



Audit Tool – Overall Effectiveness of Safeguarding Procedures – September 2025

This audit tool is intended for **internal use only** and should not be submitted as part of the audit return. All returns should be submitted electronically **on the audit return form** which can be accessed either via the hyperlink or at [the audit website](#). The audit return achieve form is required to be submitted by **30 September**. Once you have submitted the audit return, you will receive a copy of your response to the email address entered on the form.

The additional “Audit guidance” which is accessible from the [audit website](#) highlights the relevant government guidance each question is based on along with some suggested questions that can be used to evidence the requirement.

Please remember that the following questions refer to on-line as well as face to face activity

	Yes	No	In Part	Evidence	Impact	Action Points
1. Culture						
<i>a. Can the setting demonstrate:</i>						
<i>i. an open culture and ethos where safeguarding is an important part of everyday life?</i>				Embedded within school’s vision and values which are understood by all stakeholders. Part of and is a daily priority within the professional conversations of all staff. Approachable DSLs and SLT who immediately action any concerns and then report back to the reporting member of staff. All staff kept up to date with individual cases and on-going developments. This is on-	The safety and welfare of all our children (and their families) is the priority at AIS. If a child is at risk, concerns are referred to Children’s Services in a very timely manner. Assessments and actions from Children’s Services are then quickly put into place. Concerns and reported and dealt with swiftly.	Continue to Ensure support staff meetings continue to include safeguarding updates, training and updates of vulnerable children. Continue to Ensure that lunchtime, office and premises staff have regular update meetings as above.

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	Yes	No	In Part	Evidence	Impact	Action Points
				<p>going and part of regular teacher and support staff meetings. Clear and on-going safeguarding communication and training between all staff, DSLs and SLT. Children have a clear understanding of what to do if they have any concerns. Excellent relationships between all staff and children – this enables all staff to pick up potential issues quickly. Excellent communication and relationship between all staff and parents (including DSLs and SLT). Parents find all staff very approachable and are happy to share any issues or concerns.</p> <p>The above was also confirmed and validated by the OFSTED Inspection on 20th June 2024. OFSTED have reported that our safeguarding is effective and that there is a strong safeguarding culture.</p>	<p>All staff have an up-to-date and on-going knowledge of safeguarding updates, vulnerable children and current cases.</p> <p>Staff have a good knowledge and then act upon the different possible forms of abuse or other safeguarding concerns covered in training.</p> <p>OFSTED have confirmed that our children are safeguarded extremely well and that the school work effectively with outside agencies.</p> <p>Children feel happy and safe and know that they can trust and talk to all adults within the school should they be worried or feel unsafe.</p>	
ii. <i>that learning from safeguarding training is embedded across the activities of the school?</i>				See above	See above	See above

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	Yes	No	In Part	Evidence	Impact	Action Points
<p><u>iii.</u> <i>there is an actively promoted open culture where all individuals feel able to talk freely about their concerns, believing that they will be listened to and valued?</i></p> <p><u>iv.</u> <i>Children are able to talk freely about any concerns they have about staying safe.</i></p>				<p>See above This was also confirmed through the recent OFSTED report on 20th June.</p> <p>OFSTED also reported that our children were very aware of how to keep safe and what to do/who to speak if they do not feel safe. OFSTED also reported that our children are very aware of how to keep safe on-line and could quote and understood the school's 'Give Me 5' E Safety Rules. The children spoke freely about how to keep safe and what to do. Children in school also feel confident to speak to staff should they feel unsafe. OFSTED also reported that</p>	See above	See above
<u>v.</u> <i>a culture of "it could happen here"?</i>				See above	See above	See above
<u>vi.</u> <i>a culture of safer recruitment</i>				<p>HT and recruitment governor all safer recruitment trained. Training put into action when administering job adverts, application forms and asking interview questions.</p> <p>Application forms carefully scrutinised and appropriately actioned for any anomalies – e.g. gaps in employment.</p>	<p>Robust safer recruitment procedures in place for: - Job advertising, short-listing, interviewing and pre-employment checks.</p> <p>OFSTED confirmed that safer recruitment practices are robust, effective and efficient.</p>	<p>Continue to monitor SCR for accurate pre-employment check information.</p> <p>Continue to ask for reference before interview and then chase up accordingly.</p> <p>Continue to undertake pre-interview</p>

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	Yes	No	In Part	Evidence	Impact	Action Points
				<p>Pre-employment checks – e.g. DBS checks, are administered swiftly.</p> <p>References requested before any interview process. Should a reference be late to arrive, contracts are not administered until a positive reference is in place.</p> <p>The above was also confirmed and validated by the OFSTED Inspection on 20th June 2024. OFSTED have reported that our safeguarding and safer recruitment is effective and that there is a strong safeguarding culture.</p> <p>SCR checks and monitoring completed every term by Safeguarding Governor.</p>		
<i>vi.vii. Staff can demonstrate appropriate levels of professional curiosity</i>				See i:above	See i:above	See i:above
<i>vii.viii. Settings have identified and addressed any barriers to making disclosures</i>				Termly governor monitoring and on-going DSL monitoring identifies any staff not making disclosures. This is then investigated put into context	Every class in the school has an on-going record of referrals and actions over the year.	Continue to monitor and identify any training needs or actions to overcome any potential barriers.

	Yes	No	In Part	Evidence	Impact	Action Points
				and appropriate actions or training are put into place. There are now more children with CPOMS entries across the school than not. This shows excellent record keeping and the on-going identification of safeguarding issues.		
2. Policies and Wider Safeguarding						
a. Does the setting have the following policies and have they been reviewed and updated:						
i. A child protection policy and procedure in place that is reviewed at least annually?				Updated annually and tailored to AIS.	All staff have read and understood and signed to say so. Regular updates and training cover the different sections of the CP policy and KCSIE The school's safeguarding culture enables to policy to be 'alive' within the school. OFSTED have confirmed that policies are robust and were seen in action.	Updated policy for 2022-23-2643 in line with new KCSIE to be used in staff training and all staff to read and understand released 1.9.22. Policies for 2024-25 to be written and updated in-line with KCSIE 2024-25. Update annual staff and volunteer training in line with the above.
ii. Appropriate safeguarding responses to the key safeguarding themes (Annex B of KCSiE – Keeping Children Safe in Education) established in the policy?				As above	As above	As above
iii. A staff behaviour policy (code of conduct)?				As above	As above Staff have a good understanding of their professional expectations –	As above.

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					<u>especially with regard to safeguarding and professional conduct.</u>	
iv. A low-level-concern process				<u>As above – policy in place.</u>	<u>As above</u> <u>Regular updates and training cover the aspects of the Low Levels Concerns Policy.</u>	<u>As above</u>
v. A behaviour policy for pupils that is published on your website?				<u>As above</u> <u>New policy includes section on child-on-child abuse and sexual abuse.</u> <u>New policy also includes information on suspensions and how low-level behaviour is dealt with.</u>	<u>As above – with regular training and updates.</u>	<u>As above – ensure new policy includes section on child-on-child abuse and sexual abuse.</u> <u>Policy to be reviewed in the early Autumn Term in line with recent behaviour training and to enable a more consistent approach to low level behaviour across the school (OFSTED development area).</u>
vi. A safeguarding response to pupils who go missing from education? An understanding of the difference between children missing and children absent from education.				<u>Attendance issues regularly monitored by HT and Attendance Governor and then followed up with actions and formal warnings. and</u> <u>Actions put into place that included addressing any barriers to low attendance.</u> <u>Pupils referred to the Inclusion Service if they are missing in education.</u>	<u>Majority of attendance issues usually improved by putting pastoral actions into place.</u>	<u>HT to put further actions in place for 2025-26 for those pupils with less than 90% attendance. This will include parent attendance contracts and working more with outside agencies. Continue as left.</u>
vii. The child protection policy available publicly?				<u>The policy is on the website in a clear 'Safeguarding' section</u>	<u>All stakeholders have immediate access to the policy and can reference it for</u>	<u>Display further</u> <u>Remind staff where hard copies around the</u>

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				that is clearly available from the home page. Staff have hard copies of safeguarding policies in safeguarding folders. Hard copies are displayed around the school as well DSL and Safeguarding Governor contact details and the referral number for Children’s Services.	on-going information and actions. Staff and parents reminded where to find safeguarding information and policy via training (staff) and newsletters.	building are and continue to remind via newsletters.
viii. <i>A whistleblowing policy which includes references for the LADO.</i>				As above and whistleblowing information, actions and details of who to contact are published around the building. This includes reference and contact details of the LADO.	As above	Update policy and display details around the building.
<i>Can the setting demonstrate that:</i>						
b. <i>the governors and/or proprietors have read, followed and acknowledged requirements of KCSiE?</i>				All governors have read and signed to say that they have read and understood KCSiE and all related safeguarding policies and codes of conduct. Safeguarding governors and Clerk to governors monitors the above.	Governors have the high levels of understanding and KCSiE and the safeguarding policies and practices within the school – particularly the safeguarding governor.	Governors to read and understand updated KCSiE and related policies for 20253-264.
c. <i>the policies, procedures and training are effective and comply with the law at all times?</i>				See above	See above	See above
d. <i>all staff have read at least part 1 and, staff who work with children, Annex B of KCSiE?</i>				Updated annually and read by all staff who then sign to say	All staff have read and understood and signed to say so.	New KCSiE released 1.9.2253 – to be read by all staff and governors

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				that they have read and understood the document.	Regular updates and training cover the different sections of KCSIE The school's safeguarding culture enables KCSIE to be 'alive' within the school.	Update annual and on-going staff and volunteer training in line with the above.
e. <i>safeguarding related policies and procedures adopted by the governing body are reviewed at least annually?</i>				All safeguarding policies and procedures are adopted by the whole governing body and also overseen and monitored by the safeguarding governor.	Governors have the high levels of understanding and KCSIE and the safeguarding policies and practices within the school – particularly the safeguarding governor.	Governors to read and understand updated KCSIE and related policies for 2025-26.
f. <i>safeguarding related policies and procedures are understood by staff and implemented appropriately?</i>				See above OFSTED deemed this as effective.	See above	See above
g. <i>the headteacher or the designated safeguarding lead (DSL) reports annually to the governing body on the effectiveness of safeguarding procedures?</i>				Effectiveness of safeguarding reported monthly to whole governing body by DSL/HT. Safeguarding governor also undertakes safeguarding monitoring each term with a set monitoring agenda for each term.	All governors are updated on safeguarding actions each month. Governor monitoring results in on-going improvements, developments and any further training needs.	Report to governors on outcomes of this audit and termly governor monitoring.
h. <i>there is an on-going action plan for safeguarding improvement?</i>				Actions plans are derived from SG audit and termly governor monitoring and update training.	Action plans result in on-going improvements and developments to safeguarding.	Continue as left.
i. <i>the DSL or the DDSL(s) is contactable at all times so that staff can discuss any safeguarding concerns?</i>				The school has a DSL and two DDSLs. At least one is on-site at all times. All are contactable by phone.	Staff, parents and governors have immediate access to the DSL or DDSL, know who they are and how to contact them.	DDSLs to update training during the Autumn Term (training booked for both DDSLS).

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				DSL and DDSL details (and safeguarding governor) are clearly published with photographs around the school and on website.		
j. <i>the DSL is aware of national safeguarding updates, policies are updated accordingly and staff understanding is checked?</i>				DSL has regular safeguarding updates from DSL and HT meetings. Updates then inform on-going staff training.	DSL and staff are up to date and can action safeguarding updates as necessary.	
3. Leadership and Management						
i. Designated Safeguarding Lead (DSL)						
<i>Can the setting demonstrate that:</i>						
a. <i>there is a senior member of the leadership team who has the role of DSL explicitly in their job description and has received appropriate (up-dated) training?</i>				HT is DSL and has a separate job description for this role.	DSL training up to date and due to be renewed in this September 2025.	
b. <i>the named deputy (or deputies), trained to the same standard, to cover the DSL in their absence?</i>				SENDCO and Early Years Lead are DDSLs have had DSL training and have a separate job description for the role.	DDSL training is up to date.	
ii. Governance						
<i>Can the setting demonstrate that:</i>						
a. <i>there is a designated safeguarding governor who has the strategic lead for safeguarding?</i>				Safeguarding gGovernors leads and monitors SG provision with DSL/HT.	This results in positive and on-going updates and developments.	
b. <i>the Chair of Governors has the skills required to manage investigations into allegations against the Head Teacher?</i>				Chair is knowledgeable of the procedures needed should it be necessary.	Staff know that they can report any concerns about the HT to the C of G.	Recap in staff training.
c. <i>the development points from last year's audit have been monitored by the governing body?</i>				These are reported on each month in the HT report with	Safeguarding continues to be developed positively across the school.	Update HT report as appropriate.

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				actions and developments that have been put into place. These developments are also monitored by the SG governor and seen 'in action'.		
d. the governing body actively evaluates the effectiveness of the school's safeguarding framework?				As above	As above	As above
e. the DSL and governing body actively evaluate the effectiveness of the school's training provision				As above and the safeguarding governor attends safeguarding training.	As above	As above
e.f. <i>Are Governing Bodies and proprietors aware of their obligations around the Data Protection act and the UK Data Protection Regulation?</i>				Updates from Clerk allow governors to understand Data Protection obligations – see governor minutes.	Governors have on-going updates and knowledge of data protection.	Continue with data protection updates and training for governors.
iii. Designated Teacher (DT)						
<i>Can the setting demonstrate that:</i>						
a. there is a designated teacher (DT) to promote and support the educational achievement of children and young people (CYP) who are in local authority care or have previously been looked after?				HT is the designated teacher for LAC and has had relevant and recent training from the HCC Virtual School:	Has knowledge of practices and procedures for LAC and has now updated DT training.	HT to update LAC training-staff re. LAC procedures and guidance on an on-going basis through staff meeting, training and INSET days.
b. the DT has had the appropriate training?				Although trained HT needs to update training. See above and EY lead is appropriately trained.	As above	As above

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c. <i>the DT has provided the DSL with details of the named social worker and virtual headteacher for CYP in LA care?</i>				DT is also the DSL	Social workers and virtual headteacher known by DSL and DT.	
iv. Allegations against staff						
<i>Can the setting demonstrate that:</i>						
a. <i>There are procedures in place for dealing with allegations against staff and they are in accordance with both HSCP procedures and DfE guidance?</i>				See above section with reference to Whistleblowing Policy. <i>This is also part of staff training.</i>	See above section with reference to Whistleblowing Policy. <i>All staff fully aware of procedures.</i>	See above section with reference to Whistleblowing Policy.
b. <i>There is a process for reviewing low-level-concerns</i>				See above section with reference to Low Level Concerns Policy. <i>This is also part of staff training.</i>	See above section with reference to Low Level Concerns Policy. <i>All staff fully aware of procedures.</i>	See above section with reference to Low Level Concerns Policy.
c. <i>the procedure clearly defines the difference between 'concerns, complaints and allegations'?</i>				See above section with reference to Low Level Concerns Policy.	See above section with reference to Low Level Concerns Policy.	See above section with reference to Low Level Concerns Policy.
e. <i>There is a process for investigating a member of staff who is 'harming or posing a risk of harm to children'.</i>				<i>See above for Whistleblowing and Low Level concerns. Processes and procedures also made clear in Child Protection and Safeguarding Policies</i>	<i>Effective policies and procedures in place should they be needed.</i>	<i>Include within staff training</i>
d. <i>(Where relevant) there are adequate records of action taken in respect of low-level-concerns, complaints or allegations about an individual member of staff which is then stored in their confidential personnel file?</i>				See above section with reference to Low Level Concerns Policy. <i>Records kept securely in DSL and HR reporting systems.</i>	See above section with reference to Low Level Concerns Policy.	See above section with reference to Low Level Concerns Policy.

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e. <i>the governing body (or equivalent) have a procedure to handle allegations against the Head Teacher?</i>				See above section with reference to C of G dealing with allegations against the HT.	See above section with reference to C of G dealing with allegations against the HT.	See above section with reference to C of G dealing with allegations against the HT.
f. <i>where a member of staff has been dismissed following an allegation, consideration is given to a referral being made to the TRA and DBS</i>				Although this has not happened, the referrals would be made.		
g. <i>staff should have a working understanding of an allegation, what is a low-level-concern and the role of the LADO.</i>				This information in part of the on-going and updated training.	Staff have knowledge of allegations, low level concerns and the LADO.	Update and remind staff during annual training
g-h. <i>If schools receive and allegation relating to an incident that happened when and individual or organisation was using the school premises for activities relating to children that the organisation understand the school's safeguarding processes and the schools follow these in relation to informing the LADO.</i>				DSL trains and updates organisations using the school premises (e.g., Tennis Club) with regard to the school's safeguarding processes including reports to DSLs and the LADO.	Outside organisations are aware of the school's safeguarding practices and processes.	Continue to train and update outside providers.
v. Child on Child Abuse						
<i>Can the setting demonstrate that:</i>						
a. <i>there is a protocol/procedure for dealing with allegations against children within the Child Protection policy?</i>				This is articulated in the CP policy.	Staff have an awareness of child-on-child child-on-child abuse.	Awareness continues to need to be more clear clearer amongst staff – especially the details of the point at which concerns become child on child abuse. Protocols and procedures therefore need updating and communicating to staff. This is to be included in the behaviour policy.

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b. <i>there is a protocol/procedure for responding to sexual violence and sexual harassment between pupils?</i>				As above	Staff have an awareness	As above, but with regard to sexual violence. This is to be included in the behaviour policy
c. <i>there is an agreed 'risk and needs assessment tool' in place to respond to reports of sexual violence and sexual harassment between pupils?</i>				As above	As above	Updates need to be given in staff training.
vi. Curriculum						
<i>Can the setting demonstrate that:</i>						
a. <i>education regarding safeguarding issues are appropriately incorporated within the curriculum?</i>				Within PSHE and Relationship and Health Policy as well as other curriculum areas such as Computing and Science. Child appropriate safeguarding education is also embedded through everyday actions, practices, assemblies, procedures and the lived out lived-out vision and values. The school's safeguarding education has been deemed effective by OFSTED.	Children have a very good understanding of age-appropriate safeguarding issues at what to do and who to talk to should they feel unsafe – this was also reported by OFSTED after talking to pupils.-	Continue to monitor the impact of the curriculum.
b. <i>pupils are encouraged to adopt safe and responsible practices and deal sensibly with risk?</i>				As above	As above	As above
c. <i>awareness is raised among pupils to recognise when they are at risk and how and where to get help and support if they need it?</i>				As above	As above	As above

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d. pupils are educated on keeping themselves safe online?				As above and on-line safety is part of every computing lesson.	Pupils have a good understanding of keeping safe on-line and what to do and who to talk to, should they have any worries or concerns.	
e. appropriate online filters and monitoring systems are in place?				Administered and in place through Harrap (technical team).	More robust monitoring now in place via Harrap.	More robust monitoring to be in place once Harrap administer the school's internet service from the Autumn Term 2022 DSL to continue monitoring and follow up as appropriate.
f. pupils are supported to understand what constitutes a healthy relationship both on-line and off-line?				As above	As above	As above
g. awareness around radicalisation and extremism is provided for pupils?				As above – in age-appropriate ways within PSHE and Personal and Health Education. OFSTED reported that pupils have a strong sense of diversity and inclusion and a very good understanding of celebrating difference.	As above	
vii. Training						
Can the setting demonstrate that:						
a. the DSL and deputy DSLs have undertaken the required two-yearly training with annual updates?				Training up to date and certificates in place.	DSL and DSL and DDSL have to up to date training of current SG issues, practices and procedures.	DDSL DSLs need to update their training during the late Autumn Term 2022 training in September 2023 Autumn Term 2025 for SENDCo.

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b. <i>the DSL and DDSL(s) are satisfied that they have the skills and knowledge required to carry out the role?</i>				<u>All a very knowledgeable and experienced.</u>	<u>Effective DSL and act swiftly and thoughtfully as appropriate.</u>	
c. <i>all staff and other adults who work within the setting have received the appropriate training?</i>				<u>All staff have annual and on-going training, updates and annual training.</u>	<u>Staff are regularly updated and trained and so have a good awareness of safeguarding issues, practices and procedures.</u>	<u>Continue to meet and update support, lunchtime and office staff more regularly.</u>
d. <i>all staff have had the required 'Prevent' training?</i>				<u>All staff complete Prevent Training updates in annual safeguarding training. Staff have awareness of Prevent issues, practices and procedures.</u> <u>All teachers have completed government training.</u>	<u>Staff have a good awareness of Prevent issues, practices and procedures.</u>	<u>Support staff need to update prevent training.</u>
e. <i>regular (at least annual) child protection updates have been provided to all staff?</i>				<u>As above All staff are given regular CP updates during team meetings, staff meetings and INSET Days</u>	<u>As above Staff have a good awareness of CP issues and the latest issues within the school</u>	<u>As above</u>
f. <i>all new staff, temporary staff and volunteers have been given induction which includes information on safeguarding procedures and their responsibilities? Is there training for supporting children with mental health needs?</i>				<u>All new staff and volunteers undertake safeguarding training within three weeks of starting in their role.</u> Training to support children with mental health needs is part of the annual safeguarding training.	<u>All new staff and volunteers are quickly inducted with regard to safeguarding issues, practices and procedures.</u>	
g. <i>the governor with leadership for safeguarding is familiar with relevant HSCP and national guidance?</i>				<u>Familiarisation through governor training and in professional role as a Family</u>	<u>Very knowledgeable safeguarding governor who</u>	

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				Support Worker at another setting. Governor safeguarding training is annual and new governors receive training as part of their induction.	keeps up with national guidance and updates.	
<i>h. governing bodies are aware of their roles and responsibilities with respect to safeguarding? Safeguarding is included as part of any Governor induction training.</i>				As above	As above	As above
<i>i. all safeguarding training for staff /volunteers is recorded? That training reflects the current safeguarding trends and risks as set out by the government in national guidance?</i>				Signed records and certificated kept as evidence of training. Training is in-line with KCSIE and latest government and national guidance. This has been validated by OFSTED and was deemed as very good practice as staff signed to say that they had been trained regarding the different aspects of KSCSIE.	All staff and training have up to date knowledge of current safeguarding issues, practices and procedures.	
<i>j. all staff are aware of the Early Help process?</i>				This is covered within the annual training.	Appropriate and effective EH referrals are made.	Recap during staff training.
viii. Safer Recruitment						
<i>a. a Are there procedures for safer recruitment and vetting in place and do they have regard to KCSiE?</i>				See above section on safer recruitment.	See above section on safer recruitment.	See above section on safer recruitment.
<i>b. Do schools carry out an online search on application</i>				On-line searches are carried out for applicants		

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	Yes	No	In Part	Evidence	Impact	Action Points
					On-line searches further contribute to effective safer recruitment.	
c.b. [maintained schools only] <i>Has at least one member of any appointment panel undertaken safer recruitment training?</i>				See above section on safer recruitment.	See above section on safer recruitment.	See above section on safer recruitment. Need to train a governor with regard to safer recruitment.
d.e. <i>Are you compliant with the "Disqualification under the Childcare Act 2006" guidance (DfE 2018)?</i> <i>As part of the shortlisting process, do on-line searches take place to identify any past incidents or issues?</i>				Yes all staff complete relevant checks and this is recorded on the SCR. This includes on-line searches for shortlisted candidates.	Checks are up to date and monitored for any issues.	
e.d. <i>Is there a Single Central Record in place? Does it include:</i>				Yes and this has been validated by OFSTED as effective.	All safer recruitment checks and information and securely recorded.	
▪ <i>Identity checks carried out, when and by whom?</i>				Yes – by Admin Officer.	This contributes to effective safer recruitment	
▪ <i>All staff and volunteers working in regulated activity have a DBS check and have been checked against the Children's Barred List</i>				As above	As above	
▪ <i>A DBS check for all staff appointed on or after 12/05/2006, who come into regular contact with or have unsupervised access to children, and who have had a break in continuous service of more than 3 months immediately prior to appointment?</i>				DBS checks administered as left and recorded on the SCR.	Robust pre-employment checks in place for all staff, governors and volunteers.	
▪ <i>A Teaching Prohibition eCheck undertaken for all teaching staff?</i>				Checks administered as left and recorded on the SCR.	Robust pre-employment checks in place for all staff, governors and volunteers.	

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<ul style="list-style-type: none"> Written confirmation from a supply agency, where relevant, that all the appropriate checks that the school would otherwise perform have been carried out and are satisfactory? 				Checks administered as left and recorded on the SCR.	Robust pre-employment checks in place for all staff, governors and volunteers.	
<ul style="list-style-type: none"> A record of all dates for completed checks? 				Checks administered as left and recorded on the SCR.	Robust pre-employment checks in place for all staff, governors and volunteers.	
<ul style="list-style-type: none"> A record of qualifications where this is a requirement of the job e.g. QTS? 				Checks administered as left and recorded on the SCR.	Robust pre-employment checks in place for all staff, governors and volunteers.	
<ul style="list-style-type: none"> Evidence of the Right to Work in the UK? 				Checks administered as left and recorded on the SCR.	Robust pre-employment checks in place for all staff, governors and volunteers.	
<ul style="list-style-type: none"> Evidence of lived abroad / overseas Police check and EEA teacher sanctions and restrictions where applicable? 				Checks administered as left and recorded on the SCR.	Robust pre-employment checks in place for all staff, governors and volunteers.	
<ul style="list-style-type: none"> A Section 128 check for management positions [in non-maintained schools only]? 	N/A			N/A		
<ul style="list-style-type: none"> A Section 128 check carried out for all governors or equivalents? 				Checks administered as left and recorded on the SCR.	Robust pre-employment checks in place for all staff, governors and volunteers.	
<i>fe.</i> where a member of staff has been dismissed for misconduct, considerations is given to a referral being made to the TRA and DBS				This would happen in a dismissal process.		
4. Behaviour and Safety						
<i>Can the setting demonstrate that:</i>						
a. all staff and volunteers know how to raise concerns about unsafe or poor safeguarding practice or potential failures?				See above with regard to safeguarding training.	See above with regard to safeguarding training	See above with regard to safeguarding training
b. any concerns have been acted on and appropriate measures put in place?				See first section above.	See first section above.	See first section above.

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	Yes	No	In Part	Evidence	Impact	Action Points
c. <i>the DSL is aware of high risk and emerging safeguarding issues highlighted by KCSiE, Ofsted and the HSCP priorities?</i>				See above on DSL training.	See above on DSL training.	See above on DSL training.
d. <i>the LA has been notified of CYP removed from roll where confirmation has not been received that they have transferred into another setting? And the LA has been notified of CYPs who become home educated?</i>				CYP removed from roll administered as left.	Robust attendance monitoring in place.	
e. <i>the application of the procedures and/or policies relating to physical intervention consistent with DfE guidance 'Use of Reasonable Force in Schools' (July 2013)?</i>				Physical Restraint Policy is in place and is in line with DfE guidance. Robust records kept of any physical restraint. These records were deemed as effective by OFSTED. SLT and senior teachers have completed physical restraint training.	Physical restraint practices within government guidelines.	
5. Are Pupils Safe on Site?						
<i>Can the setting demonstrate that:</i>						
a. <i>there are adequate security arrangements for the grounds and buildings?</i>				Fencing, locks, alarms, key-pads and gates all deemed adequate by HCC Premises Team.	Children are physically safe within the grounds.	Continue to monitor alongside Premises Manager and Health and Safety Governor.
b. <i>visitors or volunteers or those using premises are monitored during the 'school day'?</i>				Visitors and volunteers. Visitors show identification and/or DBS. If visitors do not have a DBS they are accompanied by a member of staff and do not work in areas where there are children –	As above	As above

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	Yes	No	In Part	Evidence	Impact	Action Points
				e.g. the kitchen, or boiler room. Visitors routinely checked by office or premises staff.		
c. assurance in writing is sought from users of the premises confirming that they have appropriate policies (Child protection, vetting, health and safety, insurance) in place to safeguard CYP?				Records as detailed left kept in school office from e.g. club providers.	Users of the premises are vetted robustly.	
d. there is a policy or procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies?				As above Filtering and monitoring in place via Harrap ICT.	As above	
e. There is effective filtering and monitoring in place with all staff being aware of these arrangements.				HT receives regular monitoring reports from Harrap ICT.		
6. Effective Safeguarding Arrangements						
<i>Can the setting demonstrate that:</i>						
a. there are arrangements to identify children who may need early help or at risk of neglect, abuse, grooming or exploitation? including witnessing these safeguarding concerns.				Robust identification and reporting arrangements in place.	Early identification of safeguarding needs to established and then appropriately actioned across the school.	Move to CPOMs to record a report.
b. staff are aware of the signs that children may be at risk of harm within the setting, or in the family, or in the wider community?				Covered in annual and on-going staff training. This is also evidenced through the referrals that staff have made.	As above.	
c. the is setting <u>is</u> working with the Early Help Hub to provide timely intervention?				Cases referred to Early Help Hub through Children's Services and school referrals.	Family get tailored family support as required and as appropriate.	
d. there are effective systems in place for referring safeguarding concerns to relevant agencies in a timely manner?				CPOMS, multiagency referral systems, (including Early Help), Efficient paper based cause for concern and low	Timely actions and referrals to Children's Services for DSL	Move to CPOMS for staff to refer concerns.

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	Yes	No	In Part	Evidence	Impact	Action Points
				level concern referral process in place		
e. the DSL is allocated sufficient time and resource to discharge their responsibilities, including taking part in inter-agency assessments and meetings?				DSL frequently takes part in and provides written and oral information for inter-agency assessments and meetings.	DSL has a good working knowledge of the agency referrals, assessments and meetings.	
f. the DSL is aware of CYPs in the setting who are, or may be, living in a private fostering arrangement?				The DSL would be aware should we have any cases.		
7. Reporting and Recording						
<i>Can the setting demonstrate that:</i>						
a. the child protection (CP) records are stored securely and separately from pupil records?				Separate paper-based file system locked away in HT office. Secure on-line system via CPOMS. Any paper-based information is separately files and locked in a secure filing drawer.	CP records are secure, and can only be accessed by DSLs.	Move to CPOMS
b. the records are of good quality and up to date; and they indicate what action that has been taken?				Robust and regularly updated and monitored in order to chase actions from outside agencies. Our records were reported to be meticulous by OFSTED	Accurate and robust CP records are in place. Actions followed up in a timely manner.	
c. where pupils have left, the CP record has been transferred separately from the main pupil file and in a timely manner? That a receipt of transfer has been received and retained?				Files securely transferred and then signed for by receiving school and/or by CPOMS.	Files transferred securely.	
d. staff are confident about reporting CP concerns and know what action to take if their concerns are not acted on appropriately or in a timely manner?				See statements above. DSL always communicates with staff about any actions or development within a concern that they have reported.	All staff are kept up to date with actions and developments.	

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	Yes	No	In Part	Evidence	Impact	Action Points
e. <i>all staff are aware of the process for making referrals to children's social care and/or the police according to the HSCP thresholding document?</i>				Part of staff training and staff are aware of the displayed referral phone numbers around the building.	Staff have the capacity and knowledge to report concerns to social care.	
f. <i>the setting encourages a clear culture of open communication between pupils, staff, parents and other adults working with CYP?</i>				See above statements	See above statements	See above statements
g. <i>the principles from "Information sharing: advice for practitioners providing safeguarding services" are being followed?</i>				Safeguarding concerns and actions constantly and consistency shared between agencies.	All agencies and updated within a timely manner.	
8. Keeping Pupils Safe Outside Normal Provision						
<i>Can the setting demonstrate that:</i>						
a. <i>When using alternative provision, all necessary safeguarding checks are carried out and pupils are regularly monitored?</i>	N/A					
b. <i>appropriate arrangements are in place to safeguard CYP who take part in, or are affected by, extended services and other activities outside normal 'school' hours?</i>				See statement above about club providers. Breakfast Club run by a trained member of the school staff. DSL monitors after school club at Anstey Junior School each term. SCR details re. the staff of the after school care club are kept on file.		Do we need to check safeguarding checks etc. with regard to Anstey's after school care?
c. <i>safeguarding arrangements are in place for those on work-based learning, work experience and educational visits?</i>	N/A					
d. <i>safeguarding arrangements are in place for those children who stay with host families / other</i>	N/A					

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	Yes	No	In Part	Evidence	Impact	Action Points
<i>settings? i.e. as part of exchange visits or sports tours?</i>						

Safeguarding Improvement Plan

Development Area	Action Required (please also indicate timescale)	How will you evidence the impact?
<p><u>Support staff (TAs, office and premises staff and lunchtime staff), continue to have on-going safeguarding training and updates.</u></p>	<p><u>Continue to diarise meetings and prioritise on-going safeguarding updates and training.</u></p>	<p><u>Safeguarding monitoring and SG governor and then through HT Report.</u></p>
<p><u>Ensure that child on child abuse continues to be included or referred to in updated Behaviour Policy, related policies – e.g. Child Protection, Safeguarding and Behaviour Policies.</u></p>	<p><u>Behaviour Policy to be embedded and understood by all staff.</u></p>	<p><u>As above</u></p>
<p><u>Continue to ensure staff are fully aware or what equates to child on child abuse and any subsequent actions that need to be taken.</u></p>	<p><u>Update staff on what child on child abuse could look like in our setting and what actions to take.</u></p>	<p><u>As above</u></p>
<p><u>Continue to ensure that pupil sexual violence and abuse is included or referred to in related policies – e.g. Child Protection, Safeguarding and Behaviour Policies.</u></p>	<p><u>Behaviour Policy to be updated and read and understood by all staff.</u></p>	<p><u>As above.</u></p>
<p><u>included in updated Behaviour Policy.</u></p>	<p><u>Update staff on what pupil sexual violence and abuse could look like in our setting and what actions to take.</u></p>	<p><u>As above.</u></p>
<p><u>Continue to ensure staff are fully aware or what equates to pupil sexual violence or abuse and any subsequent actions that need to be taken.</u></p>		<p><u>As above</u></p>
<p><u>Behaviour Policy with regard to a more consistent approach to low level</u></p>		

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<p><u>behaviour and appropriate consequences</u> to be further embedded.</p> <p>Continue to monitor and improve attendance.</p>	<p>Staff training on how to report concerns using GPOMS</p> <p>Behaviour Policy to be updated and read and understood and put into practice by all staff.</p> <p>Continue to follow Attendance Policy with staff and parents.</p> <p>HT to regularly monitor attendance with Attendance Governor.</p>	<p><u>As above</u></p>
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This audit tool is intended for internal use only and should not be submitted as part of the audit return. All returns should be submitted electronically on the audit return. It is imperative all returns are received by the stated deadline of **30 September**.

List of changes from the 2021 audit tool

While we have attempted to leave the tool as unchanged as possible so that your action and impact evidence can be followed through year on year, these changes have been made due to national changes in guidance or based on learning from safeguarding reviews carried out in Hampshire and are intended to support positive change.

Section	Previous	Change	Reason
Introduction		Added "Please remember that the following questions refer to on-line as well as face to face activity"	Following safeguarding reviews where on-line safety has not been considered
1.a.i	<i>a positive culture and ethos</i>	<i>an open culture and ethos</i>	Moving to Ofsted language
1.a.vi		New section: <i>Staff can demonstrate appropriate levels of professional curiosity</i>	
1.a.vii		New section: <i>Settings have identified and addressed any barriers to making disclosures</i>	From Ofsted inspection framework following review into child on child sexual harassment and violence
2.a.ii	<i>Appropriate safeguarding responses to the key safeguarding themes (Annex A of KCSiE</i>	<i>Appropriate safeguarding responses to the key safeguarding themes (Annex B of KCSiE</i>	Reflecting the change in KCSiE
2.a.iv		New section: <i>A low-level concern process</i>	Added requirement from KCSiE 2021
2.a.iv/2.a.v	<i>A behaviour policy for pupils?</i>	<i>A behaviour policy for pupils that is published on your website?</i>	Highlighting that this policy <u>must</u> be on your website
2.a.vii	<i>A response to Covid-19?</i>		Requirement removed
2.d	<i>all staff have read at least part 1 and, staff who work with children, Annex A of KCSiE?</i>	<i>all staff have read at least part 1 and, staff who work with children, Annex B of KCSiE?</i>	Reflecting the change in KCSiE
3.ii.e		New section: <i>the DSL and governing body actively evaluate the effectiveness of the school's training provision</i>	Following on from Ofsted visit where concerns raised around staffs understanding and application of training
3.iv.b		New section: <i>There is a process for reviewing with low-level concerns</i>	Reflecting KCSiE changes, and the expectation that LLCs are reviewed for trends, patterns and themes to support learning
3.iv.d	<i>there are adequate records of action taken in respect of concerns</i>	<i>there are adequate records of action taken in respect of low-level concerns</i>	Added low-level to reflect KCSiE
3.iv.g		New section: <i>staff should have a working understanding of what is an allegation, what is a low-level concern and the role of the LADO</i>	To reflect KCSiE and Ofsted.
3.v	Peer on Peer / Allegations against pupils	Child on Child Abuse	Title changed to reflect changing DfE language
3.vi.d	<i>pupils are provided with a safe online platform and educated on keeping themselves safe online?</i>	<i>pupils are educated on keeping themselves safe online?</i>	To reflect change in statutory expectations

3.viii.a	<i>a. Are there procedures for safer recruitment and vetting in place and do they have regard to KCSiE 2018?</i>	<i>a. Are there procedures for safer recruitment and vetting in place and do they have regard to KCSiE?</i>	Removal of year of KCSiE
8.a		<i>New section: when using alternative provision all necessary safeguarding checks are carried out and pupils are regularly monitored?</i>	To reflect AP guidance and recent Ofsted inspections