

## Safeguarding self-assessment audit 2022

Further to feedback from schools, we have loaded this document on to Suffolk Learning so that you can see the questions in advance and gather the information you need prior to completing and submitting the audit on Microsoft Forms.

We are also working on a function to enable a copy of your completed audit to be sent to after completion, although this may not be received for a couple of days after submission.

Each school/educational setting should have evidence that the following is in place as a minimum requirement:

The following should be in place as a minimum requirement, please confirm that your school has all of the following in place.  <b>(as part of our analysis we may seek to validate evidence of some of the following)</b>	Y/N if no, please indicate action being taken	Date reviewed/updated
A written child protection and safeguarding policy and up to date child protection (CP) procedures that have been agreed with the governing body and which form part of the school's policy, including procedures to deal with child-on-child abuse. The policy must be updated annually (as a minimum) in line with Keeping Children Safe in Education (KCSiE).		
The DSL role is established, and undertaken by an appropriate <b>senior member</b> of staff from the leadership team, with a job description and deputy/deputies identified.		
The DSL and any deputies undertake training to provide them with the knowledge and skills required to carry out the role and the training is updated every two years. The governing body ensures that all members of staff undergo safeguarding and child protection training at induction and training is regularly updated, at least annually. All training is in line with advice from the SSP. Robust staff recruitment and selection processes which safeguard children and are in line with KCSiE. All settings should have a member of the senior leadership team (SLT) who has received accredited safer recruitment training which is updated regularly.		
Safeguarding is a standing agenda item at every governing body meeting.		
A nominated safeguarding governor (preferably not the Chair of Governors) who has received appropriate training and champions CP issues and provides challenge to the school/setting.		

Other safeguarding procedures, including those for dealing with allegations against members of staff and enabling safer working practice.		
An Acceptable Use Policy (AUP) for use of digital technology and communication (for example, computers, social networking sites, mobile phones, cameras, memory sticks) for both pupils and staff, including volunteers. The staff version should make it clear that staff should not be inviting pupils onto social networking sites and professional boundaries should be maintained.		
The Single Central Record (SCR) of identity, qualification and vetting checks for all staff and volunteers is accurate and up to date.		
An Anti-bullying/behaviour Policy which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.		
A written coordinated offer of Early Help which is accessible to everyone on the school's website.		
A Whistleblowing Policy to enable staff to confidently raise concerns.		

## Section 1

Focus area	Questions
Specific safeguarding processes and procedures	<p data-bbox="539 233 1238 264">Do schools have, and maintain, the following records:</p> <ul style="list-style-type: none"> <li data-bbox="539 339 1850 408">▪ Records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation <b>Y/N</b></li> <li data-bbox="539 483 1458 515">▪ Records and analysis of sexual harassment or sexual violence <b>Y/N</b></li> <li data-bbox="539 590 1850 699">▪ Records and analysis of bullying, discriminatory and prejudice behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/ biphobic/transphobic bullying, use of derogatory language and racist incidents <b>Y/N</b></li> <li data-bbox="539 774 1865 842">▪ Records and analysis of Children Missing Education, including details of when cases were referred to the Local Authority <b>Y/N</b></li> </ul>
	<ul style="list-style-type: none"> <li data-bbox="539 922 1850 1031">▪ Does the analysis of these areas indicate any trends or areas of concern? If so, what action is the school taking and how does this feed into policy, processes and training (please expand upon this)?</li> </ul>
	<ul style="list-style-type: none"> <li data-bbox="539 1082 1850 1342">▪ Are leaders familiar with early intervention routes, such as Diversion referrals, for individual pupils aged between 10 and 17 where there are concerns such as: <ul style="list-style-type: none"> <li data-bbox="589 1158 1352 1190">- getting into trouble at home / in the community / at school</li> <li data-bbox="589 1198 1055 1230">- running away from home / truancy</li> <li data-bbox="589 1238 954 1270">- using alcohol / substances</li> <li data-bbox="589 1278 891 1310">- exclusion from school</li> <li data-bbox="589 1318 1234 1350">- friends involved in anti-social behaviour or crime</li> </ul> </li> </ul> <p data-bbox="589 1390 1352 1422"><a href="https://suffolkyouthjustice.co.uk/diversion/what-is-diversion">https://suffolkyouthjustice.co.uk/diversion/what-is-diversion</a></p>

## Section 2

Focus area	Questions
<p>Opportunities to teach safeguarding (KCSiE )(covers online safety, bullying, LGBT, protected characteristics)</p>	<p>1. How do you ensure the planned curriculum is effective in helping to teach pupils how to stay safe? Please outline 3 strengths and, if appropriate, one aspect that needs improvement.</p>
	<p>2. How do you ensure the curriculum teaches pupils indicators of healthy and unhealthy relationships, key concepts such as respect, consent-seeking and giving, appropriate and inappropriate contact, kindness, and commitment?</p>
	<p>3. How do you ensure pupils know about risks, including online, how and where to ask advice and how to report concerns of feeling unsafe?</p>
	<p>4. How do you ensure pupils are taught about bullying in all its forms? How do leaders ensure that pupils develop an age-appropriate understanding of bullying as the move through the school?</p>
	<p>5.</p> <p>6. How do you know that pupils have sufficient knowledge to stay safe online? How do leaders ensure that pupils develop an age-appropriate understanding of online safety as the move through the school?</p>
	<p>7. How do you ensure LGBT+ relationships are covered appropriately in the curriculum?</p> <p>Do leaders and staff know where to access guidance on handling any trans issues or concerns that might arise? (add links <a href="#">Information about our Trans Inclusion Schools Toolkit (brighton-hove.gov.uk)</a> link to Jane Stannard’s site etc)</p>

	9. Please outline any steps leaders have taken as a result of pupils' feedback
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### Section 3

Focus area	Questions
Sexual Violence and Harassment	1. How have leaders and governors modelled that 'it is happening here', even if there have been no reports of sexual abuse or harassment between pupils?
	2. How do school leaders analyse reports/records of sexual harassment and sexual violence, including online, to identify patterns and consider how early interventions may be able to prevent abuse?  What does this analysis tell you and how does it feed into procedures and practice?
	What training have staff had to help them identify and support the reporting of sexual abuse or harassment in an age-appropriate way? Are school leaders aware of what guidance and training is available to support staff in their response to reports of sexual harassment or sexual violence? <a href="https://suffolkyouthjustice.co.uk/hsb">https://suffolkyouthjustice.co.uk/hsb</a>
	3. How do leaders ensure children and young people feel able to share their concerns with staff, and that the voices of children and young people are listened to and acted upon?

## Section 4

Focus area	Questions
Role of the Designated Safeguarding Lead (DSL) and safer working practices	1. How do governors ensure the DSL is carrying out their statutory duties (as detailed in Keeping Children Safe in Education, Annex C) including developing and maintaining a safe culture and listening to and understanding the views of children?
	2. How do governors check that the DSL has sufficient time, funding, training, resources and support to carry out their statutory duties?
	3. How do leaders and governors make sure that staff understand expectations of behaviour, including high standards of personal conduct, both professionally and personally, and the use of technology, particularly if they use personal devices which connect to the school network or school data?

## Section 5

Focus area	Questions
Mental health	1. What whole school approach are you taking so that children and young people know how and who to share concerns with and staff know how to respond?
	2. How are staff trained to identify and support pupils who may have mental health difficulties, including suicidal thoughts?  Staff may find this link helpful: <a href="#">Suicide   Suffolk County Council</a>
	3. How many staff have been trained as Senior Mental Health Leads?
	4. Is your school using a Trauma Informed approach?
	5. Is your school signed up to the Mental Health Lead Network? <a href="#">Suffolk Education Mental Health Lead Network   Suffolk County Council</a>  The network runs training throughout the year.

## Section 6

Focus area	Questions
Attendance, exclusions, part-time timetables, and children missing education	<p>1. Is the school compliant with providing a return to the Local Authority detailing all pupils of compulsory school age who fail to attend the school regularly, or have been absent from the school where the absence has not been authorised for a continuous period of not less than ten school days? This is a requirement of the (Pupil Registration) (England) Regulations 2006 which apply to all schools.</p>
	<p>2. In addition to notifying the Local Authority of any            - permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil)            - any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term            - any exclusion which would result in the pupil missing a public examination or national curriculum test.            does the school also notify the LA of any other exclusions not already notified once per term?            DfE statutory guidance Exclusion from maintained schools, academies and pupil referral units in England sets out this requirement.</p>
	<p>3. Have school leaders and governors seen the Suffolk Protocol on the Use of Part-Time Timetables Including the Requirement of a Risk Assessment?</p>
	<p>4. Has the school completed the part-time timetable collection form to notify the LA about any pupils on a part-time timetable?</p>
	<p>5. Does the school notify the LA of all Children Missing in Education? This is a requirement as set out in the DfE guidance Children Missing Education and Keeping Children Safe in Education</p>

## Section 7 – Additional information

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:

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 \_\_\_\_\_