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| **Safeguarding Audit for Nominated Governors**  **Name of school/college:**  **Name of DSL completing this audit:**  **Name of governor completing this audit:**  **Completed during academic year:**  *It is suggested this audit is completed in partnership between the Safeguarding Governor and the Designated Safeguarding Lead/s, during termly meetings.*  *This audit is a tool that gives the leadership and management an opportunity to review the school’s safeguarding practice arrangements.*  *The school must be compliant with safeguarding duties under the legislation, The Education Act, Sections 175 and 157. Schools and their governing body must comply with the statutory guidance, Keeping Children Safe in Education, which should be read alongside the Working Together 2018 guidance. The governors must ensure that policies, procedures and training in their school are effective and comply with the law at all times.*  *This audit is not a statutory requirement; however, it demonstrates a commitment to the wider agenda of keeping our children safe in education and beyond. You can complete it all over the year or just select an area to report on.*  ***Areas to be audited:***   1. ***What school staff should know and do*** 2. ***The management of safeguarding*** 3. ***Record keeping*** 4. ***Single central record*** 5. ***Physical environment*** 6. ***Specific safeguarding issues*** | | | | |
| **Safeguarding Area** | **Page reference in KCSIE 2020** | **Response/Evidence** | **Action Required (RAG rated)** | **Date**  **Completed** |
| 1. **What school and college staff should know and do** | | | | |
| Have all staff have read and understood their roles and responsibilities contained within Part 1, and Annexe A of Keeping Children Safe in Education (KCSiE ) 2020?  Have all staff signed a register to confirm this? | **p.4** |  |  |  |
| Do all staff know that safeguarding and promoting the welfare of children is **everyone’s** responsibility? | **p.5** |  |  |  |
| Do all staff know what the definition of safeguarding is? | **p.5** |  |  |  |
| Are **all** staff prepared to identify children who may benefit from early help? | **p.6/7** |  |  |  |
| Are all staff aware of the following policies and procedures:   * Child protection policy * Behaviour policy * Code of conduct * Safeguarding response to children who go missing from education * What the role of the designated safeguarding lead is and how they provide support for staff? | **p.6** |  |  |  |
| Have **all** staff received safeguarding training updated every 3 years as recommended by the Bucks Safeguarding Children Partnership (BSCP)  How is this recorded? | **p.7** |  |  |  |
| Do **all** staff receive appropriate child protection training?  How is this carried out and recorded? | **p.7** |  |  |  |
| Have **all** staff received Prevent training? | **Revised Prevent Duty Guidance April 2019, paragraph 43.** |  |  |  |
| Do **all** staff receive regular safeguarding & child protection updates?  How is this carried out and recorded? | **p.7** |  |  |  |
| What are the arrangements for staff that have missed safeguarding training? |  |  |  |  |
| Do **all** staff and volunteers know the school procedures for reporting child protection concerns and understand their role towards any assessment? | **p.7** |  |  |  |
| Do **all** staff know how to manage the requirement for confidentiality, only involving those people who need to be involved? | **p.7** |  |  |  |
| Are **all** staff aware of the procedures for early help and know how to use the Buckinghamshire Threshold Document as a reference point? | **p.7** |  |  |  |
| Would all staff know how to make a referral in an emergency situation? | **p.7** |  |  |  |
| Are **all** staff aware and able to recognise of the signs and indicators of abuse?  How is this demonstrated by staff? | **p.7-9** |  |  |  |
| Are **all** staffable to identify the specific areas of abuse such as:   * Child sexual exploitation * Child criminal exploitation * Peer on peer abuse (Do a**ll** staff recognise that children may be capable of abusing their peers? Are staff clear about the school’s policies and procedures with regard to peer on peer abuse, including sexual violence and sexual harassment between children?) * Serious violence (are **all** staff aware of the indicators which may signal that children are at risk of, or are involved in violent crime?) * Female Genital Mutilation * Mental health (Are **all** staff aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation) | **p. 9-11** |  |  |  |
| Do **All** staff know what the school system is for recording any concerns in writing and informing the DSL? | **p.15** |  |  |  |
| Do **all** staff know what to do if they have concerns about another member of staff (including supply staff and volunteers) who may pose a risk of harm to children?  Do **all** staffknow how to report any potential concerns about the headteacher?  Do **all** staff know how to contact the LADO service? | **p.15** |  |  |  |
| Do **all** members of staff feel able to raise concerns about any poor or unsafe safeguarding practices in the school/college? | **p.16** |  |  |  |

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| **Action** | **Name of lead person** | **Date action to be completed by** |
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| 1. **The Management of Safeguarding** |  |  |  |  |
| **GOVERNORS including Proprietors and management committees**  Have **all** Governors undertaken Governor training on safeguarding children that will enable them to fulfil their responsibilities in respect of safeguarding effectively? | **Governance Handbook October 2020, p.111, paragraph 201** |  |  |  |
| Have **all** governors received Prevent training? | **Governance Handbook October 2020, p.111, paragraph, 201** |  |  |  |
| Does the Governing Body have a senior board level (or equivalent) lead to take **leadership** responsibility for the school’s safeguarding arrangements?  nominated governor for safeguarding? | **p.18** |  |  |  |
| Who is the nominated governor? Are staff aware of who holds this post? |  |  |  |  |
| How does the safeguarding governor link with the DSL and how often? |  |  |  |  |
| Is safeguarding an agenda item at all governing body meetings? |  |  |  |  |
| **POLICIES AND PROCEDURES**  Does the governing body ensure that the school has policies and procedure in place to ensure that appropriate action is taken in a timely manner to safeguard and promote children’s welfare?  child protection policy  code of conduct  children missing in education | **p.19** |  |  |  |
| Is the child protection policy available to the public through:   * Hard copy * Published on the website? * Is it updated on an annual basis? |  |  |  |  |
| Are relevant policies and part 1 of the KCSIE made available to new staff on induction? |  |  |  |  |
| Are parents aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this? *(safeguarding statement published on website)* |  |  |  |  |
| **DESIGNATED SAFEGUARDING LEAD**  Is there a Designated Safeguarding Lead (DSL) in post, who is part of the senior leadership team?  How does the GB/ proprietor review the DSL’s capability to fulfil their role and responsibility including review of training needs? | **p.20 & p.97** |  |  |  |
| Do all the DSLs’ job descriptions reflect the responsibilities as set out in Annexe B of the KCSIE 2019? | **p.20 & p.97** |  |  |  |
| Is a DSL always available during school/college hours to be contacted by staff? | **p.20 & p.101** |  |  |  |
| How does the school make arrangements for DSL cover for out of hours/out of term time activities? | **p.20 & p.101** |  |  |  |
| Does the school make arrangements for a DSL to be available for Child Protection Conferences during the school holidays? |  |  |  |  |
| How are staff, children, volunteers, visitors and parents made aware of who the DSLs are and how to make contact if concerns need to be shared or advice/support gained? |  |  |  |  |
| Does the DSL attend refresher training every 2 years?  How does the DSL update their knowledge in addition to formal training? | **p.20 & p.98-100** |  |  |  |
| Are all DSLs/deputies trained to the same standard? | **p.20 & p.97** |  |  |  |
| Does the DSL take ultimate responsibility for safeguarding and child protection in the school? | **p.20 & p.97** |  |  |  |
| **MULTI-AGENCY WORKING**  How does the GB/ Proprietor ensure systems are in place to support school to contribute effectively to multi agency working in line with the statutory guidance ‘Working Together to Safeguard Children 2018’ | **p.21** |  |  |  |
| Are the governing body, proprietors, management committees and their senior leadership teams, especially the DSLs, aware of the local arrangements for working together with the three safeguarding partners to safeguard and promote the welfare of children?  Does the school understand their role within the partnership as a relevant agency.  [About the BSCP - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk)](https://www.buckssafeguarding.org.uk/childrenpartnership/about-the-bscp/) | **p.21** |  |  |  |
| Does the school understand how the local assessment procedure is set out within the Threshold Document  [Signposting and Referrals - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk)](https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/signposting-and-referrals/) | **p.21** |  |  |  |
| **INFORMATION SHARING**  Are clear arrangements in place to ensure there are processes for sharing information with relevant agencies and within school?  Do the processes ensure that information is shared as early as possible in order to identify, assess and respond to risks to the welfare and safeguarding of the children? | **p.22** |  |  |  |
| Are the governing body and proprietors aware of their obligations under the Data Protection Act 2018 and the GDPR that places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure?  (The Data Protection Act 2018 and the GDPR do not prevent the sharing of information for the purpose of keeping children safe – KCSIE 2020) | **p.22 - 24** |  |  |  |
| Do relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.  *Also in Working Together p.18 - 20* | **p.22 - 23** |  |  |  |
| **Transferring of and receiving in a child’s safeguarding file.**  Where children leave school, does the DSL ensure that their child protection file is   * Transferred to the new school or college as soon as possible * Sent by secure transit * Transferred separately from main pupil file?   Is a confirmation and receipt of receiving this file obtained from the new school?  In addition to sending the children protection file the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of child leaving in order to support them on arrival. | **p.24 & 100** |  |  |  |
| **TEACHING SAFEGUARDING**  How do the GB / proprietor consider ways in which the children are taught about safeguarding, including online safety, radicalisation, CSE, criminal and financial exploitation, through teaching and learning opportunities, including the SRE, RE and PSHE curriculum? | **p.24 & 25** |  |  |  |
| Does the school have appropriate IT filtering and monitoring systems in place? | **p.25 &**  **Annexe C p.102 - 104** |  |  |  |
| **SAFER RECRUITMENT**  How do the governors and proprietors prevent people who pose a risk of harm from working with children?  Are recruitment and selection policies in place? | **p.25 & 26**  **Part 3 – p.33** |  |  |  |
| Does at least one person who conducts any interview completed safer recruitment training (Regulation 9 of the School Staffing (England) Regulations 2009)? | **p.26** |  |  |  |
| **THE CHILD’S WISHES**  How does the GB / proprietor and the SMT ensure the child’s wishes or feelings are taken into account when determining what action to take and what services to provide to protect and promote the welfare of children?  What systems are in place for children to express their views and give feedback? | **p.27** |  |  |  |
| **MENTAL HEALTH SUPPORT**  Are systems in place to identify possible mental health problems and how to access support?  How is positive health, resilience and wellbeing taught in school? | **p.29** |  |  |  |
| **CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER**  Does the DSL have details of the social workers and the virtual school head in the authority that looks after the child?  Does the DSL have all the information with regard the child’s looked after legal status? | **p.26 - 27** |  |  |  |
| **DESIGNATED TEACHER (DT)**  Does the school have a DT who works with the local authority (virtual school) to promote the education achievements of these children? | **p.30** |  |  |  |
| **CARE LEAVERS**  Does the DSL have details of the local authority Personal Advisor and is part of the pathway plan for any pupils ceasing to be look after/care leaver? | **p.31** |  |  |  |
| **CHILDREN WITH SEND**  How are staff made aware of the potential additional safeguarding challenges for children with SEND?  Do children with SEND have any extra pastoral support? | **p.31** |  |  |  |
| **THE USE OF REASONABLE FORCE**  Is a policy in place that allows and supports staff to make appropriate physical contact when using reasonable force to keep children safe?  Has training been completed by all staff? | **p.32** |  |  |  |

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| 1. **Record Keeping** |  |  |  |  |
| How does the Nominated Governor/Proprietor ensure school has an effective record keeping system in place which:   * Is regularly reviewed by the DSL to enable an overview to be gained of emerging issues, supporting the right level of help to be implemented at the right time * Records outcomes of interventions and escalations * CP files are kept securely |  |  |  |  |

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| 1. **Single central record (SCR)** | | | | |
| Who oversees and enters information onto the SCR?  Have they received any training? | **p.44 - 46** |  |  |  |
| Does the safeguarding governor carry out a check of the SCR at least termly?  Is the SCR signed as evidence that this has been carried out? |  |  |  |  |
| Has the safeguarding governor attended any SCR training? |  |  |  |  |

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| 1. **Physical Environment** | | | | |
| How is the physical environment made as safe and secure as possible?  Have appropriate risk assessments been carried out where necessary? |  |  |  |  |
| If the school lets the premises, what safeguarding checks are carried out? |  |  |  |  |
| Schools and colleges organising work experience placements should ensure that policies and procedures are in place to protect children from harm.  What measures are in place? | **p.53** |  |  |  |

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| 1. **Specific Safeguarding Issues** | | | | |
| There are additional requirements for boarding schools, residential special schools, residential colleges and children’s homes to consider with regards to safeguarding.  Can the school evidence the regulations as set out in the National Minimum Standards? | **p.107** |  |  |  |

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| **Summary of Actions** |
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