the Welsh Government's guidance, and should monitor the school's compliance with this. It is the governing body's responsibility to ensure that safe recruitment checks are carried out in line with statutory requirements. There is further information on this in Annexes 1, 2 and 3.

Inspectors should assess carefully how well senior managers and governors monitor and evaluate all the aspects for safeguarding. If the school does not have effective

policies and procedures for safeguarding and promoting the welfare of pupils, and does not take sufficient steps to ensure these are adhered to, this will influence judgements made about the quality of leadership and management in the school.

Education with boarding or residential provision

Where education has boarding provision or is linked to a residential setting, Estyn inspectors must liaise with Care and Social Services Inspectorate Wales (CSSIW) to ensure that the provision contributes to boarders' or residents' needs in relation to their safety.

Where education has boarding provision or is linked to a residential setting, these policies and procedures should cover services that extend beyond the school day. The 'Independent Schools Standards Regulations 2003' set out standards which are intended to safeguard and promote the welfare of children for whom accommodation is provided by a boarding school.

Guidance for inspectors in judging the effectiveness of safeguarding

Pre-inspection evidence

Inspectors will use a wide range of evidence. Before the inspection, in relation to safeguarding and promoting welfare, the Lead Inspector will consider:

- the school's self-evaluation report, especially the sections on quality indicators 1.2 and 2.3;
- the self-evaluation form for safeguarding and child protection completed by the school;
- the local authority report on the school;
- the previous inspection report;
- data on aspects of behaviour such as exclusions; serious incidents and the use of physical interventions
- the school's policies for safeguarding and promoting welfare, including the child protection policy;
- responses to the pupils' questionnaires, in particular the responses to questions about feeling safe, bullying, having someone to talk to if worried, keeping healthy and taking regular exercise;
- responses to the parents' questionnaires, especially the questions about encouragement to be healthy and take exercise, being safe and receiving the additional support for any particular needs;
- written information from parents or other partners; and
- any complaints Estyn may have received.

Inspectors should take particular account of the school's context, including information on:

- the number of children on the child protection register;
- the number of refugees or asylum seekers;
- the number of looked after children; and
- exclusions and transfers of pupils.

Where pre-inspection evidence identifies possible safeguarding issues or poor management practice by the provider, inspectors should seek guidance from their sector AD and the safeguarding officer. Where an issue is considered reportable, Estyn's safeguarding policy must be applied.

Planning the inspection

Responsibility for inspecting safeguarding can be allocated to any team member, including the peer inspector and lay inspector. It may be that different inspectors are responsible for different aspects of safeguarding and promoting welfare as they occur in more than one quality indicator, for example in 1.2 and 2.3 as well as in aspects of leadership and management in Key Question 3. As in all inspections, the reporting inspector takes on overall responsibility for the conduct of the inspection and needs to monitor the work of the inspector(s), taking the lead on issues concerned with safeguarding and promoting the welfare of learners, particularly those regarding child protection.

Safeguarding will always be an area for inquiry. The reporting inspector will need to consider how effectively the school has evaluated safeguarding and promoting welfare in their self-evaluation report. This will help establish the extent to which safeguarding policies and procedures are properly implemented and monitored. In the light of this evaluation, and any emerging specific lines of inquiry, the reporting inspector will need to allocate time to gather enough evidence to support the team's judgements. This may include asking questions specifically relating to safeguarding and promoting welfare at meetings with:

- the headteacher or principal;
- representative(s) of the governing body;
- staff;
- parents; and
- pupils.

Inspectors may also arrange to meet with the designated person with responsibility for child protection if this is not the headteacher or principal.

Inspection activity

Inspection activity should include:

- scrutiny of policies and procedures, their existence and the extent to which they are properly implemented, in particular the policies for safeguarding, child

protection, health and safety, bullying, internet safety, risk assessment on school trips behaviour management and the use of physical intervention The policies and procedures should cover services that extend beyond the school day (e.g. boarding accommodation where provided, community activities on school premises, etc.);

- scrutiny of evidence listed in the self-evaluation form for safeguarding and child protection completed by the school;
- checking procedures for safe recruitment of staff, including records of CRB or DBS checks;
- checking child protection and safeguarding training (including refresher training) records;
- interviewing the designated person with responsibility for child protection;
- considering the school's procedures to ensure the security of the site and buildings;
- asking pupils in 'listening to learners' sessions, in lessons, and generally around the school about whether pupils feel safe and free from bullying;
- evaluating a school's pupil disciplinary records, sanctions records and records of any physical interventions; and
- evaluating reports to senior managers and/or governors reporting data and evaluations of safeguarding incidents in the school.

It is important for inspectors to satisfy themselves that staff are aware of the school's policies and procedures, for example by asking staff on duty at break times about the school's child protection and safeguarding procedures.

All schools will complete a self-evaluation form in relation to safeguarding and child protection prior to inspection. This form provides a useful overview of the issues which need to be taken into consideration when evaluating the school's policy and procedures for safeguarding, including child protection. The self-evaluation form for safeguarding and child protection can be found on the Estyn website.

Judging safeguarding

Inspectors need to consider the variety of arrangements that the school has in place to ensure the safety of its pupils. The school **must** conform with legal requirements as a starting point and they **should** follow any guidance from the Welsh Government.

The fundamental question is whether inspectors are satisfied that pupils are safe in the school. Safeguarding is likely to be a serious cause for concern if there are issues such as:

- staff being unclear about their responsibilities and what they need to do to protect pupils;
- poor approaches to safe recruitment for paid and volunteer staff, such as incomplete records or missing CRB or DBS and barred list checks and references, an absence of risk assessments to cover exceptions to DBS checks;
- ad hoc or inconsistent approaches to the management and reporting of safeguarding incidents and behaviour management issues within the school;
- inadequate arrangements for supervising visitors or volunteers who do not have

CRB or DBS checks;

- the school not dealing with bullying effectively;
- inadequate arrangements for developing pupils awareness and understanding of how to be safe including safety online;
- inadequate arrangements for pupils with medical conditions; and
- where necessary, inadequate provision to tackle substance misuse.

Annex 1: Disclosure and Barring Service (DBS) checks, repeat checks and portability

The Protection of Freedoms Act 2012 came into effect on 10 September 2012 with further changes coming into force on a staged basis over the next few of years. Therefore, the Safeguarding Vulnerable Groups Act 2006 and The Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009 introduced in October 2009 continue to apply during this period, except in those areas specifically repealed by these changes.

The following changes were put in place in September 2012:

- a new definition of “regulated activity” to focus on work which involves close and unsupervised contact with vulnerable groups;
- activities and work that have been taken out of the definition of “regulated activity” will still be eligible for Enhanced DBS checks;
- the repeal of “controlled activity”;
- the repeal of registration and continuous monitoring;
- the repeal of the provision of additional information;
- the implementation of a minimum age (16) at which someone can apply for a DBS check; and
- a more rigorous ‘relevancy’ test for when the police release information held locally on an enhanced DBS check.

On 1 December 2012 the CRB and ISA merged to form the Disclosure and Barring Service, a single non-departmental public body. This has resulted in changes to terminology so that:

- a standard CRB check has become a standard DBS check;
- an enhanced CRB check has become an enhanced DBS check; and
- an enhanced CRB check with Barred List check has become an enhanced check for regulated activity;

However, there are aspects of the old system which are not changing, these are:

- employers must make appropriate referrals to the DBS;
- employers must not allow someone whom they know has been barred by the DBS to undertake regulated activity;
- employers may undertake checks for anyone employed in activities which fall within the pre-September definition of regulated activity, as they remain eligible for enhanced DBS checks, whether or not they fall within the post-September definition of regulated activity (but they will no longer be eligible for barred list checks if they do not fall within the new definition of regulated activity).

During 2013, the DBS launched its Update Service. Employees are now able to register once for a DBS check, which is then automatically updated and available for organisations to check. However, if an employer wishes, they can carry out a new check, as long as the post is covered by the definition for regulated activity.

Previously there has been widespread misunderstanding about when and how frequently to undertake checks. The following sets out the current position in relation to schools as to when checks need to be in place before an employee can start work.

- CRB checks were strongly recommended for all employees who have regular contact with children if they were employed after March 2002. However, the only requirement for those appointed before this date was that they must have been List 99 checked.
- CRB checks became mandatory for the entire maintained schools' workforce from 12 May 2006 (September 2003 for independent schools). Employees who took up post from this date must have an enhanced CRB disclosure.
- **No further checks are required** for any staff unless the person has a break in service of more than three months. There is no statutory requirement for staff to have routinely updated checks, although some employers may require this as policy. There is also no statutory requirement for staff employed before March 2002 to have retrospective CRB or DBS checks as long as they have been in continuous service. In this context, continuity means no break of service of longer than three months. However, prior to 2002, there was a requirement for all staff who work with children and young people to have to been checked against List 99, and evidence of this should be checked.

An employer can only ask for a barred list check for those staff undertaking regulated activity. It is a criminal offence to ask for a barred list check for any other role.

All qualified teachers employed in maintained schools in Wales, including those appointed prior to 2002, must be registered with GTCW. The DBS provides GTCW with regular updates on barred individuals. GTCW confirm that a GTCW registered teacher may have a criminal record, but it would not be for a child protection-related offence.

Visiting staff

Staff such as educational psychologists, supply teachers, trainee teachers, nurses, sports coaches and inspectors should be CRB or DBS checked by their employer, for example the supply agency, the university, or local authority.

It is sufficient for schools to seek written confirmation that all appropriate checks, have been carried out for these people (most commonly on appointment) and by whom (most commonly the relevant human resources department). Schools should then confirm the identity of these visitors.

Part-time staff may use the same CRB or DBS check for two or more posts as long as they are at a similar level **and** the school has satisfied themselves about their veracity and appropriateness.

Governors

The position relating to governors has changed under the **Protection of Freedoms Act 2012**. As school Governors are no longer undertaking regulated activity, there is no requirement for them to be subject to vetting and barring checks. However, where

governors are undertaking some form of regular contact (as defined by the Act); with pupils, they are subject to risk assessment and possible vetting and barring unless adequately supervised.

Moving between schools and local authorities

Since September 2006 supply agencies have been able to pass CRB or DBS checks between other school supply agencies and between individual schools.

- If an employee has been CRB or DBS checked, **there is no statutory requirement** that another CRB or DBS check is carried out before taking up a job in a different school or even in a different local authority, provided they have continuous service and the check is at the correct level for the new post.
- The same applies to someone who may not have a CRB or DBS check due to being in post before 2002, that is, there is no statutory requirement for further checks to be carried out.
- It is up to the receiving organisation to decide for itself if it wishes to undertake a new check or not. If it decides not, then it should carry out a risk assessment to assess whether the check is at the correct level for the current role, whether it is accurate and whether they trust the previous organisation to have carried out the check efficiently.
- The school or local authority should ask for evidence, from the previous school or local authority, that the check was undertaken. Some schools and local authorities are reluctant to accept transferring staff without requesting a fresh CRB or DBS disclosure certificate because they believe that Estyn would be critical of such arrangements. Inspectors should avoid giving any impression that Estyn considers it good practice to request repeat CRB or DBS disclosure certificates routinely whenever a member of staff is recruited directly from another school without a break in service. Schools should be encouraged to risk assess each case individually and be prepared to demonstrate the basis for their decisions.
- Schools or local authorities who have done nothing to ensure that paid staff and unsupervised volunteers have undergone the appropriate DBS checks before the staff member begins face to face teaching, should receive a judgment of unsatisfactory. However, a school or local authority should receive a judgment of adequate where it has initiated the checking process but has not received confirmation of suitability, and has also carried out a suitable risk assessment and put in place appropriate supervision for the member of staff,.
- It is only volunteers who are supervised by someone already DBS cleared who do not need DBS with barred list checks (see Annex 2).

The regulations above apply to all schools, including pupil referral units. Social care and residential settings are subject to the national minimum standards which require more stringent requirements in respect of safeguarding checks. In such settings, staff **can** take up their posts before DBS clearance has been received, but it must have been applied for and the member of staff awaiting clearance must be supervised when in contact with young people.

Trainee teachers

In the case of trainees on initial teacher education courses, it is the initial teacher education school's responsibility, not the school's, to ensure that appropriate recruitment checks are made. In the event of a delay in receiving disclosures from the DBS, the Welsh Government's guidance gives headteachers discretion to allow trainees to start working in a school subject to a satisfactory check of the DBS' children's' barred list and completion of other normal recruitment procedures. Training schools should keep headteachers fully informed of the progress of applications for disclosures, since schools will want to maintain closer supervision of trainees who have not yet received enhanced clearance. Schools must be satisfied that checks have indeed been done.

The situation is different for trainees on an employment-based teacher training route. They are employed by the school and should therefore be cleared by the school and in the same way as other directly employed staff.

Annex 2: Regulated activity as defined by the Protection of Freedoms Act 2012

The full, legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, as amended (in particular by the Protection of Freedoms Act 2012).

Regulated Activity still excludes family arrangements, and personal, non-commercial arrangements.

The new definition of regulated activity relating to children comprises of:

- (i) **Unsupervised activities:** teach, train, instruct, care for or supervise children, or provide advice/guidance on well-being, or drive a vehicle only for children;
- (ii) **Work for a limited range of establishments** ('specified places'), with opportunity for contact: for example, schools, children's homes, childcare premises. **Not work** by supervised volunteers;

Work under (i) or (ii) is regulated activity only if done regularly. Regular means carried out by the same person frequently (once a week or more often), or on 3 or more days in a 30-day period (or in some cases, overnight).

The government has provided statutory guidance about supervision of activity, which would be regulated activity if it were unsupervised.

- (iii) **Relevant personal care**, for example washing or dressing; or health care by or supervised by a professional;
- (iv) **Registered child-minding**; and foster-carers.

What is no longer a regulated activity when working with children?

- Activity supervised at reasonable level;
- Health care not by (or directed or supervised by) a health care professional.
- Legal advice;
- “treatment/therapy” (instead “health care”);
- Occasional or temporary services, (not teaching etc.) e.g. maintenance at a school; and
- Volunteers supervised at a reasonable level.

Annex 3: An extract from ‘Handling Allegations of abuse against teachers and other staff’ (Welsh Government Circular 009/2014)

All schools and further education colleges should have procedures for dealing with allegations of abuse against teachers and other staff and all staff and volunteers should understand what to do if they receive an allegation or have concerns about another member of staff.

The procedures should make it clear that **all allegations should be reported immediately**, normally to the headteacher or principal, or proprietor, if it is an independent school.

The procedures should also identify the person, usually the chair of governors, to whom referrals should be made in their absence or in cases where the headteacher or principal themselves is the subject of the allegation or concern.

Procedures should also include contact details for the appropriate Local Authority Officer who has the responsibility for providing advice and monitoring professional abuse cases. This officer should be informed of all allegations that come to a school’s attention and appear to meet the criteria set out below.

A member of staff is alleged to have:

- 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

The above procedures relate to members of staff who are currently working in any school, regardless of whether the school is where the alleged abuse took place.

Allegations against a teacher who is no longer teaching should be referred to the police.

Annex 4: Online safety

Possible questions for school leadership

- 1 How do you ensure that all staff receive appropriate training on e-Safety that is relevant and up to date?
- 2 What mechanisms does the school have in place to support pupils and staff facing issues with e-Safety?
- 3 How does the school educate and support parents and the whole school community with e-Safety?
- 4 Does the school have e-Safety policies and acceptable use policies in place? How does the school know that they are clear and understood and followed by all?
- 5 Describe how your school educates children and young people to build knowledge, skills and capability when it comes to e- Safety. How do you assess its effectiveness?

Possible questions for members of the school council

- 1 If you felt uncomfortable about anything you saw, or if anybody asked you for your personal details such as your address on the internet, do you know where to go for help?
- 2 If anybody sent you hurtful messages on the internet or on your mobile phone do you know who to tell?
- 3 Can you tell me one of the rules your school has for using the internet?
- 4 Can you describe the risks of posting inappropriate content on the internet?

Possible questions for staff

- 1 Have you had any training that shows the risks to you and your pupils' online safety?
- 2 Are there policies in place that clearly demonstrate safe and responsible internet practice for staff and pupils? Have you read these? Have you discussed them in a staff meeting or in a training event?
- 3 Are there sanctions in place to enforce the above policies?
- 4 Do all staff understand what is meant by the term cyberbullying and the effect it can have on themselves and pupils?

- 5 Are there clear reporting mechanisms with a set of actions in place for staff or pupils who feel they are being bullied online?

In a good school we expect positive answers to all of the above. This will demonstrate a school's commitment to e-Safety if all staff had received some awareness training, outlining what the current risks are and what resources are available to help them keep pupils and themselves safe online.

Annex 5: Site security

It is the responsibility of the headteacher and governing body to ensure that the school and its building are safe. These arrangements will vary from school to school depending on the nature of the site and the age of the pupils on roll. Arrangements in primary schools may be different to those in secondary schools.

We expect the school to:

- carry out a thorough risk assessment of the school site;
- make appropriate arrangements to manage those risks appropriately;
- tell their employees about the risks and measures to be taken to manage the risks; and
- ensure that adequate training is given to employees on health and safety matters

The use of leisure centre facilities

It is the school's responsibility to ensure that learners are safe when using leisure centre facilities. Learners should have designated changing facilities that cannot be accessed by members of the public when in use by them. We expect the school to carry out a thorough risk assessment of the school's use of such facilities and make appropriate arrangements to manage those risks appropriately.