

Rucstall Primary School
Governing Body questions to be used in conjunction with the
Safeguarding Monitoring Plan 2023 – 2024



Audit and action plan foci:

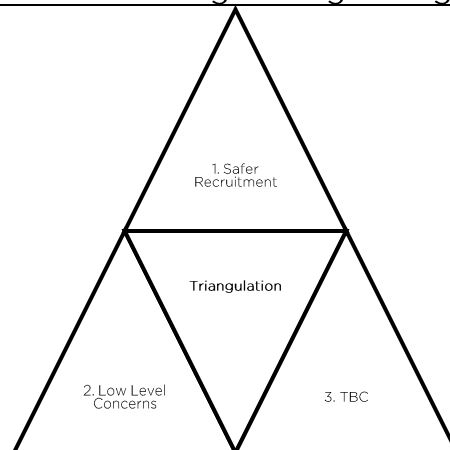
Development Area	Action Required (please also indicate timescale)	How will you evidence the impact?
that learning from safeguarding training is embedded across the activities of the school?	Adjust the content expectations termly to be realistic. Monitor this and plan realistically in the Autumn Term following a reduction in SLT and DSLs.	Monitoring schedule across the year and monitoring logs.
<i>Children are able to talk freely about any concerns they have about staying safe.</i>	Ensure teaching within EYFS is robust as elsewhere in the school through the planning in place – from September.	Children in EYFS will be able to talk about trusted adults and how to keep themselves safe – comparison to pupil conferencing this year.
A culture of safer recruitment	New staff to receive ongoing monitoring and support to embed processes.	Ongoing record maintenance and robust procedures – handing over club management to admin staff from HT.
<i>all staff have read at least part 1 and, staff who work with children, Annex A of KCSiE?</i>	Ensure mid-year review in the absence of an inspection in 23-24.	Mid-year review and support conducted.
<i>There is a process for investigating a member of staff who is 'harming or posing a risk of harm to children'.</i>	Check new policies include sufficient and explicit information on this criteria	Policies include the relevant guidance.
<i>pupils are educated on keeping themselves safe online?</i>	Enhancement being made to Online safety training within Computing curriculum for 23-24. Parent workshop to be held (every 4 years) on online safety.	Parent workshop held with positive attendance and feedback. Online safety teaching to have developed and to be preventing children repeating social media cycles seen in previous years e.g. Y6 – Whatsapp difficulties by Spring Term.
<i>Is there training for supporting children with mental health needs?</i>	Consider and look at training options from the MHST for staff. Staff training in place to support their mental health and wellbeing in 23-24 (x2 INSET days).	Staff feedback on training and support for their mental health and wellbeing – enabling them to support children.
<i>there are arrangements to identify children who may need early help or at risk of neglect, abuse, grooming or exploitation?</i>	Ensure meeting schedule with change of DSLs in 23-24.	Schedule and recording of meetings held within CPOMs across the year and regular updating of vulnerable families together.

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<p><i>all staff are aware of the process for making referrals to children's social care and/or the police according to the HSCP thresholding document?</i></p>	<p>Embed use of the threshold in CPOMS or remove - review in a longer trial</p>	<p>DSLs will have made a decision on the use of thresholds within CPOMS, as to whether it adds value.</p>
<p><i>the setting encourages a clear culture of open communication between pupils, staff, parents and other adults working with CYP?</i></p>	<p>HT and Lead DSL to pursue concerns around inter-agency working with the LA.</p>	<p>Complaint will have been responded to.</p>
<p><i>the governing body actively evaluates the effectiveness of the school's safeguarding framework?</i></p>	<p>Monitoring completed by safeguarding governor to be reviewed by all governors and questions submitted at governance meetings.</p>	<p>GB Meeting minutes.</p>

Autumn Term: Safeguarding Triangulation



Questions:

Safer Recruitment

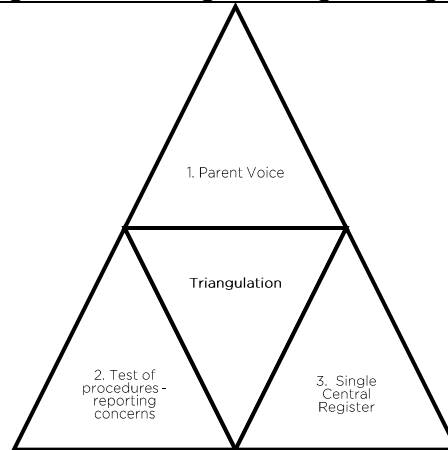
- Who is safer recruitment trained?
- What training have they had, is it in date?
- What questions are included within recruitment practices to ensure safer recruitment?
- Does this differ depending on the role?
- What checks are conducted on staff before they start?
- Is there evidence of staff starting without complete checks? If so, what is done to negate the risk to children?

Test of procedures – Low Level Concerns (speak to three staff of differing roles)

- Have you ever completed a low level concerns form?
- Are you aware of what a low level concern is?
- How would you act if you had a low level concern?
- What action is required from DSLs if a low level concern is raised?
- Do you believe DSLs would act on a concern?
- Are expectations of staff conduct made clear, and are there regular reminders?

Select one area of the audit and action plan to discuss progress against.

Spring Term: Safeguarding Triangulation



Questions:

Parent Conferencing @ parents evening

Questionnaires to be printed and handed out at parents evening – Governor presence to collect.

Questions:

1. What is your understanding of how the school keep your child safe?
2. Do you know what learning your child takes part in to help keep the safe?
3. Do you know where to find the school safeguarding policy?
4. Do you know how to report a safeguarding concern to the school?
5. Who would you speak to if you had a safeguarding concern?
6. What do you do with your child at home to teach them about safety?
7. How do the school communicate with parents about safeguarding?
8. Are there any safeguarding areas or issues you feel would benefit the children at Rucstall?

Questions:

Single Central Register Audit – Refer to guidance document when checking the contents

Test of procedures – allegations against the Headteacher (speak to three staff of differing roles)

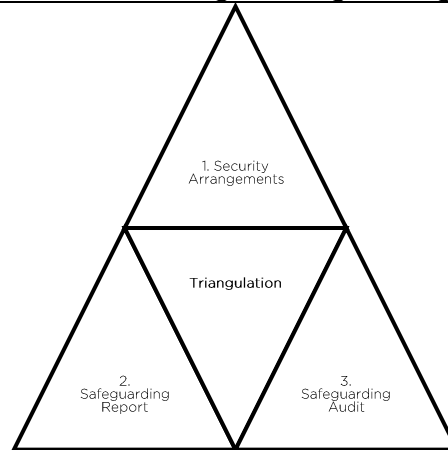
- What is the process if a safeguarding allegation is made against the headteacher?
- Where can you access this information?
- What training have you done surrounding this?
- How would you contact the next point of call?
- Who would be involved in this process?
- What would you do if you didn't think the allegation had been dealt with in a suitable manner?

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Summer Term: Safeguarding Triangulation



Completion of the safeguarding audit with the Headteacher with reference to specific evidence against the action plan from 2022-2023.

Audit of school security arrangements (ask HT and refer to policy for accuracy in responses)

- Is the site secure?
- Is it secure at all times?
- How are you ensuring the site is secure, when the guidance is to have ventilation, which may involve doors/windows being open?
- What action would be taken if a child went missing?
- How do you ensure children are accounted for across the school day?
- What action would be taken if an intruder was found on site?
- Has the school security helped to stop vandalism/trespassing?
- How often is a site check conducted?
- What action is taken if the school's site security is compromised?

Select one area of the audit and action plan to discuss progress against.