

# Manchester Safeguarding Self-Evaluation 2017/18

**School/College Name Didsbury CE**

## This proforma enables you to:

- ensure that statutory requirements for safeguarding and child protection are being complied with
- support you to assemble evidence of impact of safeguarding practice
- support key people (including the governing body) to have access to sufficient information to enable them to evaluate the quality of safeguarding within your school
- support you to identify areas of strength and any areas for development

Manchester's Local Safeguarding Children Board (MSCB) requires all schools and colleges, including maintained nurseries, independent schools and academies to complete this annual safeguarding self-evaluation, returning a copy to the Safeguarding Lead for Education.

The content reflects the statutory duties, as laid out in 'Working Together to Safeguard Children' (Department for Education Updated February 2017) and is revised annually to align with relevant updates including Ofsted Section 5 Inspection Framework for Schools (updated 2018), statutory guidance for schools 'Keeping Children Safe in Education' (due to be updated September 2018), 'What to do if you are worried a child is being abused - Advice for practitioners' and other relevant new duties/statutory guidance and priorities for Manchester.

## How to complete the self-evaluation

It is recommended that key staff work through the proforma together, evaluating each statutory requirement around safeguarding practice in the school with brief notes in the Evidence column. Completion of the Developments column is optional, but may be helpful to aid planning.

Completed self-evaluations should be returned by email for the attention of Jenny Patterson, Safeguarding Lead for Education, at [QAEducation@manchester.gov.uk](mailto:QAEducation@manchester.gov.uk) by Friday 7<sup>th</sup> September 2018.

Safeguarding Area		Yes/No
Section 1 - Leadership and Management	- All Statutory Requirements Met	Y
Section 2 - Training & Awareness of all Staff	- All Statutory Requirements Met	Y
Section 3 - Safeguarding/Child Protection Policy and Procedure	- All Statutory Requirements Met	Y
Section 4- Case Management, Record Keeping & Multi-agency Working	- All Statutory Requirements Met	Y
Section 5 - Curriculum, Pupil Behaviour & Emotional Health & Wellbeing	- All Statutory Requirements Met	Y
Section 6 - E-Safety	- All Statutory Requirements Met	Y
Section 7 - Safer Recruitment	- All Statutory Requirements Met	Y
Section 8 Managing Allegations	- All Statutory Requirements Met	Y
Section 9 Safety On and Off-Site	- All Statutory Requirements Met	Y

Signed by: ...*Simon Ball* ...Role ...Head of School

Date 7/9/18

## Section 1, Leadership & Management

### Questions for SLT/Governors

- Following this self-evaluation, how will any priorities be addressed?
- How often are the school's safeguarding policies and procedures reviewed and updated?
- How often are individual CP files monitored? Who takes part in the process?
- How are children, parents and staff involved in the development of policies and procedures?



Statutory Requirements	Yes/No	Evidence	Developments Planned
<b>1.1</b> Governors and School Leaders demonstrate a commitment to an inclusive ethos and promote British Values across all policies and procedures in the school	Y		
<b>1.2</b> Evaluation of whole school practice informs the regular monitoring of Safeguarding practice, including risk assessments to support the updating policies/procedures as required.	Y		
<b>1.3</b> There is awareness of any new statutory guidance & legislation and policies are updated accordingly	Y	Staff read new legislation and sign to say that they have read it and understand it. EG KCSiE 2018 part 1	
<b>1.4</b> Lessons learnt from incidents & concerns, both in school and also in the city and nationally eg Serious Case Reviews (SCRs) feed into updates to policy and practice is improved	Y	Serious case reviews included in safeguarding training and are reflected in policies. Eg policy on mobile phones	
<b>1.5</b> Specific consideration is given to children with SEN, disabilities,	Y	Yes though currently no LAC or Young Carers	

previously LAC, Young Carers and any other vulnerable groups in the development of policies			
1.6 The head/principal oversees monitoring of individual safeguarding files to ensure that practice is effective and impacts positively on pupils' safety	Y	Head of School has completed DSL training in November 2017	
1.7 The school has appointed a Designated Safeguarding Lead (DSL) with an appropriate job description who is part of the SLT and has time to undertake the role and receives appropriate support and supervision.	Y	School now has ExHT DSL trained Head of School is now safeguarding lead and is DSL trained. SENco and AHT are in role as DDSL both having trained in last academic year.	
1.8 The DSL is always available during term. It is a matter for individual schools and colleges to arrange adequate and appropriate cover for any out of hours/out of term activities as part of their multi-agency safeguarding responsibilities. How do you achieve this?	Y	As written above, we have two members of staff permanently on site who are DSL and one that is on site 0.5 of the week. Plus the ExHT who is always at one of the three school in the MAT, all of which are very close to each other. Eg AHT DSL going on Year 5 and 6 residential trip to Ghyll Head	
1.9 The school has appointed a Designated Teacher to promote the educational achievement of children who are looked after and previously LAC and has ensured that this person has appropriate training	Y		
1.10 There are named Governors responsible for Safeguarding and for Prevent	Y		
1.11 There are processes in place to allow for quality assurance of the contributions the school makes to	Y	Yes – all such cases are timetabled and multi-agency meetings are run by the SENco but Head of School has full knowledge of the situation or by the Head of School. Head of School has regular daily discussions with the	<b>Parents to provide written feedback on TAC meetings.</b>

multi-agency meetings:- eg oversight of referrals to Social Care and of reports before submission eg systems for regular review of cases to avoid drift and to ensure escalation where necessary		EXHT	
--	--	------	--

## Section 2, Child Protection Policy & Procedures

How do we know our pupils are safe?

### Questions for SLT/Governors

- Do all members of staff know the procedure to follow if they are concerned about a child? How do you know?
- What has changed in our Safeguarding/CP procedures this year? Why?
- How do you help parents/carers to understand the safeguarding agenda?

Statutory Requirements	Yes/No	Evidence	Developments Planned
<b>2.1</b> The school has a Safeguarding/Child Protection policy which is regularly updated to take account of all new relevant legislation/statutory guidance. It is reviewed annually and ratified by the Governors.	Y		
<b>2.2</b> This policy reflects local policies and procedures eg refers to MSCB. LA and Greater Manchester Safeguarding Partnership agreed inter-agency procedures and guidance	Y	New SG/CP policy refers to MSCB	
<b>2.3</b> The school is fulfilling the Prevent Duty in all areas:- a) Leadership and Management b) Risk Assessment c) Working in Partnership d) Staff Training e) IT Policies f) Building pupil's resilience to radicalisation eg through MCC supported programmes in the Prevent Catalogue g) Appropriate Lettings Policy	Y	Safeguarding including prevent training planned for this October. Two 2 hour twilight sessions for the who staff.	

<p><b>2.4</b> All teachers are aware of their mandatory reporting duty re FGM and other staff are aware of which groups may be at risk and of how to report concerns</p>	<p>Y</p>	<p>Teaching and support staff have to read KCSiE 2018, and sign to say that they have done so. FGM and other issues to be covered in SG training mentioned above. All teaching support staff to attend training.</p>	
<p><b>2.5</b> The school has an e-safety policy, which is aligned with national and regional policies and an 'Acceptable User Policy' that covers use of all IT equipment, including use of social networking sites</p>	<p>Y</p>		
<p><b>2.6</b> The school has an anti-bullying policy that is consistent with current anti-bullying guidance, and is known to all staff.</p>	<p>Y</p>		
<p><b>2.7</b> The school has a Code of Conduct/Staff Behaviour Policy which all staff and volunteers are aware of.</p>	<p>Y</p>		
<p><b>2.8</b> The school has a whistle-blowing policy which all staff and volunteers are aware of.</p>	<p>Y</p>		
<p><b>2.9</b> The school has updated its behavior policies in light of updated guidance in KCSiE eg re children with SEND. An audit of incidents of use of reasonable force/physical handling is completed by the school on an annual basis.</p>	<p>Y</p>	<p>Action from last year – all use of positive handling now recorded on CPOMs which was purchased in December 17. New positive handling policy is in use.</p>	
<p><b>2.10</b> Safeguarding policies and procedures are known to everyone working in the school, including</p>	<p>Y</p>		

supply staff, the Governing Body and visitors.			
<b>2.11</b> Arrangements are in place to ensure that volunteers and supply staff are appropriately supported and supervised	<b>Y</b>	Action from last year – Volunteers now have to read and sign a volunteering agreement which includes safeguarding procedures.	
<b>2.12</b> Time is allocated for staff to visit and view new and updated procedures	<b>Y</b>	Action from last year.. In house safeguarding training was completed in October 17. External training provided in autumn 18 to all teaching and support staff.	
<b>2.13</b> Policies have been developed in consultation with a wide range of staff and children.	<b>Y</b>	Action from last year – School council had involvement in the behaviour policy and also in the safeguarding policy at an appropriate level.	
<b>2.14</b> The school has pupil friendly versions of all relevant safeguarding policies including anti bullying	<b>X</b>	The school council had input into the policies as noted above but no child friendly version were produced	<b>School council/ethos group to develop simple child friendly policies. Autumn18 – Spring 19</b>
<b>2.15</b> Updated policies are accessible to parents/carers eg via the school's website.	<b>Y</b>		
<b>2.16</b> The school has updated its Safeguarding policy to reflect all elements of advice in KCSiE re Peer on Peer Abuse ie bullying, cyber-bullying, sexual violence and sexual harassment, sexting, initiation, hazing type violence and rituals.	<b>Y</b>	Yes – the Safeguarding and child protection policy was updated in Spring 18 and includes appropriate references to KCSiE advice.	



## Section 3, Training and Awareness Raising for Staff

### Questions for SLT/Governors

- How do we know that training is addressing what the school needs?
- How do we know whether training is effective?
- Who maintains up to date training records?
- Does our induction programme include the most up to date Safeguarding / Child Protection policy and procedures?



	Please specify which of the following training/briefing to enable all staff to recognise safeguarding concerns appropriate for their roles has been attended 2017-2018														
	Intro to Safeguarding or Annual Refresher	Biennial DSL Refresher	Early Help	Signs of Safety	Neglect	Domestic Abuse	Prevent	Child Sexual Exploitation	Honor Based Violence - FGM	Honor Based Violence - Forced Marriage	E-Safety	Criminal Exploitation & County Lines	Modern Slavery & Human Trafficking	Youth Violence & Knife Crime	Learning from Serious Case Reviews
Senior Leadership	✓		✓		✓	✓	✓	✓	✓	✓					
DSL (& team if applicable)	✓	✓			✓	✓	✓	✓	✓	✓					
Teaching Staff	✓				✓	✓	✓	✓	✓	✓					
Non Teaching Staff	✓				✓	✓	✓	✓	✓	✓					
Safeguarding Prevent Governor															

Statutory Requirements	Yes/No	Evidence	Developments Planned
<p><b>3.1</b> The DSL takes time to ensure that their knowledge on safeguarding policy and practice is kept up to date as required eg through DSL Networks</p>	Y		
<p><b>3.2</b> All new starters receive an induction on or before their first day which includes the school's safeguarding policy and procedures for what to do if concerned about a child. It is clear about confidentiality and identifies who to share information with and how to act in the best interests of the child.</p>	Y		
<p><b>3.3</b> All staff including new starters have read at least section one of 'Keeping Children Safe in Education'. There is a clear mechanism in place to support understanding of this document.</p>	Y		
<p><b>3.4</b> A training cycle is planned which gives due regard to any particular risks identified within the school and its impact is monitored</p>	Y	Action from last year – Cycle of Trust based training to begin 19-20	
<p><b>3.5</b> Time is allocated for staff to visit and view new and updated procedures and all staff receive updates as required (but at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively.</p>	Y		
<p><b>3.6</b> All staff understand that some children adopt challenging behaviour</p>	Y		

and in some cases, abusive or disruptive behavior as a result of abuse.			
<b>3.7</b> All staff are aware that children can abuse children, know what to do if this happens <b>and understand the school's updated policy and KCSiE.</b>	Y	Yes KCSiE 2018 read and signed for September 18	
<b>3.8</b> Staff are aware that a child missing from education is a potential indicator of abuse or neglect. There are clear procedures for dealing with children who go missing (or are frequently absent) to help identify the risks, including regarding CSE, FGM, Forced Marriage and Prevent	Y		
<b>3.9</b> Staff recognise the link between children engaging in harmful behaviors eg drug-taking, alcohol abuse, sexting and wider safeguarding issues. Staff know how to support students who are at risk	Y		
<b>3.10</b> The school has a record of all the training attended by staff including new starters to monitor take-up and ensure key areas are covered	Y		

## Section 4, Case Management, Record Keeping & Multi-Agency Working

How do we know our pupils are safe?

### Questions for SLT/Governors

- How effective are our partnerships with other agencies? How do we know?
- When there are concerns about a child, how do we ensure that appropriate actions are taken?
- Can the school demonstrate that they have contributed effectively? What difference has the school/college's input made to the life of the child?
- How does the school/college ensure that concerns/.disclosures are dealt with in a timely manner and that relevant information is shared appropriately?

Statutory Requirements	Yes/No	Evidence	Developments Planned
4.1 There is a clear and accurate recording system in place	Y		
4.2 All concerns, discussions and decisions made and the reason for those decisions are recorded	Y		
4.3 Individual files are established once welfare concerns are recognised and each file has a chronology at the front.	Y		
4.4 CP files are stored confidentially, either in locked filing cabinets or in a secure electronic system	Y		
4.5 Decisions about information-sharing are recorded and are in line with the government guidance	Y		
4.6 The school effectively contributes to local child protection interagency processes, including attending multi-agency meetings eg Child Protection conferences and Child in Need meetings including out of hours/out of term meetings.	Y		
4.7 There is preparation for meetings	Y		

including requests made to the relevant staff/departments and the voice of the child is captured to feed into the school/college's reports.			
<b>4.8</b> Original safeguarding/child protection files are transferred (separate to academic file) to new school, when a child transfers. The receiving school/college is asked to sign a confirmation slip upon receipt of information and return to the originating school (or confirm by secure email). DSL considers if appropriate to share any additional information in advance.	Y	We have had joint meetings with the local high school in 17-18 regarding safeguarding issues before the child moved to the new school.	
<b>4.9</b> Relevant staff are made aware of concerns and the need to monitor individual children more closely.	Y		
<b>4.10</b> Children who are particularly at risk or have disclosed abuse are supported by individual members of staff, whom the pupil/student feels they can approach and talk to when needed.	Y		
<b>4.11</b> Monitoring evidences good decision making leading to appropriate referrals	Y		
<b>4.12</b> There is evidence that staff understand the difference between a 'concern' and 'immediate danger or risk of harm' and of the actions that should follow each. Staff are aware of contextual safeguarding, the wider environmental factors that may affect safety and wellbeing.	Y	Staff are aware of the wider social, economic and health issues issues that may well affect well-being and safety. After adoption training November 17 Two 2 hour twilight session to be held in November on safeguarding	
<b>4.13</b> The school works in partnership with parents/carers and keeps them informed of concerns, unless to do so would increase the risk of abuse for the child.	Y		

<b>4.14</b> There is a good knowledge and understanding of the wider safeguarding system that school/ college and staff are part of and evidences of effective inter-agency working to support children	<b>Y</b>		
<b>4.15</b> a)How many EHAs has the school initiated and registered <b>between September 2016 and August 2018?</b> b) How many requests for targeted support has the school made?	<b>Y</b>	None and none	
<b>4.16</b> How many referrals has the school made to the MASH <b>between September 2016 and August 2018?</b> b) How many of these have led to further action from Social Care?	<b>Y</b>	Three referrals have been made in that time In the first one, April 17 no further action was taken. The second and third referrals in March 18 and July 18,are ongoing with social care supporting the families.	

## Section 5, Curriculum, Pupil Behaviour & Emotional Health & Wellbeing

### Questions for SMT/Governors

- Does the school have a clear plan for teaching about personal safety, which ensures that age-appropriate topics are covered progressively across the school?
- Are pupil's views sought routinely?

How do we know our pupils are safe?

Statutory Requirements	Yes/No	Evidence	Developments Planned
<b>5.1</b> The curriculum and teaching at the school raises pupils' awareness of personal safety. It explores a range of strategies for pupils to ensure their own protection and the importance of protecting others.	Y		
<b>5.2</b> a) School is a safe space where young people can ask questions and express their views. b) Staff are confident to challenge extreme views and foster critical thinking.	Y		
<b>5.3</b> British Values are embedded as part of the whole school ethos and used to support students to build resilience to radicalisation, discuss controversial issues and understand how to influence and participate in decision-making.	Y	Further work on British values through collective worship and work in classes. There is a prominent display in our school hall and BV displays in several classes. All children looked at BV during our Royal Wedding celebration day.	
<b>5.4</b> The school promotes a code of conduct/behaviour policy for pupils that promotes respect and safe & healthy relationships in and out of school.	Y	The behavior policy is in place. Review of behavior policy and conduct of children at lunchtimes including simplification of school rules to be carried out Autumn/Spring	<b>Child friendly version of new policy to be produced in Autumn/Spring by school council and ethos group</b>

<p><b>5.5</b> a) An overview is kept by the DSL, which captures children about whom the school has safeguarding/child protection concerns. Alongside this information there is headline information about behaviour incidents, exclusions and attendance.</p> <p>b) This overview allows the school to identify patterns and any links between safeguarding issues, behaviour and attendance concerns and is shared with appropriate professionals eg School Nurse</p>	<p><b>Y</b></p>	<p>Use of CPOMs has improved this aspect. All teaching and support staff have access to CPOMs with DSL having higher access in order to spot patterns and trends.</p>	
<p><b>5.6</b> The school takes part in the annual 'Health Check' run by Healthy Schools (or an equivalent review of PSHE) and uses the outcomes of this to develop actions to improve safeguarding across the school and wider contexts.</p>	<p><b>Y</b></p>	<p>Action from last year – We completed the Healthy Schools bronze Award for Drugs and Alcohol Education</p>	<p><b>To complete the HS mental health/Emotional Well-being bronze Award</b></p>
<p><b>5.7</b> The school is able to support staff and children during and after a critical incident which affects safety and wellbeing</p>	<p><b>Y</b></p>	<p>After a critical incident in Manchester, children and staff were offered support. This support was offered through via staff bulletins and to children and their families through newsletters and through collective worship time.</p>	



## Section 6, E-Safety

### Questions for SMT/Governors

- How do we know that the E-Safety programme we are delivering is up-to-date and relevant?
- What strategies do we use to inform parents/carers about E-Safety?
- How do we know that our filters to prevent access to inappropriate sites are working?
- How has our E-Safety policy changed this year? Why is this?

How do we know our pupils are safe?

Statutory Requirements	Yes/No	Evidence	Developments Planned
<b>6.1</b> E-safety policies and procedures take account of the 3 main areas of risk – Content, Contact & Conduct	Y		
<b>6.2</b> A planned E-safety education programme takes place through PHSE/ICT and across the curriculum. There is breadth and progression. It is regularly updated to ensure that it takes account of any new developments/concerns.	Y		
<b>6.3</b> The school is effective in the education and protection of vulnerable children who may be put at particular risk from their own and others' actions on-line, including tablets, mobile phones and social networking.	Y		
<b>6.4</b> The school website has internet safety links to support and inform parents and carers. Parents and carers know who to contact if they are worried about e-safety issues.	Y		
<b>6.5</b> SLAs with service providers ensure that ICT systems are up-to-date and	Y		

that any necessary filters are in place			
<b>6.6</b> There is an effective system in place to monitor Internet use by pupils and to respond to any concerns highlighted.	<b>Y</b>		
<b>6.7</b> There is clear guidance for staff about use of school equipment, personal equipment and personal data.	<b>Y</b>		
<b>6.8</b> The school has identified a DPO, in line with new GDPR requirements	<b>Y</b>	The DPO for Didsbury CE is Hannah Large, Head of School at West Didsbury CE Primary	

## Section 7, Safer Recruitment

### Questions for SMT/Governors

- How regularly do we monitor that we are compliant with all of the statutory requirements around safer recruitment?
- Who is responsible for ensuring the Single Central record is up-to-date?
- Are there any other organisations using the school premises, and have they appropriately vetted their staff?

How do we know our pupils are safe?

Statutory Requirements	Yes/No	Evidence	Developments Planned
<b>7.1</b> Recruitment and selection processes have been reviewed and are fully compliant with the MSCB and DFE guidance.	Y		
<b>7.2</b> All interview panels include a member who has completed Safer Recruitment training	Y	Action from last year - Head of School is now trained in safer recruitment. Jan 18	
<b>7.3</b> All adverts and related documentation contain a safeguarding statement. All job descriptions have a safeguarding responsibility.	Y		
<b>7.4</b> All interviews are face to face and references are requested (including a reference from the most recent employer) prior to interview	Y		
<b>7.5</b> Any missing information or vague information is followed up during the interview or with the referee. Reference requests require information about the person's suitability to work with children/young people.	Y		

<p><b>7.6</b> There are clear risk assessments in place which support the decision-making about whether staff are working in a supervised capacity (non-regulated) or unsupervised/ regulated activity.</p>	<p><b>Y</b></p>		
<p><b>7.7</b> The Head teacher and at least one Governor has attended Safer recruitment training within the last 5 years.</p>	<p><b>Y</b></p>	<p>Head of School has attended safer recruitment training Jan 18</p>	<p><b>Governor to attend training</b></p>
<p><b>7.8</b> There is a Single Central Record in place that records that the following checks have been carried out for all relevant staff:</p> <ul style="list-style-type: none"> <li>• an identity check;</li> <li>• a barred list check;</li> <li>• an enhanced DBS check/certificate;</li> <li>• a prohibition from teaching check;</li> <li>• a section 128 check (for management positions as set out in paragraph 99 for independent schools (including academies and free schools);</li> <li>• further checks on people who have lived or worked outside the UK;</li> <li>• a check of professional qualifications; and</li> <li>• a check to establish the person's right to work in the</li> </ul>	<p><b>Y</b></p>		

United Kingdom.			
<b>7.9</b> Enhanced DBS checks have been carried out for staff, governors and regular volunteers, in line with statutory requirements and the original has been seen.	<b>Y</b>		
<b>7.10</b> Appropriate checks are carried out on people appointed to management positions in <b>independent schools</b> to ensure they are not prohibited by the secretary of state	<b>N/A</b>		
<b>7.11</b> Written notification has been received from any agency or third party organisation used by the schools/college that the organisation has carried out the statutory checks	<b>Y</b>		

re in place

## Section 8, Managing Allegations

### Questions for SLT/Governors

- How do we ensure that the procedure is followed for all allegations made against staff?
- How do we ensure all staff have read and agreed to the school code of conduct?
- What is the process if a member of staff is not adhering to the code of conduct? Is this process clear?

How do we know our pupils are safe?

Statutory Requirements	Yes/No	Evidence	Developments Planned
<b>8.1</b> All members of staff are aware of the procedure for responding to and managing allegations against staff, and are clear about how to report any concerns they may have.	Y		
<b>8.2</b> Where there are safeguarding concerns about a member of staff, these are reported directly to the Head teacher. Where the concerns are about the Head teacher, these should be reported to the Chair of Governors. Where the concerns are about the proprietor of an independent school, these should be reported to the Designated Officer (DO, formerly LADO).	Y		
<b>8.3</b> The Head teacher and Chair of Governors are clear about the threshold for DO intervention and understand at what point they should be involving the DO	Y		
<b>8.4</b> There is evidence of appropriate management action where there have been concerns about the conduct of a member of staff that do not meet the	Y		

DO threshold			
8.5 Where there have been allegations about adults working in the school (including off-site and in commissioned provision), there is evidence that the procedure for managing allegations has been properly followed, including support for alleged perpetrators. Clear records are kept of all incidents and concerns in order that historical patterns can be detected.	Y		
8.6 Procedures are in place to make a referral to DBS if any member of staff in regulated activity has been dismissed or removed due to safeguarding concerns	Y		

How do we know our pupils are safe ?

## Section 9, Safety On & Off-Site

### Questions for SLT/Governors

- How do we ensure that procedures are followed for on-site safety?
- How do we ensure that procedures are followed when pupils are on educational visits or attending sporting events?
- How do we ensure that pupils are safe when attending alternative provision?

Statutory Requirements	Yes/No	Evidence	Developments Planned
9.1 Senior managers are visible around the school and accessible to pupils, staff families and visitors?	Y		
9.2 Risk assessments and procedures are in place to cover activities on site eg playground equipment and off site eg venues and transport arrangements	Y		
9.3 Risk assessments and procedures are in place to cover pupils attending alternative provision, especially around communication and information-sharing	Y		
9.4 Risk assessments and procedures are in place to ensure the safety of pupils on work experience placements	Y		
9.5 Checks have been made on all contractors. Procedures are in place to ensure ID checks are carried out and there is supervision as appropriate	Y		
9.6 There are regular inspections of	Y		



the buildings and the grounds by the Governors			
9.7 The school has policies and procedures in place in case of critical incidents, including fire evacuation/lockdown procedures	Y	Yes school has an emergency file that includes a business continuity management plan for critical incidents.	<b>Head of School to attend lockdown training in Spring through One Education.</b>