# S175/157 Safeguarding self-assessment audit of statutory duties and associated responsibilities for schools in relation to ‘Keeping Children Safe in Education’ (KCSiE)

**Grading classification**

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| In line with the SSP’s ‘Expectations’ document, whilst it is assumed that all schools meet minimum requirements set out in statutory guidance, it is expected that all schools will strive to achieve the ‘fully addressed’ grade in respect of safeguarding arrangements and practice. When deciding on the most appropriate score it is important to consider whether at least minimum standards for fulfilling safeguarding duties have been achieved and to develop an action plan to move to outstanding practice. | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **This question does not relate to the operation of the school/Not applicable** | **No safeguarding controls in operation, previously unidentified risk** | **Identified safeguarding concerns/weaknesses to be addressed, however no agreed action plan in place** | **Identified safeguarding concerns/weaknesses with an agreed action plan being implemented.** | **Safeguarding concerns fully addressed.** |
| The requirement does not apply to the operation of this school due to phase, site or other specific factor – please set out reason in evidence box | Safeguarding controls are not in place to address/mitigate the risk(s) identified. The risk was not identified by senior leaders prior to the audit and as a result there has been no plan in place and endorsed by senior leaders/governors to address/mitigate the risk. | Safeguarding concerns have been identified and senior leaders/governors are aware. Senior leaders/governors aim to develop an action plan to address/mitigate these concerns, but actions are not yet underway and the school/pupils are presently exposed to risk as a result. | Safeguarding concerns have been identified. Weaknesses in safeguarding arrangements are being addressed through an action plan approved by senior leaders/governors. Actions are not yet fully complete; therefore, some risk remains. | There are no concerns about safeguarding arrangements. The school is compliant with statutory requirements/non-statutory guidance. Regular review, improvements/modification of arrangements may be taking place, but these do not expose any safeguarding concerns. |

Guidance note:

The needs of individual children/young people do not impact on requirements to have arrangements in place. For example, all schools have a duty to report to the LA children who go missing from education; because a school does not currently have any children identified as missing from education does not negate the requirement to have procedures for appropriate safeguarding responses in place in the event that it is identified that a child has gone missing from education. Schools should only select **Not applicable** where there is genuinely no requirement for the school to have arrangements in place, for example, if the requirement only applies to a phase or type of provision. Where a question asks for a number or specific data please include it in the evidence box.

**Section 1 - Child protection procedures and multi-agency working**

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| --- | --- | --- | --- | --- | --- |
|  | Key issue | Guidance | Grade | Evidence | Action identified |
| 1.1 | Does the DSL have the appropriate status and authority within the school to carry out the duties of the post?  Are they given the time, funding, training, resources and support to fully carry out the role? | *KCSiE, Annex B, page 92* |  |  |  |
| 1.2 | The DSL is always available during school hours (term time) for staff to discuss any safeguarding concerns.  Are there adequate and appropriate cover arrangements for any out of hours/out of term activities? | *KCSiE, Annex B, page 95* |  |  |  |
| 1.3 | The DSL has sound knowledge of the policies, procedures and guidance on the SSP website. | [*https://www.suffolkscb.org.uk/working-with-children/policies-guidance-and-protocols/*](https://www.suffolkscb.org.uk/working-with-children/policies-guidance-and-protocols/) |  |  |  |
| 1.4 | There is evidence that the school/setting contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and understand their role in the new safeguarding partner arrangements. | *KCSiE, para 68, page 20* |  |  |  |
| 1.5 | Is there evidence to support that the DSL attends the following meetings, having provided written reports for CP case conferences within expected timescales and as required to support the development and monitoring of subsequent plans.   * Strategy meetings * CP case conferences * Core Group meetings * Child in Need (CiN) meetings * CAF meetings | *KCSiE, Annex A, page 94*  *SSP CP Conference Procedures*  *SSP Core Groups Guidance* |  |  |  |
| 1.6 | Is there evidence that staff are aware of the school’s framework, policies and procedures to support safeguarding and have used these appropriately to safeguard children? Specifically:   * Staff are able to, and have, identified children who may benefit from Early Help? * Staff understand that additional barriers can exist when recognising abuse and neglect in children with SEND * Staff are aware of the specific safeguarding issues set out in Annex A of KCSiE and have taken appropriate action where they have concerns about a child’s welfare? * Staff respond appropriately to contextual safeguarding matters or concerns that a child might be at risk of exploitation or serious violent crime. | *KCSiE, pages 7- 12 and Annex A* |  |  |  |
| 1.7 | Has the school made any Diversion referrals to the Youth Justice Service since April 2019?  Please provide number and details in the evidence box. |  |  |  |  |
| 1.8 | Is there a list kept of referrals to the DSL and those that were subsequently referred to children’s social care along with brief details of the resolution? | *Ofsted inspection handbook 2019, para 53* |  |  |  |
| 1.9 | How did school engage with the Virtual Locality Schools to keep vulnerable children safe during the pandemic? |  |  |  |  |

**Section 2 – The school’s child protection and safeguarding policy**

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|  | Key issue | Guidance | Grade | Evidence | Action identified |
| 2.1 | Does the school have a CP policy which reflects the school’s individual context, and procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the SSP. | *KCSiE, para 57, page 17* |  |  |  |
| 2.2 | When was the policy last reviewed?  Please confirm the date it was ratified by the governing body and published on the school’s website?  Please provide date in the evidence box. |  |  |  |  |
| 2.3 | Does the CP policy include specific safeguarding issues as set out in Annex A of KCSiE? | *KCSiE, Annex A, page 78* |  |  |  |
| 2.4 | Does the CP policy cross-reference to other school policies on related issues such as school trips, the behaviour policy, staff code of conduct, acceptable use policy, and refer to the school’s offer of Early Help? | *SCC model Child Protection and Safeguarding Policy* |  |  |  |
| 2.5 | Has the CP policy been updated to reflect the changes set out by DfE on CP & Safeguarding using appendix D | *Suffolk Principles and planning support for September 2020* |  |  |  |

**Section 3 – Training and Safer Recruitment**

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|  | Key issue | Guidance | Grade | Evidence | Action identified |
| 3.1 | Do all staff receive safeguarding and CP training (including online safety) at induction? | *KCSiE, para 84, page 23* |  |  |  |
| 3.2 | Do all staff receive regular safeguarding and CP updates (for example, via email, e-bulletins, staff meetings) at least annually?  Please provide date of most recent whole school CP training and training provider in evidence box. | *KCSiE, para 85, page 23* |  |  |  |
| 3.3 | Has the DSL completed DSL training within the last 2 years?  Please provide name, date and training provider in evidence box. | *KCSiE, Annex B, page 93* |  |  |  |
| 3.4 | Has the deputy DSL completed DSL training within the last 2 years?  Please provide name, date and training provider in evidence box. | *KCSiE, Annex B, page 93* |  |  |  |
| 3.5 | Does the school have a nominated safeguarding governor who has received safeguarding training?  Please provide name, date and training provider in evidence box. | *KCSiE, para 55, page 17* |  |  |  |
| 3.6 | Has the headteacher or a member of SLT successfully completed Safer Recruitment Training which is updated regularly to maintain good practice?  Please provide name, date and training provider in evidence box. | *KCSiE, para 93, page 24* |  |  |  |
| 3.7 | Has a governor successfully completed Safer Recruitment Training which is updated regularly to maintain good practice?  Please provide name, date and training provider in evidence box. | *KCSiE, para 93, page 24* |  |  |  |
| 3.8 | Where a pupil is placed with an alternative provision provider, the school continues to be responsible for safeguarding that pupil and should be satisfied that the provider meets their needs.  Is there evidence that written confirmation that appropriate checks have been carried out on staff employed by the provider to work with children has been obtained. The school or commissioner should establish that the provider meets any applicable requirements for registration. | *Inspecting safeguarding in early years, education and skills settings – Sept 2019* |  |  |  |
| 3.9 | Has the DSL undertaken Prevent training?  Please provide date and training provider in the evidence box | *KCSiE, Annex B, page 93* |  |  |  |
| 3.10 | Has the DSL undertaken Working Together to Safeguard Children training?  Please provide date and training provider in the evidence box. | *KCSiE, Annex B, first bullet point page 94* |  |  |  |
| 3.11 | Has the school provided additional online safety training to staff and pupils? (Please include all training delivered) |  |  |  |  |

**Section 4 – Safer working practice**

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|  | Key issue | Guidance | Grade | Evidence | Action identified |
| 4.1 | Is there evidence that all staff have received, read and understood a copy of the school’s staff behaviour policy/code of conduct?  Does the policy/code of conduct cover all areas set out in ‘Guidance for safer working practice for those working with children and young people in education settings’? | *KCSiE, para 13, page 6*  *Guidance for safer working practice for those working with children and young people in education settings, May 2019, Safer Recruitment Consortium* |  |  |  |
| 4.2 | Does the school have an acceptable use policy for staff which encompasses all areas of digital technology and communication, such as, the use of mobile phones; photographing pupils; use of school cameras; downloading of photographs only on school computers; social media use (such as Facebook, Twitter and other social media platforms, and understanding they should not invite children and young people, past or present pupils, onto personal social networking sites); internet use; email use (use of school email addresses only for children and young people’s personal information); and encrypted or password protected memory sticks if transporting data? | *Guidance for safer working practice for those working with children and young people in education settings, May 2019, Safer Recruitment Consortium* |  |  |  |
| 4.3 | Are all staff aware of and understand the responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children?  They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.  Do they have an understanding that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute? | *Teachers standards: Part Two*  *Guidance for safer working practice for those working with children and young people in education settings, May 2019, Safer Recruitment Consortium* |  |  |  |
| 4.4 | Are all staff informed of and fully aware of the requirement to inform the school, as their employer, of any circumstance relevant to their employment in a position of trust, such as police action in relation to their conduct upon and during the course of their employment? | *Terms and conditions of employment* |  |  |  |
| 4.5 | Are staff and volunteers made aware of how to raise concerns about poor or unsafe practices and potential failures in the school’s safeguarding arrangements? |  |  |  |  |
| 4.6 | How have staff been trained to safeguard online and limit risk to staff and pupils? |  |  |  |  |

**Section 5 – Single Central Record, managing allegations made against staff, and disclosure and barring**

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|  | Key issue | Guidance | Grade | Evidence | Action identified |
| 5.1 | The Single Central Record (SCR) contains the minimum information which must be recorded in respect of checks undertaken on staff, including an identity check, a barred list check, an enhanced DBS check/certificate, a prohibition from teaching check, further checks on people who have lived or worked outside the UK, professional qualifications where required, a check to establish the person’s right to work in the UK, and the date on which each check was carried out. | *KCSiE, para 149, page 42* |  |  |  |
| 5.2 | A section 128 check is carried out for all management positions in independent schools (including academies and free schools) and for governors in maintained schools | *KCSiE, para 149, page 42, para 173, page 47* |  |  |  |
| 5.3 | For agency and third party staff written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date the confirmation was received and whether any DBS certificate check has been provided in respect of the member of staff. | *KCSiE, para 150, page 42* |  |  |  |
| 5.4 | There is evidence that the school has checked that any contractor, or any employee of the contractor, has been subject to the appropriate level of DBS check. | *KCSiE, para 180, page 49. Flowchart, page 40* |  |  |  |
| 5.5 | Procedures for managing allegations made against school staff are known and understood by all staff and governors. | *KCSIE Part Four, page 53* |  |  |  |
| 5.6 | How many allegations or safeguarding concerns about a staff member’s conduct have been reported in school since April 2019? |  |  |  |  |
| 5.7 | How many of these were referred to the LADO either by telephone consultation or formal referral?  Please provide number and state whether formal referral or telephone consultation in evidence box. |  |  |  |  |
| 5.8 | Has the school made any referrals to the DBS since April 2019?  If so, please provide number in evidence box. |  |  |  |  |
| 5.9 | Has the school made any referrals to the Teaching Regulation Agency since April 2019?  If so, please provide number in evidence box |  |  |  |  |

**Section 6 – Record keeping and transfer of CP files**

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|  | Key issue | Guidance | Grade | Evidence | Action identified |
| 6.1 | Do all staff know when and how to record concerns about a child’s welfare, however small or seemingly insignificant?  Are all concerns recorded in an objective and professional manner?  Do all records of concern include the date and time of the recording and are they signed by the member of staff completing them along with their name and position? | *SCC Guidance for schools on maintaining and transferring pupil safeguarding/child protection records* |  |  |  |
| 6.2 | Once a CP incident or safeguarding/welfare concern has been raised with the DSL is a separate CP/safeguarding file created for the child/young person? | *SCC Guidance for schools on maintaining and transferring pupil safeguarding/child protection records* |  |  |  |
| 6.3 | Are CP/safeguarding files held in secure, locked storage with access restricted to those with direct CP responsibility such as the DSL, ADSL and head teacher? | *SCC Guidance for schools on maintaining and transferring pupil safeguarding/child protection records* |  |  |  |
| 6.4 | Do all CP/safeguarding files include a chronology at the front of the file? | *SCC Guidance for schools on maintaining and transferring pupil safeguarding/child protection records* |  |  |  |
| 6.5 | When children leave the school does the DSL ensure the CP/safeguarding file is transferred to the new school or college as soon as possible?  Are files transferred separately from the main pupil file, using secure transit, with confirmation of receipt obtained? | *KCSiE, Annex B, page 95*  *SCC Guidance for schools on maintaining and transferring pupil safeguarding/child protection records* |  |  |  |
| 6.6 | When were the school’s record keeping procedures last reviewed?  Please provide the date in the evidence box. |  |  |  |  |
| 6.7 | What processes have been implemented to ensure that CP/safeguarding files are transferred to the new school or college without delay? |  |  |  |  |

**Section 7 – Attendance, exclusions, and children missing education**

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|  | Key issue | Guidance | Grade | Evidence | Action identified |
| 7.1 | Are there rigorous systems in place to follow up an absence from school or from lessons and to monitor late arrivals at school? | *School Attendance Guidance, DfE* |  |  |  |
| 7.2 | If a pupil goes missing from lessons/school during the school day, does the school follow the Missing and CE Guidance for Schools on the SSP website? | *Missing and CE Guidance for Schools, SSP* |  |  |  |
| 7.3 | Does the school submit a MARF referral when a young person goes missing from school?  Are contextual safeguarding issues considered if a pupil misses lessons or goes missing from school on more than one occasion? |  |  |  |  |
| 7.4 | Does the school routinely inform SCC when the school/parents remove a child from the school’s roll?  Please provide details of any children removed from the school’s roll since April 2019, including their name, and the reason for removal in the evidence box. | *School Attendance Guidance, DfE*  *Education (Pupil Registration) (England) Regulations 2006 as amended* |  |  |  |
| 7.5 | Does the school routinely seek attendance information whenever pupils are educated off site and on any occasion where a pupil is not in attendance the reason for this? | *School Attendance Guidance, DfE* |  |  |  |
| 7.6 | If a pupil is not attending school or alternative provision, and there is no medical reason/evidence supporting their absence, does the school have rigorous processes in place to ensure that their safety and well-being is monitored, including ensuring that the child is seen by a staff member regularly and that this is recorded? | *School Attendance Guidance, DfE* |  |  |  |
| 7.7 | Are all pupils who are dual registered coded as ‘D’ in the attendance register?  Where pupils are dual registered does the school/setting they are scheduled to attend record the attendance/absence for those sessions the pupil should attend? | *School Attendance Guidance, DfE* |  |  |  |
| 7.8 | Are all pupils attending supervised off-site educational activity approved by the school coded as ‘B’ in the attendance register?  Note, this code should not be used for any unsupervised educational activity or where a pupil is at home doing school work.  Where online learning is used as alternative provision there should be one to one supervision, so the tutor can see or hear the pupil during the online learning activity. |  |  |  |  |
| 7.9 | Are any pupils who undertake online learning off school site where there is no direct supervision of them coded as ‘C’ in the attendance register? |  |  |  |  |
| 7.10 | How many children are on part-time timetables?  Please provide details in the evidence box, including name and reason. |  |  |  |  |
| 7.11 | Are part-time timetables reviewed every six weeks and agreed with parents, with a signed agreement in place? |  |  |  |  |
| 7.12 | How many children have an illness that is related to wellbeing, including anxiety, or SEND issues?  Please provide details in the evidence box. |  |  |  |  |
| 7.13 | How many pupils have attendance concerns due to anxiety? |  |  |  |  |
| 7.14 | How many pupils have been fixed term excluded since January 2020?  Please provide number and length of exclusion in evidence box |  |  |  |  |
| 7.15 | How many pupils have been permanently excluded since January 2020?  Please provide number in evidence box |  |  |  |  |
| 7.16 | Are exclusions always reported to the LA on a termly basis? | *Exclusion from maintained schools, academies and pupil referral units in England, DfE* |  |  |  |
| 7.17 | Have there been any occasions when a parent has been asked to collect a child and take them home to ‘cool off’ or asked to agree to their child going home during lunch breaks. |  |  |  |  |
| 7.18 | Does the school hold more than one emergency contact number for each pupil? | *KCSiE, para 47, page 18* |  |  |  |

**Section 8 – Safeguarding quality assurance**

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|  | Key issue | Guidance | Grade | Evidence | Action identified |
| 8.1 | Does the DSL meet on a regular basis (at least termly) with the Nominated Safeguarding Governor? |  |  |  |  |
| 8.2 | Is there management oversight/supervision of all staff with responsibility for CP matters, ensuring they are supported and appropriately challenged?  Are key actions and decisions recorded and reviewed? |  |  |  |  |
| 8.3 | Does the full governing body receive a CP/safeguarding report on a termly basis detailing the following?   * The number of pupils on CP plans, CiN plans, CAFs, and Children in Care (CiC) * The number of referrals made to Children’s Social Care * The attendance and progress of vulnerable pupils * The number of pupils on part-time timetables and the reason for this and monitoring arrangements * The number of pupils removed from roll or missing from education and the school’s response when children go missing from education |  |  |  |  |
| 8.4 | Do governing body minutes demonstrate that the CP and safeguarding policy and its effectiveness is reviewed by the governing body on an annual basis? |  |  |  |  |
| 8.5 | Does the Nominated Governor or CoG sign and date the CP and safeguarding policy on an annual basis to confirm it has been reviewed and ratified on behalf of the governing body? |  |  |  |  |
| 8.6 | Do governors review the school’s training records to ensure that all staff have undergone safeguarding and CP training, that this is regularly updated, that the DSL and any deputies have received DSL training which is refreshed every two years, that a member of the SLT and at least one governor have undertaken Safer Recruitment training and that this is refreshed regularly (at least every three years) |  |  |  |  |
| 8.7 | Do governors ensure that pupils are taught about safeguarding, including online safety? |  |  |  |  |
| 8.8 | Are governors involved in monitoring exclusion data and analysing whether any pupil groups are over-represented in the figures? |  |  |  |  |
| 8.9 | Residential settings only:  Do governors monitor compliance with the National Minimum Standards? |  |  |  |  |
| 8.10 | Residential settings only:  Do pupils have access to a person independent of the school staff group if they wish to raise any concerns? |  |  |  |  |

**Section 9 – Additional information**

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| --- | --- | --- | --- |
| 9.1 | Contact details for DSL | Name: | Email: |
| Contact number: |
| Out of hours contact: |
| 9.2 | Contact details for Deputy DSL | Name: | Email: |
| Contact number: |
| Out of hours contact: |
| 9.3 | Nominated governor for safeguarding | Name: |  |
| 9.4 | Designated teacher for CiC | Name: | Date of last CiC training: |
| 9.5 | Nominated governor for CiC | Name: | Date of last CiC training: |
| 9.6 | Number of CP referrals to children’s social care since April 2019 |  | |
| 9.7 | No of children on a CP plan (at date of audit) |  | |
| 9.8 | No of children with a CAF (at date of audit) |  | |
| 9.9 | Number of reports provided to initial CP conferences since April 2019 |  | |
| 9.10 | Number of initial CP conferences attended since April 2019 |  | |
| 9.11 | Reason for non-attendance (if applicable) |  | |
| 9.12 | Number of FGM referrals made since April 2019 |  | |
| 9.13 | Number of Prevent referrals made since April 2019 |  | |
| 9.14 | Number of referrals for private fostering where the intention is that the arrangement will last for more than 28 days since April 2019 |  | |

**Name of school**   **Status of school (academy etc)**

**Name of person(s) completing form**   **Job Role(s)**

**School email address**

**Date of most recent Ofsted inspection:**   **Overall judgement:**

**I agree that the information in this audit is accurate and the actions have been agreed and will be monitored.**

**Signature:** head teacher Chair of Governors/Management Committee

Date of interim review for audit action plan:

Please retain a hard copy or electronic version of your completed audit that has been signed by both the head teacher and the Chair of Governors for your records.

**Contact details**:

Education Officer – Organisational Support

Education and Learning – Children and Young People’s Service, Suffolk County Council

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Thank you for your continuing commitment to safeguarding children in Suffolk.