

Safeguarding Self Audit Tool

Names and roles of those completing:

Date of audit:

The document is intended to be used by schools to gradually work through different sections. There is no expectation that one person should be working on all of these areas at the same time. It can be used as an audit tool and then can monitor where improvements have been made. This list should not be seen as a replacement for a good culture of safeguarding in a school, but an adjunct to it. The safeguarding message to all schools is to “maintain an attitude of it could happen here”.

In the evidence of compliance column, add where you can find evidence of your level of compliance in case you’re asked to provide this at a later date. We’ve suggested some sources of evidence – adapt them as required. If you are not satisfied you’re meeting all parts of a requirement, set out what you will do to reach compliance in the areas for improvement column. Be sure to include:

- Who will take the action
- When it should be done by

Give each requirement a **RAG** rating to keep track of how compliant you are. This means:

- **Red** if you’re not meeting the requirement at all
- **Amber** if you’re meeting part of the requirement but not all of it
- **Green** if you’re fully compliant and no further action is needed

Statutory requirements and best practice

Keeping Children Safe in Education sets out both legal requirements (“musts”) and expectations (“shoulds”). This audit contains both the statutory safeguarding requirements and the best practice “should”. This is because it will be hard for you to justify not meeting these. You’ll find the non-statutory advice in separate tables after the requirements in the relevant sections of the template below.

Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Working Together to Safeguard Children: <https://www.gov.uk/government/publications/working-together-to-safeguard-children>

COVID-19 measures

This audit includes best practice advice for safeguarding pupils during COVID-19. These measures were included in the DfE's now-withdrawn COVID-19 safeguarding guidance but you may still find them useful.

DSL and other safeguarding roles

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| <p>We have a designated safeguarding lead (DSL) who takes lead responsibility for safeguarding and child protection (including online safety), and they are a senior member of staff from the leadership team</p> | <ul style="list-style-type: none"> • Staff list • Job descriptions | | |
| <p>In terms of availability:</p> <ul style="list-style-type: none"> • Our DSL (or a deputy) is always available during school hours to discuss safeguarding concerns • There are arrangements in place for someone to cover the DSL role, including during out-of-hours or out-of-term activities <p>Add the line below if your school accepts this form of availability:</p> <p>In exceptional circumstances, where our DSL (or deputy) is not able to be on site, they will be available via [phone/video conference].</p> | <ul style="list-style-type: none"> • Staff list (including names of deputies) • Cover rota • Accessible phone numbers if DSL and Deputy are off site | | |
| <p>Our DSL (and any deputies) has their role made explicit in their job description</p> | <ul style="list-style-type: none"> • Job descriptions | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| <p>Our DSL has made links with the local safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies</p> | <ul style="list-style-type: none"> • Contact details of local partners • Correspondence between the school and partners • Messages sent out to staff informing them of training opportunities and local policies | | |
| <p>Our DSL (and any deputies):</p> <ul style="list-style-type: none"> • Has completed training that provides them with the knowledge and skills they need • Receives updated training at least every 2 years • Has their skills and knowledge updated at least annually (e.g. via e-bulletins, meeting other DSLs, taking time to read and digest developments) • Has completed training on the Prevent strategy • Has completed training in online safety | <ul style="list-style-type: none"> • Training logs • Certificates from courses • Dates of training courses • Subscriptions to e-bulletins • Records of recent safeguarding developments | | |
| <p>The DSL and do all staff understand, can identify and know the procedures related to:</p> <ul style="list-style-type: none"> • The additional vulnerabilities of SEND pupils relating to safeguarding and how barriers can be overcome • How to identify pupils who would benefit from Early Help? | <ul style="list-style-type: none"> • Early help referrals | | |
| <p>Links with other agencies:</p> <ul style="list-style-type: none"> • The DSL provides support to staff, liaises with the LA and works with other agencies | <ul style="list-style-type: none"> • Records of Team Around the Child, or team around the Family Meetings | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| <ul style="list-style-type: none"> The school supports inter-agency working to safeguard children by regular attendance at Child Protection conferences and reviews and, if appropriate, by attending other professional meetings | | | |
| <p>Our DSL (and any deputies):</p> <ul style="list-style-type: none"> There is clarity about the school's policy and the law relating to the sharing of information- confidentiality, breach of position of trust (e.g. need-to-know basis) Understand the importance of information sharing with other schools/colleges on transfer Ensure information in child protection files is kept confidential and stored securely | <ul style="list-style-type: none"> Child protection files GDPR / information security policies and procedures | | |
| <p>We have a designated teacher to promote the educational achievement of looked-after and previously looked-after children, and they've received appropriate training</p> | <ul style="list-style-type: none"> Staff list Training logs | | |
| <p>We have appointed someone at senior board level to take leadership responsibility for our safeguarding arrangements (e.g. a link governor), and this person has the knowledge, skills and expertise needed to fulfil this role</p> | <ul style="list-style-type: none"> Governor list | | |

| NON-STATUTORY COVID-19 MEASURES | EVIDENCE | AREAS FOR IMPROVEMENT | RAG |
|--|--|-----------------------|-----|
| <p>For situations where our DSL (or deputy) is not on site, we have a senior leader in place who's responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating safeguarding on site • Liaising with our off-site DSL/deputy • Updating and managing access to child protection files • Liaising with children's social workers | <ul style="list-style-type: none"> • Staff list | | |

Staff training

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|--|-----------------------|-----|
| <p>All staff receive:</p> <ul style="list-style-type: none"> • Appropriate child protection training at induction, which is regularly updated and in line with advice from local safeguarding partners • Updated training regularly (e.g. an annual INSET session) that is integrated, aligned and considered as part of your whole school safeguarding approach • There are procedures in place for staff that may have missed training • Safeguarding and child protection updates (e.g. via emails) as required, but at least annually | <ul style="list-style-type: none"> • Training logs • Certificates from courses • Dates of training courses • Examples of updates given | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| <ul style="list-style-type: none"> There are sufficient staff trained in first aid for staff, pupils and EYFS children | | | |
| <p>Our regular safeguarding training has regard to the Teachers' Standards, with the expectation that teachers manage behaviour effectively for a safe environment</p> | <ul style="list-style-type: none"> Training resources that address this area | | |
| <p>At induction training, there is an explanation of our safeguarding systems, including:</p> <ul style="list-style-type: none"> Our child protection policy Our behaviour policy Our staff behaviour policy/code of conduct The safeguarding response to children who go missing from education The role and identity of our DSL and any deputies | <ul style="list-style-type: none"> Training resources that address these areas | | |
| <p>At induction training, staff receive:</p> <ul style="list-style-type: none"> A copy of the above policies A copy of either Part 1 of KCSIE (if they work regularly with children) or the condensed version of Part 1 found in Annex A (if they don't work directly with children) | <ul style="list-style-type: none"> Copies of policies | | |
| <p>Training also covers:</p> | <ul style="list-style-type: none"> Records of training given | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|--|-----------------------|-----|
| <ul style="list-style-type: none"> • The early help process, staff members' role in it and the importance of sharing information with other practitioners • The process for making referrals to children's social care • The process for statutory assessments and the role staff may play in these • What to do if a child tells a staff member they are being abused or neglected, including how to: <ul style="list-style-type: none"> ○ Maintain an appropriate level of confidentiality ○ Involve only those who need to be involved (e.g. the DSL, children's social care) ○ Reassure victims they're being taken seriously, supported and kept safe ○ Avoid making the victim feel ashamed or like they're causing a problem • The indicators of abuse and neglect, including for specific safeguarding issues, such as child criminal and sexual exploitation • Expectations around peer-on-peer abuse, including: | <ul style="list-style-type: none"> • Resources from training addressing these topics • Results from a staff audit demonstrating understanding and confidence in these topics • Case studies of issues raised showing the awareness of staff • Procedures show that confidentiality is maintained | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|------------------------|-----------------------|-----|
| <ul style="list-style-type: none"> ○ Maintaining an attitude of “it could happen here” ○ The indicators of different types of peer-on-peer abuse, and how to identify incidents ○ Understanding that peer-on-peer abuse may be taking place, even if it's not reported ○ How to manage a report of peer-on-peer sexual violence or harassment ○ The importance of challenging inappropriate behaviour between peers ○ Understanding that peer-on-peer abuse can happen inside and outside of school, and online ● Behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one ● Online safety, highlighting that technology is a significant component in many safeguarding and wellbeing issues ● Specific safeguarding issues, such as radicalisation, serious violence, child sexual exploitation and children missing education | | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| <ul style="list-style-type: none"> The reporting requirements for known cases of female genital mutilation (FGM) The risk factors that increase the likelihood of involvement in serious violence How safeguarding issues may overlap with one another The importance of considering the wider context within which safeguarding incidents and behaviours occur | | | |
| We take a proportionate, risk-based approach to deciding the level of information we give to temporary staff and volunteers | <ul style="list-style-type: none"> Evidence of information provided to temporary staff and volunteers Procedures for deciding how much information to provide | | |
| Staff receive regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time | <ul style="list-style-type: none"> Records of reviews and knowledge/skill audits | | |

Child protection policy & related policies

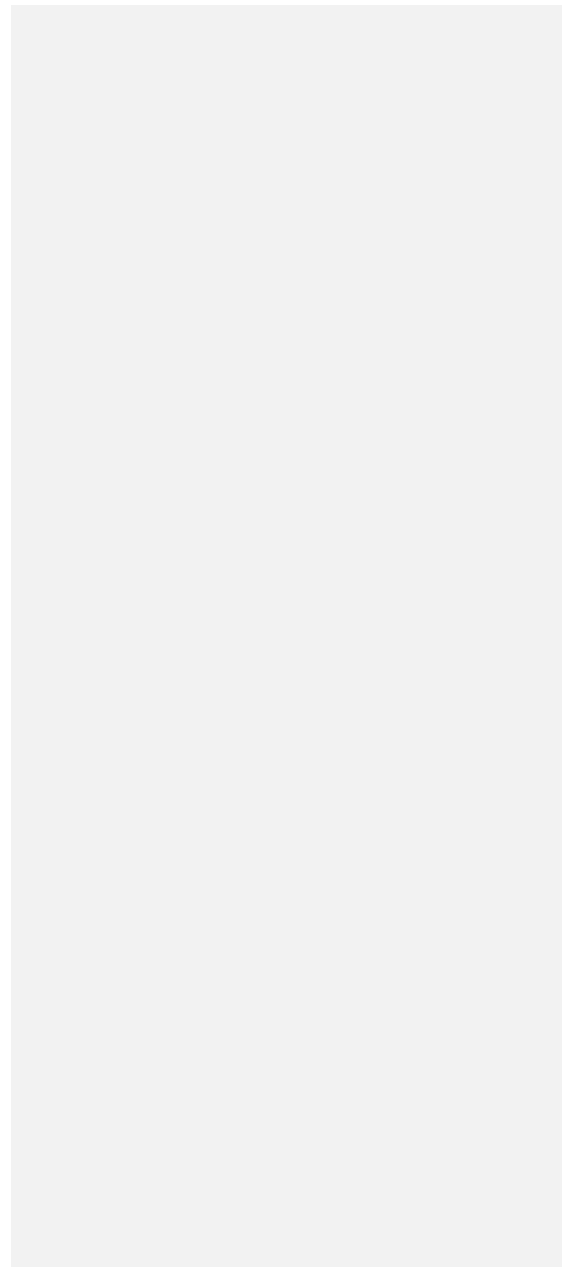
| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--------------------------------|---|-----------------------|-----|
| Our policy is updated annually | <ul style="list-style-type: none"> Date of last review, policy review schedule | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| <p>Our policy is publicly available on our website</p> <p>If you don't put your child protection policy on your website, you must make it available to parents by other means, e.g. paper copy, PDF</p> | <ul style="list-style-type: none"> Relevant website page | | |
| <p>Our policy describes procedures that are in accordance with government guidance</p> | <p>For the rest of this section, you could point to the specific parts of your policy that cover these requirements</p> | | |
| <p>Our policy contains references to locally agreed multi-agency arrangements put in place by our local safeguarding partners</p> | | | |
| <p>Our policy is individual to our school and features relevant information unique to our school's context</p> | | | |
| <p>Our policy includes a statement outlining a zero-tolerance approach to abuse and ensures staff are clear about the important role they play in preventing it</p> | | | |
| <p>Our policy reflects the fact additional barriers can exist when recognising abuse and neglect among children with special educational needs and/or disabilities (SEND)</p> | | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|------------------------|-----------------------|-----|
| <p>[If you have an Early Years Foundation Stage (EYFS) phase] Our policy features guidelines specific to the EYFS and reflects the requirements of the EYFS statutory framework, including covering the use of mobile phones and cameras</p> | | | |
| <p>Our policy covers our whole school approach to peer-on-peer abuse, including:</p> <ul style="list-style-type: none"> • Procedures to minimise the risk of peer-on-peer abuse • The reporting systems in place (which should be well promoted, easily understood and easily accessible) • Recognition that peer-on-peer abuse may be taking place even if it's not being reported • How allegations of peer-on-peer abuse will be recorded, investigated and dealt with • Clear processes as to how victims, perpetrators and any other child affected by peer-on-peer abuse will be supported • A clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" • Recognition of the gendered nature of peer-on-peer abuse (i.e. that it's | | | |

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|---|------------------------|-----------------------|-----|
| <p>more likely that girls will be victims and boys perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously</p> <ul style="list-style-type: none"> • The different forms peer-on-peer abuse can take, such as: <ul style="list-style-type: none"> ○ Sexual violence and sexual harassment (including upskirting) ○ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm ○ Abuse in intimate personal relationships between peers ○ Sexting (also known as youth produced sexual imagery), and our school's approach to it ○ Causing someone to engage in sexual activity without consent ○ Initiation/hazing type violence and rituals ○ Online abuse such as abusive, harassing and misogynistic messages, non-consensual sharing of indecent images and videos, sharing of abusive or pornographic content to those who don't want to receive such content | | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|------------------------|-----------------------|-----|
| <p>Our policy covers our approach to online safety, including the use of the internet on mobile phones, and this should include:</p> <ul style="list-style-type: none"> • A risk assessment that considers and reflects the risks your pupils face • An annual review of your approach to online safety | | | |
| <p>The following are clearly displayed:</p> <ul style="list-style-type: none"> • The names of the DSL, Deputy DSL Safeguarding Governor, other key contacts: LADO • The NSPCC whistle-blowing helpline number 0800 028 0285 | | | |
| <p>[If appropriate] Our policy reflects our response to serious violence</p> <p>(You can get further advice in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance)</p> | | | |
| <p>You have the below statutory policies</p> <ul style="list-style-type: none"> • Safer recruitment • Behaviour • Complaints • H&S • SEN information Report • Sex Education | | | |



| NON-STATUTORY COVID-19 MEASURES | EVIDENCE | AREAS FOR IMPROVEMENT | RAG |
|---|--|-----------------------|-----|
| <p>Our policy has been updated to reflect any coronavirus-related changes or new arrangements.</p> <p>(For example, to reflect your arrangements for keeping children not physically attending school safe and how to act on any concerns about these children)</p> | <ul style="list-style-type: none"> • Date of last review • Point to specific parts of the policy that have been updated • Alternatively, your evidence here might be a coronavirus-focused addendum to your policy that you've created and kept updated | | |

Recruitment and single central record (SCR)

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| <p>Our job adverts include:</p> <ul style="list-style-type: none"> • The safeguarding requirements and responsibilities of the role • Our commitment to safeguarding and make clear that safeguarding checks will be undertaken • Whether spent convictions and cautions need to be disclosed | <ul style="list-style-type: none"> • Job adverts | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| <p>Our application packs include:</p> <ul style="list-style-type: none"> • A statement informing applicants that it's an offence to apply if they're barred from engaging in regulated activity relevant to children (if the role requires it) • A copy of our child protection policy and practices • A copy of our policy on employing ex-offenders | <ul style="list-style-type: none"> • Application forms and packs | | |
| <p>Shortlisted candidates are asked to complete a self-declaration of their criminal record / information that would make them unsuitable to work with children</p> <p>There may be a conflict here between the guidance offered in KCSIE and the UK GDPR. We have spoken to the DfE and they are currently looking into this.</p> <p>In the meantime, any schools who are concerned about a potential conflict should seek independent legal advice or speak to the ICO</p> | <ul style="list-style-type: none"> • Self-declaration form | | |
| <p>We seek references for shortlisted candidates prior to interview</p> | <ul style="list-style-type: none"> • References | | |
| <p>The school has sufficient senior staff and/or Governors trained (within last three years) in Safer Recruitment to attend all interviews</p> | | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|--|-----------------------|-----|
| We keep clear records of information provided during the recruitment process, and our decision-making | <ul style="list-style-type: none"> Recruitment records | | |
| We make sure at least one of the people conducting any interview has completed safer recruitment training [Statutory requirement for maintained schools, but still good practice for other types of schools] | <ul style="list-style-type: none"> Training records Interview records Procedures for making sure this happens | | |
| We complete all necessary pre-appointment checks on staff, governors, volunteers and contractors | <ul style="list-style-type: none"> SCR Recruitment and selection policies and procedures Personnel files | | |
| If any staff member moves from a post that is not in regulated activity into a post that is, we carry out the relevant checks for regulated activity | <ul style="list-style-type: none"> SCR Recruitment and selection policies and procedures | | |
| We obtain DBS certificates as soon as practicable after appointment, including when using the DBS Update Service | <ul style="list-style-type: none"> Personnel files SCR | | |
| Our SCR is updated regularly, and details of individuals no longer working at the school are removed | <ul style="list-style-type: none"> Date of last review | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|--|-----------------------|-----|
| <p>Our SCR covers:</p> <ul style="list-style-type: none"> All staff who work at our school (including teacher trainees on salaried routes and supply staff, even if they only work for 1 day) [Plus, for academies] All members and trustees of our academy trust | <ul style="list-style-type: none"> Your SCR and staff list For academies, also a list of your current members and trustees | | |
| <p>We:</p> <ul style="list-style-type: none"> [This is optional:] Keep a record of the results of DBS checks and the recruitment decision taken, after the physical certificate has been destroyed Keep copies of other documents used to verify a successful candidate's identity, right to work and required qualifications on their personnel file | <ul style="list-style-type: none"> Record disposal records Personnel files | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|--|-----------------------|-----|
| <p>Our SCR records whether the following checks have been carried out/certificates obtained, where required, and the date each check was completed/certificate was obtained:</p> <ul style="list-style-type: none"> • Identity check • Barred list check • Enhanced DBS check • Prohibition from teaching check • Further checks on people who've lived or worked outside the UK, including checks for teacher sanctions and restrictions imposed by an EEA regulating authority • Check of professional qualifications, where required (e.g. qualified teacher status) • Check to establish the person's right to work in the UK • Section 128 checks | <ul style="list-style-type: none"> • SCR • Records of any specific SCR audit carried out | | |
| <p>Our SCR records the following for supply staff:</p> <ul style="list-style-type: none"> • Whether written confirmation was received that the agency/business employing the staff member has carried out the relevant checks/obtained the relevant certificates | <ul style="list-style-type: none"> • SCR • Records of any specific SCR audit carried out | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| <ul style="list-style-type: none"> Whether any enhanced DBS certificate has been provided in respect of the member of supply staff The date the confirmation was received [For academies: and the date on which any certificate was obtained] | | | |
| When a member of supply staff arrives for work, we make sure they are the same person on whom checks have been carried out | <ul style="list-style-type: none"> Written procedures outlining how this happens Evidence of reception/office staff being aware of these procedures | | |
| We check the identity of contractors and their staff when they arrive at the school | <ul style="list-style-type: none"> Written procedures outlining how this happens Evidence of reception/office staff being aware of these procedures | | |

Admission register & Attendance

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| We enter pupils on the admission register at the beginning of the first day we've agreed, or been notified, that they will attend our school | <ul style="list-style-type: none"> Admission register | | |
| We monitor pupils' attendance through our daily register | <ul style="list-style-type: none"> Attendance register | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| <p>We:</p> <ul style="list-style-type: none"> • Inform our local authority (LA), within 5 days, when we add a pupil to the admission register at a non-standard transition point, and • Provide our LA with all the information held within the admission register about the pupil | <ul style="list-style-type: none"> • Examples of when you've done this • Procedures in place to support this and tell relevant staff to do this | | |
| <p>When a pupil is to be removed from the admission register at a non-standard transition point, we provide the following to our LA:</p> <ul style="list-style-type: none"> • The pupil's full name • The full name and address of any parent with whom the pupil lives • At least one telephone number of the parent with whom the pupil lives • The full name and address of the parent the pupil is going to live with and the date they're expected to start living there, if applicable • The name of the pupil's destination school and expected start date there, if applicable • The grounds for deleting the pupil's name from the register | <ul style="list-style-type: none"> • Examples of when you've done this • Procedures in place to support this and tell relevant staff to do this | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| <p>We inform our LA of any pupils who fail to attend school regularly, or who have been absent without the school's permission for 10 school days or more, at intervals agreed with the LA</p> | <ul style="list-style-type: none"> • Examples of when you've done this • Procedures in place to support this and tell relevant staff to do this | | |
| <p>When a pupil is to be removed from the admission register due to continuous absence, we will only delete them if we've failed to establish their whereabouts after making reasonable enquiries jointly with the LA admissions team</p> | <ul style="list-style-type: none"> • Examples of when you've done this • Procedures in place to support this and tell relevant staff to do this | | |
| <p>When a parent notifies us that a pupil will live at another address, we record:</p> <ul style="list-style-type: none"> • The full name of the parent with whom the pupil will live • The new address • The date from when it is expected the pupil will live at this address | <ul style="list-style-type: none"> • Admission register | | |
| <p>When a parent notifies us that a pupil is registered at another school or will be attending a different school in future, we record:</p> <ul style="list-style-type: none"> • The name of the new school • The date when the pupil first attended or is due to start attending that school | <ul style="list-style-type: none"> • Admission register | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|------------------------|-----------------------|-----|
| IN EYFS, we are aware of and implement requirements of the statutory framework for EYFS when children go missing | | | |
| Where a child is known to Social Services we contact the Social Worker if the child <ul style="list-style-type: none"> ○ is excluded ○ has low attendance | | | |

Record keeping and responding to disclosures

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|--|-----------------------|-----|
| <p>Our staff are aware that:</p> <ul style="list-style-type: none"> • They should act on any concerns immediately, rather than waiting for a child to make a disclosure • They can ask children outright if they've been harmed, and what the nature of the harm was • Certain children may face additional barriers to making a disclosure (e.g. because of disability, gender, sexual orientation) • A disclosure may only be the first incident reported, rather than a single incident • Trauma can impact memory, so children may not be able to recall all details or timeline of abuse • They can confiscate devices if necessary, for evidence | <ul style="list-style-type: none"> • Training logs • Child protection policy | | |
| <p>Our DSL (and deputies) know what the early help process is and how and where to access support</p> | <ul style="list-style-type: none"> • Training logs | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|--|-----------------------|-----|
| <p>We have clear record-keeping procedures in place, and these include:</p> <ul style="list-style-type: none"> • Recording all concerns, discussions and decisions made in writing • Use of the child's own language • Ensuring all records include: <ul style="list-style-type: none"> ○ A clear and comprehensive summary of the concern ○ Details of how the concern was followed up and resolved ○ A note of any action taken, decisions reached and the outcome | <ul style="list-style-type: none"> • Written procedures (might be included in your child protection policy) | | |
| <p>Our DSL conducts a risk and needs assessment in response to any reports, and this considers whether there have been any other victims</p> | <ul style="list-style-type: none"> • Risk and needs assessments | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| <p>We have clear procedures for next steps following a disclosure, and these include:</p> <ul style="list-style-type: none"> • How to balance the victim's wishes against our responsibility to protect other children • Thinking about other related issues and the wider context • [In cases of peer-on-peer abuse] Keeping the victim and perpetrator(s) a reasonable distance apart on school premises, including during before and after-school activities • Regular reviews of the actions taken, including updating policies with lessons learnt • Keeping up-to-date written records of follow-up actions | <ul style="list-style-type: none"> • Written procedures (might be included in your child protection policy) • Other related policies • Written records | | |
| <p>Our DSL (and deputies) know how and where to seek support for victims of abuse</p> | <ul style="list-style-type: none"> • Training logs | | |

Handling allegations against members of staff or volunteers

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| <p>There is a senior leader that is a DSL that has this role</p> | <ul style="list-style-type: none"> • | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|--|-----------------------|-----|
| We have procedures in place for reporting and handling concerns about or allegations against staff members (including the headteacher, supply staff and volunteers), including 'low level' concerns | <ul style="list-style-type: none"> Written procedures (might be included in your child protection policy) | | |
| <p>Our procedure sets out:</p> <ul style="list-style-type: none"> The process Timescales for investigation What support and advice will be available to individuals against whom allegations have been made | <ul style="list-style-type: none"> Written procedures (might be included in your child protection policy) | | |
| <p>We have procedures in place to:</p> <ul style="list-style-type: none"> Inform the local authority designated officer (LADO) of all allegations of abuse made against staff within one working day Allow staff to directly report to the LADO where there may be a conflict of interest in reporting to the headteacher Refer historical allegations to the police Carry out an assessment of transferable risk, where appropriate | <ul style="list-style-type: none"> Written procedures (might be included in your child protection policy) | | |
| <p>We have procedures in place to make a referral to the DBS as soon as possible if a person meets the following criteria:</p> <ul style="list-style-type: none"> We believe the individual has engaged in relevant conduct; or | <ul style="list-style-type: none"> Written procedures (might be included in your child protection policy) | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| <ul style="list-style-type: none"> The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a relevant offence; or The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left | | | |
| <p>We have an effective support system in place for staff against whom allegations are made</p> | <ul style="list-style-type: none"> Details of support system | | |
| <p>We have procedures in place to deal with the outcomes of allegations, such as:</p> <ul style="list-style-type: none"> Having alternatives to suspending a member of staff, such as moving the child to a different class (if appropriate) Not sharing information about the member of staff involved with other staff or parents not directly involved Referring unsubstantiated, unfounded, false or malicious allegations to the DSL to decide next steps Considering disciplinary action in line with our behaviour policy for reports found to be deliberately invented or malicious | <ul style="list-style-type: none"> Written procedures (these might be included within policies such as your child protection and behaviour policies) | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| Where the accused is a teacher, we abide by our confidentiality obligations under legislation and ensure that other parties (including parents/carers) also understand these | <ul style="list-style-type: none"> Written procedures (this might be included in your child protection policy) | | |
| We keep a clear and comprehensive summary of all allegations on the confidential personnel file of the accused (except those found to be malicious), including: <ul style="list-style-type: none"> How the allegations were resolved What action was taken What decisions were reached | <ul style="list-style-type: none"> Templates to include in personnel files | | |
| We preserve records that contain information about allegations of sexual abuse for the IICSA , for the term of the inquiry | <ul style="list-style-type: none"> Evidence of awareness from office staff Location of these records (if any) | | |
| We retain all other records of allegations at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer | <ul style="list-style-type: none"> Evidence of awareness from office staff Location of these records (if any) | | |

Other safeguarding-related procedures

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|------------------------|-----------------------|-----|
| Note: You're expected to have these in place unless you have a very good reason not to (we've also noted where something is a statutory requirement for certain school types). | | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|------------------------|-----------------------|-----|
| We have procedures for ensuring that visiting speakers to the school are suitable and appropriately supervised | | | |
| We have procedures to keep children safe from the dangers of radicalisation and extremism | | | |
| We have procedures in place for protecting children at risk of radicalization | | | |
| We have a policy on the use of mobile technology in our school, as part of our whole-school approach to online safety | | | |
| We have procedures in place for responding to children who go missing from education, to help identify the risk of abuse and neglect, and prevent the risk of them going missing in future | | | |
| We have procedures in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems | | | |

| NON-STATUTORY COVID-19 MEASURES | EVIDENCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| We have procedures in place to maintain contact with children (and their families) who are at home because they're | <ul style="list-style-type: none"> Details of dates and times when DSL/teachers/pastoral staff do this | | |

| NON-STATUTORY COVID-19 MEASURES | EVIDENCE | AREAS FOR IMPROVEMENT | RAG |
|--|--|-----------------------|-----|
| following clinical and/or public health advice (e.g. if they're self isolating) | <ul style="list-style-type: none"> Written procedures (might be included in your updated child protection policy or addendum) | | |
| <p>We have procedures in place for supporting mental health for pupils who are at home because they're following clinical and/or public health advice, for example:</p> <ul style="list-style-type: none"> Delivering support over the phone Getting help from relevant specialist support services | <ul style="list-style-type: none"> Written procedures (might be included in your updated child protection policy or addendum) | | |
| <p>We have provided information for parents/carers on how pupils can stay safe online, particularly while pupils are learning at home</p> | <ul style="list-style-type: none"> Examples of information sent out to parents | | |
| <p>We have explained to pupils how to report back to the school about concerns with online safety and made them aware of further sources of support, such as:</p> <ul style="list-style-type: none"> Childline The UK Safer Internet Centre Child Exploitation and Online Protection command (CEOP) | <ul style="list-style-type: none"> Examples of how you've done this | | |

Pupils' experience of safeguarding

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| We have systems in place for children to express their views and give feedback about the measures in place to protect them | <ul style="list-style-type: none"> • Details of these systems • Examples of pupil feedback | | |
| We always take the child's wishes and feelings into account when determining what action to take and what services to provide in response to a safeguarding concern | <ul style="list-style-type: none"> • Record of this being covered in training • Examples of this happening | | |
| Our curriculum provides a range of opportunities for pupils to develop skills and knowledge to understand risk and learn about keeping safe and to manage difficult situations e.g. –through PHSE ,RSE, CEIAG, Fundamental British Values, Citizenship, internet safety | <ul style="list-style-type: none"> • Curriculum plans • Pupil work produced during these lessons • Pupil feedback on these lessons | | |
| <ul style="list-style-type: none"> • Safeguarding is seen as a consequence of wider teaching and learning • Safeguarding opportunities are mapped across the curriculum and planned at age-appropriate levels • The curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across key stages • Pupils are taught about risks and how to keep safe beyond the school site (secondary schools, pupils walking home on their own, transition to next school, public transport, safe people, local hotspots) | | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|--|-----------------------|-----|
| <p><u>Online safety</u> Safe internet use is promoted across the school. There are well-developed strategies in place to keep learners safe and to support them in how to keep themselves safe</p> <p><u>Pupils</u></p> <ul style="list-style-type: none"> • are taught the dangers of internet safety including cyber bullying • are taught about making wise choices on the internet <p><u>Training:</u></p> <ul style="list-style-type: none"> • There is a trained e-safety leader e.g. CEOP to support online s/g practice • The school ensures staff receive training on e-safety and evidence for this is available <p><u>Staff</u></p> <ul style="list-style-type: none"> • understand the risks posed by adults or young people who use the internet to bully, groom or abuse children • understand the impact of new technologies on sexual behaviour e.g. sexting and accessing pornography • have an awareness of online risks and how extremists use social media to engage with young people (Every teacher needs to be aware of the threat of online activity of extremist and terrorist groups) | <ul style="list-style-type: none"> • posters reminding pupils about keeping safe online • curriculum plans across all subjects make reference to elements of e-safety • curriculum plans show e-safety being taught with PSHE or for itself | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|--|-----------------------|-----|
| <p><u>Staff, leaders and managers</u> oversee the safe use of electronic and social media by adults when pupils are on site and take immediate action if concerned about bullying or risky behaviours (links to staff code of behaviour, e-safety, whistleblowing policies)</p> <p>There are appropriate filters and monitoring systems in place for the internet e.g. to prevent extremist material being accessed in schools - be aware of pupils using community languages to circumvent filtering</p> <p>The school supports parents in understanding how to keep their children safe online and when using mobile technology</p> | <ul style="list-style-type: none"> • School's firewall is up to date and provides good protection • School's newsletters give information about e-safety to parents • Resources from workshops for parents re: e-safety | | |

Protecting vulnerable children

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| <p>While recognising that any child may benefit from early help, we are particularly alert to the potential need for early help for a child who:</p> <ul style="list-style-type: none"> • Is disabled or has certain health conditions and has specific additional needs • Has SEND (whether or not they have a statutory education, health and care (EHC) plan) • Has a mental health need • Is a young carer • Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups • Is frequently missing/goes missing from care or from home • Is at risk of modern slavery, trafficking or exploitation • Is at risk of being radicalised or exploited • Has a family member in prison, or is affected by parental offending • Is in a family circumstance presenting challenges for the child, such as drug | <ul style="list-style-type: none"> • Evidence of monitoring children in these categories • Examples of early help measures put in place | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|--|-----------------------|-----|
| <p>and alcohol misuse, adult mental health issues and domestic abuse</p> <ul style="list-style-type: none"> • Is misusing drugs or alcohol themselves • Has returned home to their family from care • Is at risk of 'honour'-based abuse such as FGM or forced marriage • Is a privately fostered child • Is persistently absent from education, including persistent absences for part of the school day | | | |
| <p>We assess the risk of pupils being drawn into terrorism, including support for extremist ideas</p> | <ul style="list-style-type: none"> • Examples of assessments | | |
| <p>We have suitable internet filtering and monitoring systems in place to keep pupils safe from terrorist, extremist and other inappropriate material while at school</p> | <ul style="list-style-type: none"> • Details of systems | | |
| <p>For looked-after children:</p> <ul style="list-style-type: none"> • There is a Designated Teacher to promote the achievement of Children Looked After (CLA) in the school (including academy schools) • We give appropriate staff the information they need, including the child's: | <ul style="list-style-type: none"> • Examples of information given • Records of social worker and virtual school head contact details • Correspondence or meetings with virtual school head | | |

Commented [A1]: Has this toolkit included a risk assessment (Prevent!) for speakers coming into the school, or those running ASC or supplementary schools

Commented [A2]: Don't we need a dedicated teacher for ChIN now? If so do we need to add it?

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| <ul style="list-style-type: none"> ○ Legal looked-after status ○ Contact arrangements with birth parents or those with parental responsibility ○ Care arrangements and the levels of authority delegated to the carer by the authority looking after them ● Our DSL has details of each looked-after child's social worker and the name of the virtual school head at the LA that looks after them ● Our designated teacher works with the virtual school head to: <ul style="list-style-type: none"> ○ Discuss how pupil premium funding for looked-after children can be best used to support the progress and meet the needs of these pupils ○ Promote the educational achievement of previously looked-after children ● Designated Teacher for LAC report annually to the GB | | | |
| <p>For care leavers, our DSL:</p> <ul style="list-style-type: none"> ● Has details of the local authority personal advisor appointed to support them ● Liaises with the personal advisor regarding any issues of concern | <ul style="list-style-type: none"> ● Records of contact details ● Correspondence or meetings with personal advisors | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|--|-----------------------|-----|
| <p>Our DSL helps to promote educational outcomes by sharing relevant information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced, with teachers and leaders as appropriate. For example, they:</p> <ul style="list-style-type: none"> • Make sure relevant staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them • Support teaching staff to identify the challenges that children might face and the additional academic support and adjustments they could make to support them | <ul style="list-style-type: none"> • Examples of this happening | | |
| <p>Where pupils have a social worker, our DSL always considers this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it informs decisions about:</p> <ul style="list-style-type: none"> • Responding to unauthorised absence or missing education where there are known safeguarding risks • The provision of pastoral and/or academic support | <ul style="list-style-type: none"> • Examples of this happening | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|---|---|-----------------------|-----|
| All staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe | <ul style="list-style-type: none"> • Details of any relevant training given • Results of staff audits | | |
| If we become aware that a pupil under the age of 16 (or 18 if they have a disability) may be in a private fostering arrangement, we ensure the LA is notified | <ul style="list-style-type: none"> • Details of any procedures in place • Awareness of this practice among relevant staff | | |

| NON-STATUTORY COVID-19 MEASURES | EVIDENCE | AREAS FOR IMPROVEMENT | RAG |
|---|--|-----------------------|-----|
| We have procedures in place to protect vulnerable children who are at home because they're following clinical and/or public health advice (e.g. if they're self isolating) | <ul style="list-style-type: none"> • Written procedures (might be included in your updated child protection policy or addendum) | | |
| We have members of staff who are responsible for maintaining safe arrangements for our IT systems (like filtering and monitoring systems), and we have contingency arrangements in place in case our IT staff are unavailable | <ul style="list-style-type: none"> • Staff list | | |

Multi-agency working for safeguarding

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|---|-----------------------|-----|
| We co-operate with the published arrangements of our local safeguarding partners | <ul style="list-style-type: none"> • Policies and procedures that align with published arrangements | | |
| We contribute to multi-agency working in line with Working Together to Safeguard Children | <ul style="list-style-type: none"> • Policies and procedures that align with this guidance | | |
| We allow access to the school by children's social care to conduct, or consider whether to conduct, statutory assessments | <ul style="list-style-type: none"> • Examples of when this has been done | | |
| We have arrangements clearly setting out the process and principles for sharing information within our school/trust, and with local safeguarding partners and other organisations, agencies and practitioners as required | <ul style="list-style-type: none"> • Policies and procedures in place, such as privacy notices | | |
| <p>Our DSL:</p> <ul style="list-style-type: none"> • Transfers child protection files as soon as possible to a child's new school when they leave our school • Does this transfer securely and separately from the main pupil file • Obtains a confirmation of receipt from the new school • In addition to the child protection file, also considers whether it would be appropriate to share any information with the new school in advance of a child leaving | <ul style="list-style-type: none"> • Examples of when this has been done • Details of the system for doing this transfer • Receipts from new schools | | |

| REQUIREMENT | EVIDENCE OF COMPLIANCE | AREAS FOR IMPROVEMENT | RAG |
|--|--|-----------------------|-----|
| We are particularly alert to the importance of sharing information when a child moves to another LA | <ul style="list-style-type: none"> Examples of when this sort of data sharing has been done | | |
| We have due regard to the data protection principles that allow us to share personal information, and the processing conditions that allow us to store and share information for safeguarding purposes (including 'special category' data) | <ul style="list-style-type: none"> Evidence from data protection documents, such as privacy notices or records of processing activities | | |
| When a decision is made to share or withhold information, we record who has been given the information and why | <ul style="list-style-type: none"> Location and examples of records | | |