

## Child Protection / Safeguarding Plan Template for Schools (updated 4/19)

**School Name:**

**Team Leader Name:**

**Team Member Names:**

*This is designed to support schools to ensure they have all the necessary policies, practices and procedures in place to protect & safeguard children within their school community in accordance with the ITFCP International Standards for Child Protection.*

Strand: <b>POLICY &amp; PROCEDURES</b>	In Place Yes/No	School Evidence and Actions
<b>Policies, strategies and procedures to ensure child safety &amp; safeguarding of students</b>		
Have all leaders, managers and the Board taken account of all guidelines, regulations and legislation?		
<p>1. Are there robust governance &amp; lines of responsibility to ensure that the school's practice meets new international accreditation standards?</p> <p>2. Has the school created a definition of child protection with ensuing policies/procedures which are fully understood and followed by Board Members/Owners, school leaders, staff, students, parents and volunteers?</p> <p>3. Does the school's culture and values support and encourage good practice leading to enhanced child protection?</p> <p>4. Does the school comply with all local legal and statutory requirements / obligations in relation to child protection within the country in which it operates? Does it have effective working relationships with local support agencies (where they exist)?</p> <p>5. Does the school have robust policy/procedures, which are successfully implemented, to ensure that it only employs and engages people of sound moral character? If so, is the school compliant?</p> <p>6. Does the school have robust and fully implemented policies/procedures to ensure that all helpers, volunteers and contract workers are people of sound moral character and suitable to work with children?</p>		

<p>7. Does the school communicate publicly its child protection policy/procedures?</p> <p>8. Are child protection policies and procedures reviewed with sufficient regularity and systematically updated?</p> <p>9. Is there a designated Child Protection Officer (CPO) or Child Protection Team Lead in the school with oversight of child protection procedures and related school policies?</p> <p>10. Do the school's operational procedures support and encourage good practice leading to enhanced child protection, including:</p> <ul style="list-style-type: none"><li>a. Training and Support;</li><li>b. Identification/Disclosure; and</li><li>c. Reporting in line with policy.</li></ul> <p>11. Are the school's buildings and facilities, security and protection systems compatible with child protection and related safety policies?</p> <p>12. Does child protection education and on-line/virtual safety form part of the written and taught curriculum?</p> <p>13. Are students, staff and volunteers aware of what to do if they feel uncomfortable or have concerns about mistreatment or abuse?</p> <p>14. What measures are taken by the school to ensure the safety and protection of students in homestay accommodation or on residential trips and student-exchange programmes, and to what extent are they successful?</p>		
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<b>CONSIDER THE FOLLOWING SPECIFIC ITEMS:</b>	<b>In Place Yes/No</b>	<b>School Evidence and Actions</b>
Do you have a child protection policy and procedures in place that aligns with national laws, international best practice guidance, your mission and locally agreed inter-agency procedures?		
Is the child protection policy made available to parents on request, published on your website and common knowledge within the school community?		
<b>Are statutory written policies and documents in place for:</b> Acceptable Use Policy (AUP) Central record of recruitment & vetting checks Central record of reported concerns and allegations Child Protection Complaints Communications between adults and children Disclosure of abuse against members of staff and volunteers Exclusion of pupils Health and safety Pupil discipline for abuse – including anti-bullying Risk assessments School discipline and pupil behaviour Sex and Relationship Education Special Educational Needs Travel & out-of-school Activities Whistleblower Policy (reporting done in good faith)		
<b>Are additional protocols in place to ensure pupils are safe? (these could be separate policies or part of other policies/documents)</b>	<b>In Place Yes/No</b>	<b>School Evidence and Actions</b>
Children missing from school Crisis response Drug and substance misuse Educational visits First aid and administration of medicines Homophobic bullying Harassment and discrimination E-safety FGM (Female Genital Mutilation or Cutting) Intimate care Meeting needs of pupils with medical conditions Physical intervention and restraint policy in place Racist abuse, hate speech, extremism Risk assessments in place for school site Safe recruitment and hiring School security & site safety		

Transition arrangements Use of images of children		
<b>1. Management Responsibilities (PEOPLE / PROCEDURES / ACCOUNTABILITY)</b>	<b>In Place Yes/No</b>	<b>School Evidence and Actions</b>
Does the school head have a clear overview of child safety/ safeguarding procedures and practice, including implementation of key policies?		
Is there a senior member of staff designated to take responsibility for child protection (Child Protection Team Lead/ CPO)? Is there a member of staff designated to deputise in their absence?		
Does the designated leader/teacher have sufficient support and resources from school leaders to carry out their role effectively? (e.g. capacity and budget, time in schedule for trainings, etc.)		
Do they provide support to staff, liaise with local authorities and work with other agencies?		
Are all staff clear about their role if a student discloses abuse, and understand thresholds and procedures for referral?		
Are there procedures in place for dealing with allegations against staff and referral to the authorities in accordance with any locally agreed inter-agency procedures?		
Are there procedures in place for dealing with allegations against a parent or community member and referral to the authorities in accordance with any locally agreed inter-agency procedures?		
<b>2. Monitoring and evaluation of effectiveness of policies and practices (ACCOUNTABILITY)</b>	<b>In Place Yes/No</b>	<b>School Evidence and Actions</b>
Does the HOS have an understanding of their safeguarding duty and their role in implementing and monitoring the school's safeguarding policy?		
Do all individuals involved in vetting and hiring have an understanding of your safe recruitment policies and practices and ensure these are implemented?		
Is there a named leader with responsibility for Child Protection/ Safeguarding?		
Is the Child Protection policy, practice and plan annually reviewed and updated?		
How do you monitor the effectiveness of your Child Protection policy & plan?		
Extra-curricular & Activity Leaders – do you have assurance about child protection procedures from independent companies to which activities are contracted?		
Do leaders & program managers ensure that prompt action is taken to ensure any concerns are immediately addressed?		

3. Recruitment and Hiring Safeguards (PEOPLE & PROCEDURES)	In Place Yes/No	School Evidence and Actions
Are all leaders and staff involved in recruitment aware of their safeguarding duty and do they implement safe recruitment practices?		
Do job advertisements and application packs state clearly that the appointment will be subject to a satisfactory enhanced criminal records check or equivalent		
Do all job descriptions and personal specifications state the child protection responsibilities of the role?		
Are CVs not accepted (unless applicant has a disability preventing them from completing the school's application form)?		
Are identity documents of all short-listed candidates checked and photocopied on arrival for the interview? Are the documents of successful candidates kept in a personnel file and the documents of unsuccessful candidates shredded?		
Are a minimum of two references for each candidate taken up and viewed in person by the chair prior to the interview?		
Has at least one panel member completed Safe Recruitment Training?		
Are specific safeguarding questions asked during interviews?		
Is there evidence that no one works in school prior to a Central Record check?		
Is there evidence that no one works in school pending a criminal records or equivalent police Background check?		
Are safer recruitment checklists completed & kept in the individual's personnel file?		
Is there a Single Central Record (SCR) of recruitment and vetting checks in place in line with best practice and any statutory requirements (country specific) including data protection exemptions for child protection?		
Does the SCR indicate that identity checks have been carried out and by whom? <i>Note: although good practice, it is not required to show addresses on the SCR</i>		
Have <b>all</b> staff employed and those who have not had continuity of employment, been appropriately checked? Even long-term employees?		
Have <b>all</b> staff, whether or not they have regular contact with children, been appropriately checked?		
Does the SCR include evidence that any substitute/guest teachers have been checked?		
Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or parents who also work as volunteers within the school?		
Does the SCR record the date when the checks were carried out (and who carried out the check) except in the case of agency staff?		

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 or national professional qualification for headship?		
Does the SCR record evidence of changes in 'right to work' in the country concerned?		

<b>4. Training, guidance, support and supervision (PEOPLE, PROCEDURES &amp; ACCOUNTABILITY)</b>	<b>In Place Yes/No</b>	<b>School Evidence and Actions</b>
Have the designated member(s) of staff undertaken child protection induction training and training in interagency working to agreed standards with regular updated and advanced training annually? (Child Protection Team)		
Have all staff and other adults that work with children received induction training and refresher training every year that is appropriate and relevant to your school? Does this training equip them to carry out their responsibilities for child protection effectively?		
Is there a staff Code of Conduct in place detailing expectations regarding child protection, safeguarding and staff conduct? Are safeguarding procedures made available to all staff including temporary & substitute staff?		
Are all new staff fully inducted and made aware of school child protection/ safeguarding policies and kept up to date with new policies?		
Are staff aware of safe practices and the law regarding breach of trust?		
Are all staff aware of protocols around confidentiality and information sharing?		
Is there a central record of staff training showing evidence that statutory training has been undertaken by all? (Accreditation)		
Are volunteers recruited and trained in the same manner as paid staff? Do they know their obligations as mandatory reporters of abuse?		

<b>5. Reporting concerns or complaints (PROCEDURES &amp; ACCOUNTABILITY)</b>	<b>In Place Yes/No</b>	<b>School Evidence and Actions</b>
Are clear reporting guidelines and multiple reporting pathways in place which are understood by all staff, partners, associates, and volunteers?		
Are pupils encouraged and enabled to report concerns/complaints? Do they know who to report to in the case of a disclosure?		
Is there a clear reporting system with multiple reporting pathways if a staff member, pupil, parent or other person has concerns about the safety of a student?		

6. Pupil safety on or off the school site (POLICIES & PROCEDURES)	In Place Yes/No	School Evidence and Actions
Are there procedures in place with regard to visitors to the site including volunteers or those using the premises?		
Does the school have adequate security arrangements and staffing for the grounds and buildings?		
Are risk assessments carried out as required and communicated to pupils in age appropriate way?		
Is there an accident/incident book or central record with evidence of action taken and impact of action?		
Are there policies and procedures in place to safeguard pupils when off-site? Do local partners follow school child protection policies on and off-site?		
How does the school ensure appropriate safeguarding arrangements for pupils on work-placements?		
Do staff and pupils know how to raise concerns outside the school structure ("whistleblowing")?		
Are necessary steps taken to prevent the spread of infection?		
Are outdoor and indoor spaces, furniture, equipment (toys), playgrounds suitable and address situational risks of abuse? (See <a href="#">Environmental Audit</a> )		
Are pupils encouraged to adopt safe practices and deal sensibly with risk? For example: -when handling hazardous equipment and materials -looking after themselves during outdoor activities -attending alternative educational or work-related provision -using the internet -if they come into contact with groups that encourage the use of violence		

7. Identifying concerns and referring to relevant agencies (PROCEDURES & ACCOUNTABILITY)	In Place Yes/No	School Evidence and Actions
Are there effective & prompt systems for referring safeguarding concerns about pupils to relevant agencies (including possible abuse, neglect or pupils who are missing)?		
Are relevant staff aware of pupils who are persistently absent or missing and have they responded appropriately?		

8. Recording and sharing safeguarding information (PROCEDURES)	In Place Yes/No	School Evidence and Actions
Are safeguarding and child protection concerns and actions clearly recorded?		
Are records clearly documented, accurate and up to date?		
Are all records stored securely with access limited to responsible staff only?		
Are welfare records kept separately from education records? Are they cross-referenced?		
Does the designated teacher/counselor regularly review recording standards on welfare files? Are anonymized incidents reported to Board/Governance on regular schedule?		
Are there procedures in place for transferring/destroying files when a pupil moves school?		
Does the school support interagency working to safeguard children by regular attendance at child protection conferences, reviews and other professional meetings?		

9. How the school ensures pupils keep themselves safe (PROCEDURES & PEOPLE)	In Place Yes/No	School Evidence and Actions
Are pupils given opportunities within the curriculum to understand risks to them, grooming patterns and about keeping safe?		
Are pupils taught to recognise when pressure from others threatens their personal safety and well-being and to develop effective ways of resisting pressure, including knowing where to get help?		
Do pupils feel safe and adopt safe practices? Are safety surveys used and acted upon?		