Safeguarding Audit Newton Burgoland Primary School 2019

This audit is in line with Ofsted's 'Inspecting safeguarding in early years, education and skills settings' and the Department for Education's statutory safeguarding guidance to consider, and explains what these signs mean in practice. We record our school's progress towards each area, and note down any relevant evidence.

Evidence of effective practice is drawn from monitoring visits, discussions with senior leaders, and the policies and procedures we have in place.

This audit is in line with Ofsted's 'Inspecting safeguarding in early years, education and skills settings' and the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education. It also refers to the Home Office's Prevent duty guidance where relevant.

Section	Signs of Successful Safeguarding Arrangements	What it means in practice	Yes	No	Actions	Evidence
1	**Do children and learners feel protected and safe?**	• Those who are able to communicate know how to complain, and understand the process for doing so			Check questions and recording of pupil answers	• Pupil questionnaire
2	**Are there effective safeguarding, pupil behaviour and staff behaviour policies that are well understood by everyone?**	• Safeguarding systems are explained to staff as part of their induction, including your child protection policy, pupil behavior policy, staff code of conduct, the safeguarding response to children who go missing from education, and the role and identity of the designated safeguarding lead and any deputies • All staff receive appropriate child protection training which is regularly updated • All staff also receive regular child protection updates (at least annually)				• All policies are on website & random check showed that they are up to date. • Induction information and staff questionnaires • Whole staff meeting notes • DSL training records • Whole school training records • Start of year handbook- register. This was reviewed and is thorough and comprehensive. It is collated by School Business Manager over the summer and it is signed by all staff as read & understood during first half term. • Governor Induction – this is in place and all Governors sign register. 2019 will see revisions and updating to reflect best practice.

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3	**Are staff and other adults clear about procedures where they are concerned about the safety of a child?**	• Adults respond robustly and proactively to reduce the risk of harm or actual harm • Adults know and understand the indicators that may suggest that a child or young person is suffering, or is at risk of suffering, abuse, neglect or harm • Adults take the appropriate and necessary action in accordance with local procedures and statutory guidance • Staff members take the attitude of 'it could happen here' where safeguarding is concerned • All staff receive child protection training which is updated regularly • All staff also receive regular child protection updates (at least annually) • All staff report concerns about female genital mutilation (FGM) to the designated safeguarding lead or deputy, and teachers report all known cases of FGM to the police				• Induction information and staff questionnaires • WHOLE staff meetings. This is an important part of the Safeguarding programme and ensures roll out of information to all staff at the same time and the opportunity for 360° feedback. • DSL training records • Whole school training records • Start of year handbook- register • CP reporting document is used regularly via the working folder. As all staff report all concerns, no matter how minor, this leads to over reporting BUT would allow patterns to be identified if any were to develop. • Safeguarding discussion with a supply teacher (Helen), who confirmed, without prompting that the policies and processes are in place and are working. • Open discussion with staff during break demonstrated a clear understanding of reporting processes and routes and the internal policies and practices.

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4	**Is there a designated safeguarding lead (DSL)?**	• The designated safeguarding lead (DSL) is a member of the leadership team • The role is made explicit in the role-holder's job description • The DSL has the authority, time, funding, training, resources and support to provide advice to other staff on child welfare matters and to take part in inter-agency meetings where necessary • There is always cover for this role • The DSL undergoes updated child protection every 2 years • The DSL also refreshes their knowledge and skills at least annually • The DSL also has Prevent awareness training • If your school has any deputy DSLs, they are trained to the same standard as the DSL and the role is explicit in their job description • All staff are aware of the identity and role of the DSL and any deputies			Ensure a job description is in place. Update prevent training/ risk assessment. Include DSL role as part of job description for headteacher, Linda and Louise.	• 3 DSL's, Headteacher, Teacher, Business Manager • Diary • DSL training records/ certificates • SCR • Prevent training record • Website • Notices showing names of DSL's in all main areas of school
5	**Can children identify a trusted adult they can talk to about any concerns?**	• Learners report that adults listen to them and take their concerns seriously • Where children are at risk, a trusted adult helps to keep them safe • A key person system helps babies and very young children to form strong attachments with adults			Mental health training for early years	• Pupil questionnaire • CP Folder • 'worry monsters' still available in KS2 classes

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6	**Are written records made in a timely way and stored securely? Are they shared appropriately?**	• Any child protection/safeguarding concerns are recorded and shared with the relevant agency immediately, and the referral is recorded • Any agreed action following a referral is taken promptly • Parents are made aware of any concerns except where this would increase the risk of harm to a child • There is a written plan with agreed procedures to protect a child				• CP Records secure in locked cabinet • Report to governors from DSL/head teacher on safeguarding incidents and referrals • Website • CP forms contain procedures
7	**Are procedures in place to respond if children go missing from school?**	• Risks are well understood and their impact is minimised • Staff know and implement local procedures for children who go missing from home/education • There is a procedure in place in case of children going missing from the setting • Staff understand and follow local procedures for notifying the local authority and parents • Comprehensive records are held and shared between the relevant agencies in these instances				• Procedure evident in safeguarding policy • Whole staff meeting notes • Procedure available in office- attached to referral form • LA procedures for missing children submitted half termly through Annycomms • We do not have any instances of children missing from school

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8	**Is discrimination and peer-on-peer abuse tackled in school?**	• Learners are protected from and can protect themselves from bullying, homophobic/biphobic/transphobic behaviour, racism, sexism and other forms of discrimination • Any discriminatory behaviours are challenged and children are supported to understand how to treat others with respect • The behaviour policy outlines measures to prevent bullying • Clear procedures are in place for addressing peer-on-peer abuse, including sexual violence and sexual harassment				• Procedure for tackling peer-on-peer abuse evident in safeguarding policy • Behaviour policy in place • Behaviour policy is signed by all new parents to say they have read, understood and agree • Report to governors from headteacher on bullying incidents • Beyond bullying award • School participating in 'No Outsiders' project • Website • Parent led queries taken seriously and recorded on bullying sheet (DSL investigation is reported)
9	**Are online safety measures in place?**	• Adults understand that technology might be used to bully, groom, radicalise or abuse children and learners • There are strategies in place to keep children safe and to support them to understand risks and learn how to keep themselves and others safe • Leaders oversee the safe use of technology and act immediately where there is a concern about a child's wellbeing • There is a clear policy around the use of mobile technology in schools, including 3G and 4G • In early years settings, the safeguarding policy and procedures cover the safe use of mobile phones and cameras in the setting			Evaluate impact of new scheme and e-legends	• E-safety policy/ incident log • Pupil questionnaire • Governor's safety visit • Warning Zone trip • Website • Information for parents • Parent induction • Evidence of teaching on online safety • Camera's and Mobile Phones in School and on Trips Policy • The school recognise that this is an ongoing issue and have a "as much as we can, as often as we can" approach.

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10	**Is the Prevent duty implemented clearly?**	• Robust safeguarding policies are in place to identify pupils at risk and refer them to relevant authorities • Staff work in partnership with other local bodies and follow local authority inter-agency procedures • Staff are trained to identify pupils at risk of being drawn into terrorism, challenge extremist ideas and refer children to appropriate authorities where necessary • Internet filters are in place to block terrorist and extremist material • There are clear protocols for ensuring that visiting speakers are suitable and appropriately supervised			Update prevent training/ risk assessment	• Safeguarding policy addresses risks of being drawn into terrorism • Prevent information on website • E-safety policy • Filtering in place • E-safety log • We invite people to school where it is relevant to the curriculum. Most visitors are recommended by other schools or are representatives of trusted organisations. They are not left alone with pupils • See section 4
11	**Are safeguarding risks known by adults and shared with external agencies where appropriate?**	• Staff know of risks associated with pupils offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited • When these risks are identified, the school shares them with relevant agencies such as the local authority's children's social care service • Plans and support are in place to reduce the risk of harm or actual harm, and there is evidence that the impact of risks are being minimised • Risks are kept under regular review				• Safeguarding policy • Training records show that staff have received training on identifying safeguarding risks and how to respond-'sexting' included in recent training. • CP Folder • Staff meeting minutes • See sections 3 and 4

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12	**Do leaders make clear risk assessments and respond to risk consistently?**	• Risk assessments that are in place protect pupils but enable them to take age-appropriate and reasonable risks as part of their growth and development • Whole school approach • Trips & activities • Forest School				• Records show appropriate risk assessments are carried out and are reviewed when appropriate • Record of accidents/incidents • Staff carry out dynamic risk assessments and modify any activity to make sure it is as safe as possible • Proactive review of Risk Assessments and amendment where necessary • Annual update of Risk Assessments
13	**Do children feel secure? Are staff supportive when children present risky behaviour?**	• Staff provide clear boundaries about what is safe and acceptable behaviour			Mental health training for early years	• Pupil Survey • CP records • Behaviour policy • Beaumanor
14	**Is positive behaviour consistently promoted?**	• Effective de-escalation techniques are in place and specific to the individual needs of children • Reasonable force is only used to protect the child and those around him/her • All incidents are reviewed, recorded and monitored, and the views of the child are taken into account • The use of restraint significantly reduces or ceases over time			Record positive feedback / comments in the SCR	• Behaviour policy in place • No recent use of restraint • Restraint log

| 15 | **Are there safer recruitment procedures in place?** | • Written recruitment and selection policies and procedures are in place
• At least one person conducting any interview has undertaken safer recruitment training (a requirement for maintained schools and good practice for academies)
• Individuals working in regulated activity do not begin work without the appropriate checks
• The person's identity and right to work in the UK are verified and further checks are made where he/she has lived outside the UK
• A prohibition order check is made for all new teachers
• An enhanced DBS with barred list check is obtained for anyone working in regulated activity
• An enhanced DBS without barred list check is obtained for anyone not working in regulated activity but with the opportunity for regular contact with children
• Professional qualifications are verified where appropriate
• A section 128 check is made for anyone taking up a management position in an academy
• The single central record meets statutory requirements. Dates of checks are recorded
• Childcare disqualification checks are carried out for staff working in relevant settings
• After appointment, leaders consider staff members' ongoing suitability, to manage risk and prevent the opportunity for harm to children | | | | • Single Central Record (SCR) shows that appropriate pre-appointment checks have been carried out.
• The SCR is the core of the process and is above and beyond requirements.
• Training records show that staff and/or governors have received safer recruitment training.
• Section 128 checks on SSR
• Probation policy in place
• Induction procedures are in place and verified. |

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16	**Do staff receive training on protecting children?**	• Staff have appropriate child protection training which is updated regularly • Staff also receive regular child protection updates (at least annually) • Staff receive regular supervision and support if they are working directly and regularly with at-risk children				• Training records show regularly updated child protection training • Staff meeting minutes • We have no at risk children at this time • Refer back to sections 3 & 4
17	**Is the physical environment safe?**	• Access to the school grounds is secure • Visitors to the school are checked and monitored as appropriate, for example external speakers at school assemblies				• Health and safety reports to Governors • Sign-in process for all visitors, including ID check. • Visitor information clearly displayed. • Entrance lobby re-arranged to make direct access to office and school less easy. • Rear external and internal gates to grounds locked unless supervised at play times. • Main gate visible to office staff and locked main entrance protects school. • Most visitors are recommended by other schools or are representatives of trusted organisations. • All visitors are fully supervised and monitored by staff.

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18	**Do all staff have a copy of and understand the written procedures for managing allegations of harm to a child?**	• Staff and volunteers feel able to raise concerns about poor or unsafe practice relating to safeguarding • Appropriate whistleblowing procedures are in place so that concerns can be raised with the management team • Staff are aware of other whistleblowing channels if they feel unable to raise an issue with their manager or where their concerns are not being addressed				• Whistleblowing policy in place • Start of year register (folder) • Volunteer induction includes safeguarding • WHOLE staff meetings encourage 360° and transparent culture

Comments and Recommendations

2018 check comments and Recommendations

• DBS Checks – 4 yearly re-checks – 1 governor due to be re-checked, email sent requesting documents and text reminder sent on 18/1/18 – Governor term ended RB. Closed out
• Supply Staff - 1 supply staff needs an NCTL check – done see SSR. Closed out
• Policies - Physical Restraint policy due to be reviewed in 2018 – done see policies. Closed out
• Governor Pupil Survey questions to be reviewed – done by Governors. Closed out

2019 check Comments and Recommendations
• Positive feed back comments to be recorded in SCR
• Mental health awareness training for early years to be programmed & cascaded to all staff
• Update 'PREVENT' training risk assessment
• Develop scheme to assess impact of e-learning
• Include DSL in job descriptions (dependent on HR implications)

Points requiring further discussion at full governors:

Emphasise that safeguarding is at the core of school culture and that we have very few issues. This is in large part down the procedures, policies and culture that are embedded.

Signed _____   Signed _____
     (Chair of Governors)   (Headteacher)

    Signed……………………………………………………. Linda Foster, Business Manager