Safeguarding Children in Education

Annual Safeguarding Audit

Autumn Term 2022

North Lincolnshire
CHILDREN'S
MULTI-AGENCY
RESILIENCE &
SAFEGUARDING
BOARD

North
Lincolnshire
Council
www.northlincs.gov.uk

School / College / Provider		DfE number	
The signatures below provide assurance to the Children's MARS Board that this education provision meets all of the safeguarding requirements stated in Keeping Children Safe in Education 2022:			
Headteacher / Principal		**Signature**	
Chair of Governors		**Signature**	
Date Audit findings reported to the Governing Body		**Is follow up support being requested?**	**YES / NO**
Is there an aspect of outstanding or innovative safeguarding practice at your school / academy / college that you would wish the Children's MARS Board to know about? **Please outline in brief**			

Please return this completed form to Standards and Effectiveness by 16th December 2022.
standardsandeffectiveness@northlincs.gov.uk

Introduction

All schools, academies and colleges have a ***statutory duty*** to have the following in place:

- ***written safeguarding policy and up-to-date child protection procedures approved and adopted by the governing body;***

- ***designated safeguarding lead and deputy identified and all staff understand their role;***

- ***arrangements for governors to champion safeguarding/child protection and hold the school to account;***

- ***other safeguarding procedures, including dealing with allegations against members of staff and safe working practice;***

- ***safeguarding training at the appropriate level for all staff and volunteers, including appropriate governors at least annually;***

- ***robust recruitment and selection processes for all staff and an accredited "safer recruitment" person, in line with Keeping Children Safe in Education 2022;***

- ***a single central record of identity, qualifications and Disclosure and Barring Service checks for all staff and volunteers as required by Keeping Children Safe in Education 2022;***

- ***an anti-bullying policy.***

This self-evaluation tool will support schools, academies and the local authority to demonstrate that they are meeting their statutory duties under Sections 11, 157 & 175 of the Education Act (2002). It will also enable schools to evidence their good practice and identify any areas for development. The completed audit can be used as evidence for Ofsted on how the school is fulfilling safeguarding requirements and to describe the actions the school is taking to continuously improve safeguarding practices. It has been updated to reflect" Keeping Children Safe in Education 2022" statutory guidance.

Ideally the chair of governors or nominated governor should work with the headteacher, principal or designated safeguarding lead of the school, academy or college, to complete the audit. Evidence to support positive responses, or actions being taken to resolve negative responses, must be referred in the third column. This might include references to training undertaken, policies, records, plans, audits or minutes of meetings for example.

Throughout the document, 'YES' responses are used to indicate practice that is likely to support the safety and well-being of children.

The completed audit should be sent to the Children's Multi-Agency and Resilience (MARS) Board via Standards and Effectiveness standardsandeffectiveness@northlincs.gov.uk by the end of December of each academic year. It should also be formally recorded within governing body and senior leadership meetings and then shared appropriately.

	Yes	No	In Part	Evidence
1. Policies and Wider Safeguarding				
1.1 Does the setting have:				
a) a child protection policy and procedure in place that is reviewed at least annually?				
b) what is the date on the current child protection policy?				
c) have you checked that the correct child protection policy is on your website?				
d) appropriate safeguarding responses to the key safeguarding themes (Annex A of KCSIE 2022) established in the policy?				
e) is the DSL/DDSL familiar with the revised "Prevent Duty guidance for England and Wales (especially paragraphs 57-76)				
f) Do the DSL/DDSL know how to make a Prevent referral?				
g) a regularly reviewed staff behaviour policy (code of conduct)?				
h) a regularly reviewed behaviour policy for pupils?				
i) a safeguarding response to pupils who go missing from education?				
j) the child protection policy available publicly?				
1.2 Have governing bodies and proprietors read, followed and acknowledged requirements of KCSIE, to ensure that the policies, procedures and training in their settings are effective and comply with the law at all times?				
1.3 Have all staff read KCSIE 2022 (Part 1) and how has the school evidenced this?				
1.4 Are safeguarding related policies and procedures adopted by the governing body and are they understood, implemented appropriately, and reviewed at least annually?				
1.5 Does the headteacher or the designated safeguarding lead (DSL) report at least annually to the governing body on the effectiveness of safeguarding procedures?				

	Yes	No	In Part	Evidence
1.6 Does the governing body have assurance that the school's safeguarding policy and procedures are effective?				
1.7 Is there an on-going commitment to maintain and improve safeguarding? Please give examples in the evidence.				
1.8 Is there a DSL contactable at all times so that staff can discuss any safeguarding concerns?				

	Yes	No	In Part	Evidence
2 Leadership and Management				
2.1 Who is your Designated Safeguarding Lead (DSL)? Please provide their name and email address.				
2.2 Is there a senior member of the leadership team who has the role of DSL explicitly in their job description and has received appropriate (up-dated) training?				
2.3 When was the DSL and DDSL training last updated?				
2.4 Is there a named deputy (or deputies), trained to the same standard, to cover the DSL in their absence?				
2.5 Is there a governor (or equivalent) that holds a lead role for safeguarding, within the remit of a governor?				
2.6 Do all your governors and trustees receive appropriate safeguarding and child protection (including online) training at induction?				
2.7 Is this training updated regularly? (best practice is to update basic safeguarding awareness annually by completing safeguarding training on other key themes ie FGM/CE/ROTH)				
2.8 Please provide the names of your Safeguarding Governor and Resilience Governor.				
2.9 Who is your Designated Teacher (DT)? Please provide their name and email address.				
2.10 Is there a designated teacher (DT) to promote and support the educational achievement of children who are in local authority care or have previously been looked after?				

	Yes	No	In Part	Evidence
2.11 Has the DT had appropriate training?				
2.12 Has the DT provided the DSL with details of the named social worker and virtual headteacher for children in LA care?				
2.13 Is there the opportunity for case supervision for the DSL and pastoral staff?				

	Yes	No	In Part	Evidence
3 Allegations against staff				
3.1 Are there procedures in place for dealing with allegations against staff and are they in accordance with both KCSIE 2021 (Part 4) and CMARS procedures?				
3.2 Does the procedure clearly define the difference between 'concerns, complaints and allegations?				
3.3 (Where relevant) are there adequate records of action taken in respect of concerns, complaints or allegations about an individual member of staff in their confidential personnel file?				
3.4 Does the governing body (or equivalent) have a procedure to handle allegations against the headteacher?				
3.5 Are there procedures in place for dealing with low level concerns that do not meet the harm threshold? (KCSIE Part 4, Section 2)				
Sexual harassment and sexual violence				
3.6 Have you taken steps to ensure that there is a culture where sexual harassment and online sexual abuse are not tolerated, and where identification of issues and early intervention, to better protect children and young people is embedded?				
3.7 Assume that sexual harassment and online sexual abuse is happening in your setting, even when there are no specific reports. Is there a whole-school approach to address this concern?				
3.8 Is there routine record-keeping and analysis of sexual harassment and sexual violence, including online, to				

	Yes	No	In Part	Evidence
identify patterns and intervene early to prevent abuse? Who is responsible for this?				
3.9 Does the behaviour policy include sanctions and support, when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated?				
3.10 Does the school/setting work closely with CMARS to ensure awareness of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour?				
3.11 Have all staff had access to training to: • better understand the definitions of sexual harassment and sexual violence, including online sexual abuse • identify early signs of peer-on-peer sexual abuse • consistently uphold standards in their responses to sexual harassment and online sexual abuse?				

	Yes	No	In Part	Evidence
4 Curriculum				
4.1 Is there a carefully sequenced RSHE curriculum, based on the DFE's statutory guidance, that includes sexual harassment and sexual violence, including online?				
4.2 Are pupils encouraged to adopt safe and responsible practices and deal sensibly with risk?				
4.3 Does the school culture promote self-esteem, encouraging children to be optimistic about their future and empowered to make positive choices about their health, learning and relationships?				How?
4.4 Is awareness raised among pupils of recognising when they are at risk and how and where to get help and support if they need it?				
4.5 Is there an open culture where all individuals feel able to talk freely about their concerns, believing that they will be listened to and valued? Is this culture actively promoted?				

	Yes	No	In Part	Evidence
4.6 Are pupils provided with a safe online platform and educated on keeping themselves safe online?				
4.7 Are appropriate online filters and monitoring systems in place?				

	Yes	No	In Part	Evidence
5 Training				
5.1 Has the DSL (and any deputy as appropriate) undertaken the required two yearly training with annual updates?				
5.2 Have all staff and other adults who work within the setting received updated training and how is this recorded?				
5.3 Have regular (at least annual) child protection updates been provided to all staff?				
5.4 Are all new staff, temporary staff and volunteers given induction which includes information on safeguarding procedures and their responsibilities?				
5.5 Is the governor with leadership for safeguarding familiar with relevant CMARS and national guidance?				
5.6 Are governing bodies aware of their roles and responsibilities with respect to safeguarding?				
5.7 Are all staff and other adults who work within the setting aware of the Early Help process, known as the One Family Approach in North Lincolnshire?				

	Yes	No	In Part	Evidence
6 Safer Recruitment				
6.1 Are there procedures for safer recruitment and vetting in place, in line with KCSIE 2022 (Part 3)?				
6.2 [maintained schools & PRU only] Has at least one member of any appointment panel undertaken safer recruitment training?				
6.3 Are you compliant with the Childcare Disqualification Regulations 2018 KCSIE 2022 para 262)?				

	Yes	No	In Part	Evidence
6.4 Is there a Single Central Record in place?				
6.5 Does the Single Central Record include:				
a) identity checks carried out, when and by whom?				
b) a standalone children's barred list check				
c) an enhanced DBS check				
d) a prohibition from teaching check				
e) further checks on people who have lived or worked outside the UK				
f) a check of professional qualifications, where required				
g) A check to establish the person's right to work in the United Kingdom				
h) written confirmation from a supply agency, where relevant, that all the appropriate checks that the school would otherwise perform have been carried out and are satisfactory?				
i) a record of all dates for completed checks?				
j) [non-maintained schools only] A Section 128 check for management positions A Section 128 check carried out for all governors or equivalents				

	Yes	No	In Part	Evidence
7 Behaviour and Safety				
7.1 Do all staff and volunteers know the procedure for raising concerns about unsafe or poor safeguarding practice? Please give examples in the evidence.				
7.2 Is the DSL aware of indicators of specific safeguarding issues highlighted by KCSIE, Ofsted and local priorities?				
7.3 Is the LA notified of children removed from roll where confirmation has not been received that they have transferred into another setting? (Child Missing Education)				
7.4 Is the LA notified of children who become Elective Home Educated (EHE) ?				

	Yes	No	In Part	Evidence
7.5 Are procedures and policies relating to physical intervention consistent with DfE guidance 'Use of Reasonable Force in Schools' (July 2013)?				
Are Pupils Safe on Site?				
7.6 Are there adequate security arrangements for the grounds and buildings?				
7.7 Are visitors or volunteers or those using premises monitored during the school day, when children are present?				
7.8 Is assurance sought in writing from users of the premises that they have appropriate policies (Child protection, vetting, health and safety, insurance) in place to safeguard children?				
7.9 Is there a policy or procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies?				
Keeping Pupils Safe Outside Normal Provision				
7.10 Are appropriate arrangements in place to safeguard children who take part in, or are affected by, extended services and other activities outside normal school hours?				
7.11 Where relevant, are safeguarding arrangements in place for those on work-based learning, work experience and educational visits?				
7.12 Where relevant, are safeguarding arrangements in place for those children who stay with host families / other settings? i.e. as part of exchange visits or sports tours?				

	Yes	No	In Part	Evidence
8 Interagency Working				
8.1 Is the setting working within Early Help to provide timely intervention?				
8.2 Are there effective systems in place for referring safeguarding concerns to relevant agencies in a timely manner?				
8.3 Is the DSL allocated sufficient time and resource to discharge their responsibilities, including taking part in inter-agency assessments and meetings?				
8.4 Is the DSL aware of children in the setting who are, or may be, living in a private fostering arrangement?				

	Yes	No	In Part	Evidence
9 Reporting and Recording				
9.1 Are child protection (CP) records stored securely and separately from pupil records?				
9.2 Are the records of good quality and up to date; do they indicate action that has been taken?				
9.3 Where pupils have left, has the CP record been transferred separately from the main pupil file and in a timely manner? Has a receipt of transfer been retained?				
9.4 Are staff confident about reporting CP concerns and know what action to take, if their concerns are not acted on appropriately or in a timely manner?				
9.5 Are all staff aware of the process for making referrals to Children's Services social care?				
9.6 Does the school encourage a clear culture of open communication between pupils, staff, parents and other adults working with children?				

Action Plan (please complete to evidence safeguarding improvement)

Development Areas	Action Required	Action Deadline

SAFE   WELL   PROSPEROUS   CONNECTED