



NEWMAN CATHOLIC TRUST

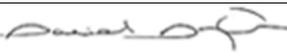
HEART SPEAKS TO HEART

Safeguarding Link Governor Handbook

Review

Review Cycle	Date of Policy	Reviewed by	Review Date
Annual			

Ratification

Role	Name	Signature	Date
Chair of Board	Chris Izuka		September 2025
CEO	Dr Daniel Doyle		September 2025

Commitment to Equality:

The Trust and its schools are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

"Rooted in faith, we ignite a love of learning, foster inclusive education and empower every individual to achieve their utmost potential."

At the Newman Catholic Trust, our mission is simple yet profound: to form schools where minds are alive with learning, hearts are rooted in Christ and hands are ready to serve. Every child is seen, valued and cherished as a unique gift from God, called to flourish in dignity and purpose.

Inspired by the wisdom of Saint John Henry Newman and guided by the Gospel, we believe education is a sacred journey of transformation — intellectual, spiritual and personal. To educate is not only to impart knowledge but to shape hearts, nurture resilience and ignite a lifelong love of truth and beauty.

By 2028, we will be recognised as a beacon of hope and excellence in Catholic education: a family of schools where faith is lived, learning transforms lives and every person is empowered to make a difference in the world.

We live this mission through our HEART values:

- **Hope:** Believing in the God-given potential of every child.
- **Excellence:** Striving always for the highest standards in faith, learning and life.
- **Authenticity:** Living with honesty, integrity and courage.
- **Responsibility:** Caring for God's creation and one another with stewardship and justice.
- **Truth:** Seeking wisdom guided by faith, reason and the light of Christ.

WHO SHOULD I TALK TO IN SCHOOL AND ON THE GOVERNING BOARD?

The size, context and staffing structure of the school will determine the number of staff with responsibilities for specific aspects of safeguarding.

Ask your Principal to confirm the following:

- The **name** and **position** of the **designated safeguarding lead**
- The **name** and **position** of the **Deputy Designated Safeguarding Lead**.
- The **name** and **position** of the member of staff who is responsible for maintaining the **Single Central Record** and records for staff and governors relating to safeguarding e.g. School Business Manager
- The **name** and **position** of the member of staff who is responsible for ensuring that **Disclosure & Barring Service (DBS)** checks are completed.

WHO SHOULD I TALK TO ON THE GOVERNING COMMITTEE?

- The Chair of Governors will confirm the name of the governor who was previously responsible for safeguarding.
- The Chair or Principal will know/confirm
 - a. Who keeps records of governor training in safeguarding?
 - b. Who ensures that all new governors complete the application for DBS check within 21 days of their appointment? (This is a statutory timeframe and applies to all governor categories)
- Talk with the chair, Principal and clerk to **ensure that safeguarding is always an agenda item on governing committee meetings**, even if there is nothing to report.

MEETING WITH THE DESIGNATED SAFEGUARDING LEAD

The purpose of meeting with the DSL/DDSL through the year is to:

- Ensure that **statutory responsibilities** are being discharged by the school.
- Monitor the SCR in order to report to the governing board that it is completed and compliant.
- See evidence that staff training/induction records are current and compliant.
- See policies in action to understand how pupils and staff alike are aware of the policies and implement them.
- See that leadership and management are taking a proactive approach to keeping children safe and are up to date with changes and requirements.
- See that the child protection policy and procedures are on the school website and are compliant.
- Enable the Safeguarding Governor to report with confidence at GB meetings.
- Enable the Safeguarding Governor to talk with confidence at inspection about the robustness of the school's approach to safeguarding.

In addition, throughout the year, different themes could be discussed to ensure that an overview is held by governors.

Suggested themes might include:

- Annual section 175 safeguarding audit (in line with agreed timeframes)
- Safer recruitment processes
- Aspects of the School Development Plan e.g. work connected with personal development, behaviour and welfare
- Details about safeguarding on the school website
- Site security
- How training for staff is improving safeguarding
- How the school manages pupil risk
- Use of physical intervention
- Prevent

POSSIBLE ANNUAL PLANNER FOR SAFEGUARDING MONITORING VISITS

For convenience the planner is divided into six terms, but it is acknowledged that it might not be possible for Safeguarding Governors to make 6 visits per year and can be arranged to suit your schools monitoring visits. A priority must be given to looking at the single central record and currency of policies.

Autumn	Spring	Summer
<p>Term 1</p> <ul style="list-style-type: none"> • SCR check with focus on <ol style="list-style-type: none"> i) all new starters – training and induction ii) new governors - DBS and training • Statutory policy review (annual) • Submission of annual s.175 safeguarding audit 	<p style="text-align: center;">Term 3</p> <ul style="list-style-type: none"> • SCR check • Areas of the School Development Plan that include safeguarding. • Policy implementation • Statutory Policy review if required due to amendments 	<p style="text-align: center;">Term 5</p> <ul style="list-style-type: none"> • SCR check • Site security • Impact of staff training on improving safeguarding • Statutory Policy review if required if required due to amendments.
<p>Term 2</p> <ul style="list-style-type: none"> • SCR check (<i>if there have been staffing changes</i>) • Statutory policy review if required due to amendments. 	<p style="text-align: center;">Term 4</p> <ul style="list-style-type: none"> • SCR check (<i>if there have been staffing changes</i>) • Recruitment processes • Managing pupil risk • Statutory Policy review if required due to amendments. 	<p style="text-align: center;">Term 6</p> <ul style="list-style-type: none"> • SCR check (<i>if there have been staffing changes</i>) • Review of safeguarding within the School Development Plan • Statutory Policy review if required due to amendments.
<p>At any time of the year:</p> <ul style="list-style-type: none"> • Governor readiness and compliance with safer recruitment procedure when appointing a head teacher • Policy review (any updates) and supporting policies • Ofsted inspection readiness 		

REPORTING TO THE FULL GOVERNING COMMITTEE AGENDA AND MINUTES

- Safeguarding should be an **identified agenda item on every meeting** of the LGC. Good practice is when the Safeguarding Governor makes a significant contribution to this.
- Minutes should clearly record that safeguarding was considered, even if the Safeguarding Governor has to report that there are no changes or updates.
- The compliance and monitoring record sheet (next page) can be used to record visits.

<p>Example</p> <p>Agenda for the LGC Board of XXX on DATE (extract)</p> <p>6. Safeguarding (led by AJ - Safeguarding Governor)</p> <p style="margin-left: 20px;">a) Report on visit to Designated Safeguarding Lead including SCR update.</p> <p style="margin-left: 20px;">b) Review of the Child Protection and Safeguarding Policy, with updates on xxxxx. (for approval)</p> <p style="margin-left: 20px;">c) Governor DBS and training position (for information)</p>	<p>Example</p> <p>Minutes (extract)</p> <p>6. Safeguarding (led by AJ - Safeguarding Governor)</p> <p>AJ's written report (circulated prior to the meeting) confirmed the SCR was complete reflecting the three staff changes this term. JG asked if there had been any time issues with completing DBS checks and AJ confirmed that the process is now operating within a two week turn around.</p> <p>DD noted the positive progress made concerning site security.</p> <p>The updates to the Child Protection and Safeguarding Policy were explained (additional section on xxxxx reflecting change in legislation.). AJ confirmed the DSL had explained the changes to staff at a meeting on DATE which AJ had attended/seen the materials for.</p> <p>Governors unanimously approved the updated policy. Action DD to ensure uploaded to school website by DATE.</p> <p>AJ confirmed that all governors had attended the Prevent training delivered in school DATE and that this has been recorded on the training record.</p> <p>Two governors commented that the training had been very worthwhile as they had not appreciated the areas of concern that the school is currently dealing with, particularly the incidence of xxx within the school community.</p> <p>CC a new governor has completed DBS checks and e-learning safeguarding module and it is recorded appropriately.</p>
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EXAMPLE Safeguarding Governor – Compliance/Monitoring Record:

Designated Governor:	DSL/DDSL:
Monitoring Period (Half Termly / Termly)	Date of Monitoring Activity: Date of next meeting:

Aspect (It is recommended that aspects 1-2 are checked and reported upon termly)	Sources of Evidence Seen (list as appropriate)	Summary of Discussion/Scrutiny of Evidence/Learning Walk	Are We Compliant?												
1. Single Central Record (SCR).	Single Central Record		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 20%; text-align: center;">Yes</td> <td style="width: 20%; text-align: center;">No</td> </tr> <tr> <td>Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Governors</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Volunteers</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		Yes	No	Staff	<input type="checkbox"/>	<input type="checkbox"/>	Governors	<input type="checkbox"/>	<input type="checkbox"/>	Volunteers	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No													
Staff	<input type="checkbox"/>	<input type="checkbox"/>													
Governors	<input type="checkbox"/>	<input type="checkbox"/>													
Volunteers	<input type="checkbox"/>	<input type="checkbox"/>													
2. Staff Training / Induction Records. Governor Training (Safeguarding / Prevent Duty)	Training Records <ul style="list-style-type: none"> Staff Governors 		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 20%; text-align: center;">Yes</td> <td style="width: 20%; text-align: center;">No</td> </tr> <tr> <td>Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Governors</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		Yes	No	Staff	<input type="checkbox"/>	<input type="checkbox"/>	Governors	<input type="checkbox"/>	<input type="checkbox"/>			
	Yes	No													
Staff	<input type="checkbox"/>	<input type="checkbox"/>													
Governors	<input type="checkbox"/>	<input type="checkbox"/>													
3. School Child Protection and Safeguarding Policy (must be on Website)	Policy document		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>								
Yes	No														
<input type="checkbox"/>	<input type="checkbox"/>														
<i>Thematic Area(s) discussed in Monitoring Visit and Next Steps</i>															

WHAT MIGHT OFSTED ASK AT INSPECTION?

The safeguarding governor should expect to be part of the team of governors who meet with the Inspector. Governance should appreciate that there will be a focus on this area.

You might be asked to comment/talk about/provide evidence on the following

- How do you know the school is covering safeguarding?
- How do you *monitor* safeguarding?
- How do you *keep* children safe on your premises?
- Are you aware of any safeguarding issues that the school has dealt with?
- What safeguarding courses have you attended?
- Who has done training on the governing board?
- How do you ensure safeguarding is strong in the school?

ABBREVIATIONS

Chair of Governors	CoG
Department for Education	DfE
Designated Safeguarding Lead	DSL
Deputy Designated Safeguarding Lead	DDSL
Disclosure and Barring Service	DBS
Governing Board	GB
Head Teacher	HT
Head Teacher Appointment Panel	HAP
Human Resources	HR
Local Authority Designated Officer	LADO
Berkshire West Safeguarding Children Partnership	BWSCP
National Society for the Prevention of Cruelty to Children	NSPCC
Single Central Record	SCR

Safeguarding governor task sheet

Name of link governor:			
Date of review:			
Task	Completed	Date completed	Actions and notes
[Updated] General			
Read and understand 'Keeping children safe in education'.			
Read and understand other essential safeguarding guidance, e.g. 'Working Together to Safeguard Children'.			
Ensure that safeguarding is a standard agenda item at each full governor meeting and is also included in the Principal's report.			
Ensure the school complies with all relevant safeguarding legislation and guidance.			
Ensure appropriate arrangements are in place where the school premises is hired by external individuals or organisations.			
Report back to the governing board following any safeguarding monitoring visits.			
Ensure the school undertakes an annual safeguarding audit.			
Policies and procedures			
Ensure the school has the following policies in place: <ul style="list-style-type: none"> • <u>Child Protection and Safeguarding Policy</u> • <u>Behaviour Policy</u> • <u>Staff Code of Conduct</u> • <u>Children Missing from Education Policy</u> • <u>Safer Recruitment Policy</u> 			
Ensure child protection files are maintained correctly.			
Ensure the school holds more than one emergency contact number for each pupil.			
Ensure there are procedures in place to manage allegations of abuse against staff, volunteers, and contractors.			
Ensure there are procedures in place to manage low-level concerns raised in relation to staff, volunteers and contractors.			
Ensure there are procedures in place to manage and prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.			
Ensure the school has policies and procedures in place to manage child-on-child abuse. This should explicitly cover harmful sexual behaviour (HSB), sexual harassment and sexual violence, in line with Ofsted expectations. Governors should check how trends and patterns are monitored and reported to leadership.			
Ensure the school has policies and procedures in place to fulfil its obligations within the Prevent Duty.			
Ensure policies and procedures reflect the additional barriers faced by pupils with SEND.			

Monitor the compliance of the school's safeguarding policies and procedures.			
Ensure relevant policies and procedures are published on the school's website.			
Ensure measures are in place to communicate changes to policies and procedures to staff and other relevant stakeholders.			
DSL			
Ensure an appropriate senior member of staff from the SLT is appointed as the DSL.			
Ensure deputy DSLs are appointed.			
Ensure the DSL and deputies are identified with clear job descriptions in place.			
Ensure the DSL and deputies are provided with the additional time, funding, training, resources and support needed to carry out the role effectively.			
Receive termly reports from the DSL and ensure that a plan is implemented for any action points.			
Persistent absence is a safeguarding issue. Governors should scrutinise how the school monitors, challenges and supports attendance, including the use of early help and multi-agency escalation where appropriate.			
Multi-agency working			
Take action to be aware of and understand local safeguarding arrangements, including understanding the local criteria for action and the local protocol for assessment.			
Ensure local safeguarding arrangements are followed by the school.			
Ensure the school contributes to multi-agency working in line with 'Working Together to Safeguard Children'.			
Ensure information is supplied to local safeguarding partners as requested.			
Ensure the school's policies and procedures reflect local safeguarding arrangements.			
Information sharing			
Ensure arrangements are in place that set out processes and principles for sharing safeguarding information within the school and with other organisations and agencies.			
Take action to be aware of responsibilities under the Data Protection Act 2018 and UK GDPR.			
Ensure relevant staff understand their data protection duties.			
Training			
Ensure all staff undergo safeguarding and child protection training, including online safety, at their induction, and that this training is regularly updated.			
Ensure all staff receive regular safeguarding and child protection updates via bulletins, training, staff meetings and email, and at least annually			
Ensure that safeguarding training for staff is integrated, aligned and considered as part of the			

whole-school safeguarding approach and wider staff training and curriculum planning.			
Teaching about safeguarding			
Ensure pupils are taught about how to keep themselves and others safe, including online.			
Monitor how safeguarding issues are incorporated into the wider curriculum.			
Ensure the school has a planned programme of evidence-based RSHE delivered in regularly timetables lessons.			
Online safety			
Ensure online safety is part of the school's whole-school safeguarding approach.			
Ensure the school has relevant online safety policies and procedures.			
Ensure appropriate filtering and monitoring systems are in place, whilst being careful of "over blocking". Governors should also seek assurance that the school is compliant with the Online Safety Act 2024, including duties around parental engagement, digital resilience education, and proportionate monitoring arrangements.			
Ensure the school carries out a review of online safety at least annually.			
Safer recruitment			
Ensure the school follows safer recruitment practices.			
Monitor the school's SCR and ensure it is compliant.			
Ensure all the appropriate checks are made on all individuals at the school, including staff, volunteers, contracts and governors .			
Ensure procedures are in place to make referrals to the DBS.			
Ensure staff taking part in recruitment have appropriate training.			

TRAINING AND CHECKS REQUIRED BY STAFF AND GOVERNORS

What	Who				Where recorded	Comment
	Staff	DSL	Governors	Safeguarding governor		
Disclosure and Barring Service (DBS) check	Y	Y	Y	Y	Single Central Record (SCR)	All staff, governors and volunteers must complete these.

Prevent Duty training	Y	Y	Y	Y	Training records	All staff must have training. Governors should attend training delivered within school or via GovHub.
Domestic abuse training		Y		Y	Training records	Safeguarding governor can access this through The Key
Annual & refresher safeguarding training	Y	Y	y	Y	Training records	Face to face or virtual training.
Safer recruitment training	HT + members of SLT		CoG / 1 Gov involved in recruitment		Training records	Online training provided by The Key/Gov Hub
Designated Safeguarding Lead training	Y	Y			Training records	Face to face or via The Key
Deputy Designated Safeguarding Lead Training	Y	Y			Training records	As above
Refresher DSL training	Y	Y			Training records	The Key

Example record of link governor/trustee monitoring visit:

Safeguarding Link Governor – Termly Report

School:
Safeguarding Governor:
DSL/DDSL met with:
Date of visit/report:
Monitoring Period: (Term 1/2/3/4/5/6)

Compliance Checks

Area	Evidence Seen	Compliant (Y/N)	Notes / Actions
Single Central Record (SCR)			
Staff & governor safeguarding training records			
Policy review and publication (CP & Safeguarding Policy + website check)			
DSL/DDSL capacity (time, training, resources)			

Thematic Focus this Term
(e.g. site security, online safety, staff training impact, attendance & persistent absence, Prevent duty)

Key points from discussion/learning walk:

Pupil / Parent / Staff Voice (if gathered)

- How safe do pupils say they feel?
- Do parents feel confident in school safeguarding?
- Are staff clear about procedures?

Actions and Next Steps

Agreed follow-up points with DSL:
Any issues requiring LGC escalation:
Governor Reflection My level of assurance this term (circle): High / Medium / Low
Signed (Governor): _____ Date: _____

Example Audit and Governor Review of School Safeguarding Procedures:

Please note that this is not intended to be completed in one meeting. It is recommended that different sections are agreed as areas of focus for visits over the course of the year.

Name of link governor/trustee:	
Date of visit:	
Name of staff visited:	
Link area monitored: Safeguarding	
Visit reported to:	
Focus of visit	
[Include here the area of safeguarding this visit will focus on]	
Key questions to consider	Provide evidence of answers and information shared
Policy, statutory guidance and procedures	
Does the school have a compliant Child Protection and Safeguarding Policy in place which is up-to-date with the current version of KCSIE?	
Have all staff and volunteers signed to say they have read and understood the Child Protection and Safeguarding Policy?	
Is the Child Protection and Safeguarding Policy accessible to all permanent and temporary staff, volunteers, parents and visitors?	
Have all governors received and read the most up-to-date version of 'Keeping children safe in education'?	
Are effective procedures in place to ensure the appropriate level of DBS check has been undertaken on any temporary staff, contractors and visitors where applicable?	
Is there a policy and process in place for responding to allegations made against staff, including supply staff, and volunteers?	
Do all staff and volunteers understand the indicators of abuse, including child-on-child abuse and sexual violence and harassment?	

How are all staff and volunteers made aware of their own responsibilities for safeguarding pupils?	
How do absence monitoring processes identify pupils who are persistently absent or missing from education?	
Is there a process in place to respond to pupils who are persistently absent or missing from education?	
Is the DSL familiar with the local threshold document that includes the process for early help procedures?	
How does the school ensure that pupils educated away from the school are safe and that the provision is of good quality?	
Is there a process for recording incidents of abuse that enables trends and patterns to be identified, e.g. child-on-child abuse, or homophobic or racial abuse?	
Is there a procedure in place to ensure work experience providers have adequate safeguarding policies and procedures?	
Is there a procedure in place to ensure that any homestay exchange opportunities are undertaken with due regard to the safeguarding of pupils?	
Does the designated teacher have the appropriate skills to keep LAC and PLAC safe and supported? Do they promote the educational achievement of LAC and PLAC?	
Does the DSL use information from the LA regarding children who need a social worker to ensure decisions are made in the best interests of the safety, welfare and educational outcomes of these children?	
Are there clear systems and processes in place for identifying pupils with mental health difficulties, including routes to escalate and clear referral and accountability systems?	
Training and CPD	
Have all staff, volunteers and governors received safeguarding training (including online safety) as part of their induction?	
Does safeguarding induction training include the Staff Code of Conduct, Behaviour Policy, details of who the DSL is and information on the response for children missing education?	
Have all staff, volunteers and governors received annual safeguarding refresher training (including online safety)?	
Is there a process in place to ensure that temporary staff or students have received safeguarding training appropriate to their role within the school?	
Have all permanent and temporary staff, volunteers and governors undertaken Prevent training?	
Is additional safeguarding training embedded into the school's annual training and CPD plan?	
Do staff understand how to keep LAC and previously LAC safe and work in partnership with other agencies to do so?	

Role of the DSL	
Does the DSL and any deputies, where appointed, have an up-to-date job description in place?	
Does the DSL have the appropriate status and authority to carry out the role effectively?	
Is the DSL provided with the time, funding, training, resources, and support necessary to carry out the role effectively?	
Is the DSL a member of the SLT?	
Has the DSL undertaken specific child protection and Prevent training?	
Has the DSL received appropriate training on harmful sexual behaviour, and do they have a good understanding of it?	
Has the deputy DSL received the same level of training as the DSL?	
Has the DSL received training to ensure they are aware of the additional risks that pupils with SEND face, including online?	
Does the DSL report regularly to the governing board?	
Is safeguarding a standing agenda item for every governing board meeting?	
Is there a clear procedure in place for reporting safeguarding concerns when the DSL is not present in school?	
How are safeguarding and child protection issues highlighted throughout the school?	
How are staff made aware of the safeguarding referral process and who the school DSL is?	
Does the DSL take the lead on early help interventions?	
Has an annual safeguarding audit been undertaken and submitted to the LA?	
Is there an action plan in place that details any actions required following the annual safeguarding audit?	
Has the DSL reported the outcome of the safeguarding audit to the governing board?	
How does the DSL and senior leaders maintain and develop effective partnership working and sharing of information with other agencies and professionals?	
How does the DSL and senior leaders maintain and develop effective partnership, working and sharing of information with parents?	
Does the DSL have the details of their LA personal advisor and how do they liaise and work in partnership with them?	
Managing information	
What system is used to ensure that all pupils' records relating to safeguarding are up-to-date and managed within data protection requirements?	

Is there a clear policy on sharing information within the school?	
Are all staff members aware of their duties in relation to sharing and withholding information, confidentiality and data protection?	
Are staff members aware of how to effectively handle and process information which is sensitive and personal?	
Does the school follow protocol for information sharing with other agencies?	
Is there a process in place to ensure that all records which relate to safeguarding and child protection are transferred securely in the event of the pupil leaving the school?	
Are internal records e.g. the single central record, maintained and monitored for accuracy, ensuring they are up-to-date?	
The curriculum	
How are British values embedded throughout the school and the curriculum?	
How is online safety embedded within the curriculum and how is the impact of this monitored?	
How is preventative education that promotes zero tolerance for discrimination, violence and harassment incorporated into the curriculum?	
How is the curriculum planned and implemented to teach pupils to stay safe?	
Is there a PSHE Policy in place that links to a broad and balanced curriculum?	
Is there a RSHE Policy in place that links to a broad and balanced curriculum?	
Is there a plan in place to ensure RSHE is being taught to all pupils by Summer 2021 at the latest?	
Recruitment	
Is there a Safer Recruitment Policy in place?	
Are all recruitment processes undertaken in line with safer recruitment practices?	
Is there a sufficient number of senior leaders trained in safer recruitment practices?	
Is there a sufficient number of governors trained in safer recruitment practices?	
Is a staff member or governor with safer recruitment training present on every interview panel?	
Has an enhanced DBS check been undertaken for all staff, volunteers and governors?	
Have candidates' mental and physical health been assessed to ensure their fitness to work?	
[Independent schools, including academies and free schools] Have section 128, prohibition for management checks been undertaken for individuals in relevant roles?	
Have all applicants to be employed in teaching work been checked to ensure they are not subject to a prohibition order issued by the Secretary of State?	

Have all individuals employed to work in Reception classes been checked to ensure they are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations?	
Have all pre-employment and identity checks been undertaken for all newly appointed staff?	
Does the school consider online searches as part of their due diligence checks on shortlisted candidates?	
Is there a process in place to request and verify the validity and authenticity of references prior to an interview?	
Engaging with stakeholders	
How are pupils' views gained in relation to how safe they feel at school and their understanding of what to do if they have a concern about themselves or others?	
How are the views of parents gained in relation to how safe their children feel at school and how confident are they in the school's safeguarding procedures?	
How is the safety of the school site maintained to ensure a safe environment for pupils to learn?	
Internal and external security	
Is there a Visitor Policy in place?	
Is there a Lettings Policy in place?	
Are adequate internal and external security arrangements in place across the school site?	
Does the school have clear and robust procedures for monitoring visitors on the school site during school hours?	
Are the appropriate risk assessments completed for visitors to the school?	
How are pupils kept safe online whilst maintaining appropriate and safe access to the internet to enhance their learning?	
Does the school have appropriate filtering and monitoring procedures in place and are they reviewed regularly?	
Do governors receive a regular update on health and safety matters?	
Has the school conducted a cybersecurity risk assessment?	
Does the school have in place clear processes for preventing and handling potential data breaches?	
Governors should also seek assurance that the school has considered cybersecurity risks as part of safeguarding, including safe data storage, secure transfer of records, and readiness to respond to potential breaches.	
Next steps and additional questions	
[Record any next steps identified or any additional questions arising from the visit]	

