



### Audit Tool – Overall Effectiveness of Safeguarding Procedures

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
<b>1. Culture</b>						
<i>a. Can the setting demonstrate:</i>						
<i>i. an open culture and ethos where safeguarding is an important part of everyday life?</i>				<u>Embedded within school’s vision and values which are understood by all stakeholders.</u> <u>Part of and is a daily priority within the professional conversations of staff.</u> <u>Approachable DSLs and SLT who immediately action any concerns and then report back to the reporting member of staff.</u> <u>All staff kept up to date with individual cases and on-going developments. This is on-</u>	<u>The safety and welfare of all our children (and their families) is the priority at AIS.</u>  <u>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.</u>  <u>Concerns and reported and dealt with swiftly.</u>	<u>Ensure support staff meetin</u> <u>continue to include safeguarding updates, training and updates of vulnerable children.</u>  <u>Ensure that lunchtime, office and premises staff have regular update meetings as above.</u>

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	Yes	No	In Part	Evidence	Impact	Action Points
				<p><u>going and part of regular teacher and support staff meetings.</u>  <u>Clear and on-going safeguarding communication between all staff, DSLs and SLT.</u>  <u>Children have a clear understanding of what to do if they have any concerns.</u>  <u>Excellent relationships between all staff and children – this enables all staff to pick up potential issues quickly.</u>  <u>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.</u></p>	<p><u>All staff have an up-to-date and on-going knowledge of updates, vulnerable children and current cases.</u></p> <p><u>Staff have a good knowledge and then act upon the different possible forms of abuse or other safeguarding concerns covered in training.</u></p>	
ii. <i>that learning from safeguarding training is embedded across the activities of the school?</i>				<u>See above</u>	<u>See above</u>	<u>See above</u>
iii. <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>				<u>See above</u>	<u>See above</u>	<u>See above</u>
iv. <i>a culture of “it could happen here”?</i>				<u>See above</u>	<u>See above</u>	<u>See above</u>
v. <i>a culture of safer recruitment</i>				<u>HT, DHT and recruitment governors all safer recruitment trained.</u>	<u>Robust safer recruitment procedures in place for:-</u>	<u>Continue to monitor SCR for accurate pre-employment check information.</u>

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	Yes	No	In Part	Evidence	Impact	Action Points
				<p><u>Training put into action when administering job adverts, application forms and asking interview questions.</u></p> <p><u>Application forms carefully scrutinised and appropriately actioned for any anomalies – e.g. gaps in employment.</u></p> <p><u>Pre-employment checks – e.g. DBS checks, are administered swiftly.</u></p> <p><u>References requested before any interview process. Should a reference be late to arrive, contracts are not administered until a positive reference is in place.</u></p>	<p><u>Job advertising, short-listing, interviewing and pre-employment checks.</u></p>	
vi. <i>Staff can demonstrate appropriate levels of professional curiosity</i>				<p><u>See i above</u></p>	<p><u>See i above</u></p>	<p><u>See i above</u></p>
vii. <i>Settings have identified and addressed any barriers to making disclosures</i>				<p><u>Termly governor monitoring and on-going DSL monitoring identifies any staff not making disclosures. This is then investigated put into context and appropriate actions or training are put into place.</u></p>	<p><u>Every class in the school has an on-going record of referrals and actions over the year.</u></p>	<p><u>Continue to monitor and identify any training needs or actions to overcome any potential barriers.</u></p>
<b>2. Policies and Wider Safeguarding</b>						
a. <i>Does the setting have the following policies and have they been reviewed and updated:</i>						

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	Yes	No	In Part	Evidence	Impact	Action Points
i. <i>A child protection policy and procedure in place that is reviewed at least annually?</i>				<u>Updated annually and tailored to AIS.</u>	<u>All staff have read and understood and signed to say so.</u> <u>Regular updates and training cover the different sections of the CP policy and KCSiE</u> <u>The school's safeguarding culture enables to policy to be 'alive' within the school.</u>	<u>Update policy for 2022-23 in line with new KCSiE to be released 1.9.22.</u> <u>Update annual staff and volunteer training in line with the above.</u>
ii. <i>Appropriate safeguarding responses to the key safeguarding themes (Annex B of KCSiE – Keeping Children Safe in Education) established in the policy?</i>				<u>As above</u>	<u>As above</u>	<u>As above</u>
iii. <i>A staff behaviour policy (code of conduct)?</i>				<u>As above</u>	<u>As above</u> <u>Staff have a good understanding of their professional expectations – especially with regard to safeguarding</u>	<u>As above.</u>
iv. <i>A low-level-concern process</i>				<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. <i>A behaviour policy for pupils that is published on your website?</i>				<u>As above</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>
vi. <i>A safeguarding response to pupils who go missing from education?</i>				<u>Attendance issues regularly monitored by DHT and actions put into place that included addressing any barriers to low attendance.</u>	<u>Majority of attendance issues usually improved by putting pastoral actions into place.</u>	<u>Continue as left.</u>

	Yes	No	In Part	Evidence	Impact	Action Points
				<u>Pupils referred to the Inclusion Service if they are missing in education</u>		
vii. <i>The child protection policy available publicly?</i>				<u>The policy is on the website in a clear 'Safeguarding' section that is clearly available from the home page.</u> <u>Staff have hard copies of safeguarding policies in safeguarding folders.</u> <u>Hard copies are displayed around the school as well DSL and Safeguarding Governor contact details and the referral number for Children's Services.</u>	<u>All stakeholders have immediate access to the policy and can reference it for on-going information and actions.</u>  <u>Staff and parents reminded where to find safeguarding information and policy via training (staff) and newsletters.</u>	<u>Display further hard copies around the building and continue to remind via newsletters.</u>
viii. <i>A whistleblowing policy</i>				<u>As above and whistleblowing information, actions and details of who to contact are published around the building.</u>	<u>As above</u>	<u>Update policy and display details around the building.</u>
<i>Can the setting demonstrate that:</i>						
b. <i>the governors and/or proprietors have read, followed and acknowledged requirements of KCSiE?</i>				<u>All governors have read and signed to say that they have read and understood KCSiE and all related safeguarding policies and codes of conduct.</u>  <u>Safeguarding governors and Clerk to governors monitors the above.</u>	<u>Governors have the high levels of understanding and KCSiE and the safeguarding policies and practices within the school – particularly the safeguarding governor.</u>	<u>Governors to read and understand updated KCSiE and related policies.</u>
c. <i>the policies, procedures and training are effective and comply with the law at all times?</i>				<u>See above</u>	<u>See above</u>	<u>See above</u>

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d. <i>all staff have read at least part 1 and, staff who work with children, Annex B of KCSiE?</i>				<u>Updated annually and read by all staff who then sign to say that they have read and understood the document.</u>	<u>All staff have read and understood and signed to say so.</u> <u>Regular updates and training cover the different sections of KCSiE</u> <u>The school's safeguarding culture enables KCSiE to be 'alive' within the school.</u>	<u>New KCSiE to be released 1.9.22 – to be read by all staff and governors</u>  <u>Update annual staff and volunteer training in line with the above.</u>
e. <i>safeguarding related policies and procedures adopted by the governing body are reviewed at least annually?</i>				<u>All safeguarding policies and procedures are adopted by the whole governing body and also overseen and monitored by the safeguarding governor.</u>	<u>Governors have the high levels of understanding and KCSiE and the safeguarding policies and practices within the school – particularly the safeguarding governor.</u>	<u>Governors to read and understand updated KCSiE and related policies.</u>
f. <i>safeguarding related policies and procedures are understood by staff and implemented appropriately?</i>				<u>See above</u>	<u>See above</u>	<u>See above</u>
g. <i>the headteacher or the designated safeguarding lead (DSL) reports annually to the governing body on the effectiveness of safeguarding procedures?</i>				<u>Effectiveness of safeguarding reported monthly to whole governing body by DSL/HT.</u>  <u>Safeguarding governor also undertakes safeguarding monitoring each term with a set monitoring agenda for each term.</u>	<u>All governors are updated on safeguarding actions each month.</u>  <u>Governor monitoring results in on-going improvements, developments and any further training needs.</u>	<u>Report to governors on outcomes of this audit and termly governor monitoring.</u>
h. <i>there is an on-going action plan for safeguarding improvement?</i>				<u>Actions plans are derived from SG audit and termly governor monitoring and update training.</u>	<u>Action plans result in on-going improvements and developments to safeguarding.</u>	<u>Continue as left.</u>
i. <i>the DSL or the DDSL(s) is contactable at all times so that staff can discuss any safeguarding concerns?</i>				<u>The school has a DSL and two DDSLs. At least one is on-site</u>	<u>Staff, parents and governors have immediate access to the</u>	

	Yes	No	In Part	Evidence	Impact	Action Points
	Yes			<u>at all times. All are contactable by phone. DSL and DDSL details (and safeguarding governor) are clearly published with photographs around the school and on website.</u>	<u>DSL or DDSL, know who they are and how to contact them.</u>	
j. <i>the DSL is aware of national safeguarding updates, policies are updated accordingly and staff understanding is checked?</i>	Yes			<u>DSL has regular safeguarding updates from DSL and HT meetings. Updates then inform on-going staff training.</u>	<u>DSL and staff are up to date and can action safeguarding updates as necessary.</u>	
<b>3. Leadership and Management</b>						
<b>i. Designated Safeguarding Lead (DSL)</b>						
<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>	Yes			<u>HT is DSL and has a separate job description for this role.</u>	<u>DSL training up to date.</u>	
b. <i>the named deputy (or deputies), trained to the same standard, to cover the DSL in their absence?</i>	Yes			<u>DHT and Early Years Lead are DDSLs have had DSL training and have a separate job description for the role.</u>	<u>DDSL training is up to date.</u>	
<b>ii. Governance</b>						
<i>Can the setting demonstrate that:</i>						
a. <i>there is a designated safeguarding governor who has the strategic lead for safeguarding?</i>	Yes			<u>Safeguarding governors leads and monitors SG provision with DSL/HT.</u>	<u>This results in positive and on-going updates and developments.</u>	
b. <i>the Chair of Governors has the skills required to manage investigations into allegations against the Head Teacher?</i>	Yes			<u>Chair is knowledgeable of the procedures needed should it be necessary.</u>	<u>Staff know that they can report any concerns about the HT to the C of G.</u>	<u>Recap in staff training.</u>

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c. <i>the development points from last year's audit have been monitored by the governing body?</i>				<p><u>These are reported on each month with actions and developments that have been put into place.</u></p> <p><u>These developments are also monitored by the SG governor and seen 'in action'.</u></p>	<u>Safeguarding continues to be developed positively across the school.</u>	<u>Update HT report as appropriate.</u>
d. <i>the governing body actively evaluates the effectiveness of the school's safeguarding framework?</i>				<u>As above</u>	<u>As above</u>	<u>As above</u>
e. <i>the DSL and governing body actively evaluate the effectiveness of the school's training provision</i>				<u>As above and the safeguarding governor attends safeguarding training.</u>	<u>As above</u>	<u>As above</u>
<b>iii. Designated Teacher (DT)</b>						
<i>Can the setting demonstrate that:</i>						
a. <i>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?</i>				<u>HT is the designated teacher for LAC.</u>	<u>Has knowledge of practices and procedures for LAC</u>	<u>HT to update LAC training.</u>
b. <i>the DT has had the appropriate training?</i>				<p><u>Although trained HT needs to update training.</u></p> <p><u>EY lead is appropriately trained.</u></p>	<u>As above</u>	<u>As above</u>
c. <i>the DT has provided the DSL with details of the named social worker and virtual headteacher for CYP in LA care?</i>				<u>DT is also the DSL</u>	<u>Social worker and virtual headteacher known by DSL and DT.</u>	
<b>iv. Allegations against staff</b>						
<i>Can the setting demonstrate that:</i>						

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	Yes	No	In Part	Evidence	Impact	Action Points
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>				<u>See above section with reference to Whistleblowing Policy.</u>	<u>See above section with reference to Whistleblowing Policy.</u>	<u>See above section with reference to Whistleblowing Policy.</u>
b. <i>There is a process for reviewing low-level-concerns</i>				<u>See above section with reference to Low Level Concerns Policy.</u>	<u>See above section with reference to Low Level Concerns Policy.</u>	<u>See above section with reference to Low Level Concerns Policy.</u>
c. <i>the procedure clearly defines the difference between ‘concerns, complaints and allegations’?</i>				<u>See above section with reference to Low Level Concerns Policy.</u>	<u>See above section with reference to Low Level Concerns Policy.</u>	<u>See above section with reference to Low Level Concerns Policy.</u>
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>				<u>See above section with reference to Low Level Concerns Policy.</u>	<u>See above section with reference to Low Level Concerns Policy.</u>	<u>See above section with reference to Low Level Concerns Policy.</u>
e. <i>the governing body (or equivalent) have a procedure to handle allegations against the Head Teacher?</i>				<u>See above section with reference to C of G dealing with allegations against the HT.</u>	<u>See above section with reference to C of G dealing with allegations against the HT.</u>	<u>See above section with reference to C of G dealing with allegations against the HT.</u>
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>				<u>Although this has not happened, the referrals would be made.</u>		
g. <i>staff should have a working understanding of an allegation, what is a low-level-concern and the role of the LADO</i>				<u>This information in part of the on-going and updated training.</u>	<u>Staff have knowledge of allegations, low level concerns and the LADO.</u>	<u>Update and remind staff during annual training</u>
<b>v. Child on Child Abuse</b>						
<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>				<u>This is articulated in the CP policy.</u>	<u>Staff have an awareness of child on child abuse.</u>	<u>Awareness needs to be more clear amongst staff – especially the details of the point at which concerns become child on child abuse.</u>

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						<p><u>Protocols and procedures therefore need updating and communicating to staff.</u></p> <p><u>This is to be included in the behaviour policy.</u></p>
b. <i>there is a protocol/procedure for responding to sexual violence and sexual harassment between pupils?</i>				<u>As above</u>	<u>Staff have an awareness</u>	<p><u>As above, but with regard to sexual violence.</u></p> <p><u>This is to be included in the behaviour policy.</u></p>
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>				<u>As above</u>	<u>As above</u>	<u>Updates need to be given in staff training.</u>
<b>vi. Curriculum</b>						
<i>Can the setting demonstrate that:</i>						
a. <i>education regarding safeguarding issues are appropriately incorporated within the curriculum?</i>				<p><u>Within PSHE and Relationship and Health Policy as well as other curriculum areas such as Computing and Science.</u></p> <p><u>Child appropriate safeguarding education is also embedded through everyday actions, practices, procedures and the lived out vision and values.</u></p>	<p><u>Children have a very good understanding of age-appropriate safeguarding issues at what to do and who to talk to should they feel unsafe.</u></p>	<p><u>Continue to monitor the impact of the curriculum.</u></p>
b. <i>pupils are encouraged to adopt safe and responsible practices and deal sensibly with risk?</i>				<u>As above</u>	<u>As above</u>	<u>As above</u>
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>				<u>As above</u>	<u>As above</u>	<u>As above</u>

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d. pupils are educated on keeping themselves safe online?				<u>As above and on-line safety is part of every computing lesson.</u>	<u>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.</u>	
e. appropriate online filters and monitoring systems are in place?				<u>Administered and in place through Harrap (technical team).</u>		<u>More robust monitoring to be in place once Harrap administer the school's internet service from the Autumn Term 2022.</u>
f. pupils are supported to understand what constitutes a healthy relationship both on-line and off-line?				<u>As above</u>	<u>As above</u>	<u>As above</u>
g. awareness around radicalisation and extremism is provided for pupils?				<u>As above – in age appropriate ways within PSHE and Personal and Health Education.</u>	<u>As above</u>	
<b>vii. Training</b>						
<i>Can the setting demonstrate that:</i>						
a. the DSL and deputy DSLs have undertaken the required two-yearly training with annual updates?				<u>Training up to date and certificates in place.</u>	<u>DSL and DDSL have to up to date training of current SG issues, practices and procedures.</u>	<u>DDSLs need to update their training during the late Autumn Term 2022.</u>
b. the DSL and DDSL(s) are satisfied that they have the skills and knowledge required to carry out the role?						
c. all staff and other adults who work within the setting have received the appropriate training?				<u>All staff have 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>Meet and update support, lunchtime and office staff more regularly.</u>

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d. all staff have had the required 'Prevent' training?				<u>Staff have awareness of Prevent issues, practices and procedures</u>		<u>Support staff need to update prevent training.</u>
e. regular (at least annual) child protection updates have been provided to all staff?				<u>As above</u>	<u>As above</u>	<u>As above</u>
f. all new staff, temporary staff and volunteers have been given induction which includes information on safeguarding procedures and their responsibilities?				<u>All new staff and volunteers undertake safeguarding training within three weeks of starting in their role.</u>	<u>All new staff and volunteers are quickly inducted with regard to safeguarding issues, practices and procedures.</u>	
g. the governor with leadership for safeguarding is familiar with relevant HSCP and national guidance?				<u>Familiarisation through governor training and in professional role as a Family Support Worker at another setting.</u>	<u>Very knowledgeable safeguarding governor who keeps up with national guidance and updates.</u>	
h. governing bodies are aware of their roles and responsibilities with respect to safeguarding?				<u>As above</u>	<u>As above</u>	<u>As above</u>
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?				<u>Signed records and certificated kept as evidence of training. Training is in-line with KCSIE and latest government and national guidance.</u>	<u>All staff and training have up to date knowledge of current safeguarding issues, practices and procedures.</u>	
j. all staff are aware of the Early Help process?				<u>This is covered within the annual training.</u>		<u>Recap during staff training.</u>
<b>viii. Safer Recruitment</b>						
a. Are there procedures for safer recruitment and vetting in place and do they have regard to KCSiE?				<u>See above section on safer recruitment.</u>	<u>See above section on safer recruitment.</u>	<u>See above section on safer recruitment.</u>
b. [maintained schools only] Has at least one member of any appointment panel undertaken safer recruitment training?				<u>See above section on safer recruitment.</u>	<u>See above section on safer recruitment.</u>	<u>See above section on safer recruitment.</u>
c. Are you compliant with the "Disqualification under the Childcare Act 2006" guidance (DfE 2018)?				<u>Yes all staff complete relevant checks and this in recorded on the SCR.</u>	<u>Checks are up to date and monitored for any issues.</u>	

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d. Is there a Single Central Record in place? Does it include:						
▪ Identity checks carried out, when and by whom?						
▪ All staff and volunteers working in regulated activity have a DBS check and have been checked against the Children's Barred List						
▪ 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?				<u>DBS checks administered as left and recorded on the SCR.</u>	<u>Robust pre-employment checks in place for all staff, governors and volunteers.</u>	
▪ A Teaching Prohibition eCheck undertaken for all teaching staff?				<u>Checks administered as left and recorded on the SCR.</u>	<u>Robust pre-employment checks in place for all staff, governors and volunteers.</u>	
▪ 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?				<u>Checks administered as left and recorded on the SCR.</u>	<u>Robust pre-employment checks in place for all staff, governors and volunteers.</u>	
▪ A record of all dates for completed checks?				<u>Checks administered as left and recorded on the SCR.</u>	<u>Robust pre-employment checks in place for all staff, governors and volunteers.</u>	
▪ A record of qualifications where this is a requirement of the job e.g. QTS?				<u>Checks administered as left and recorded on the SCR.</u>	<u>Robust pre-employment checks in place for all staff, governors and volunteers.</u>	
▪ Evidence of the Right to Work in the UK?				<u>Checks administered as left and recorded on the SCR.</u>	<u>Robust pre-employment checks in place for all staff, governors and volunteers.</u>	
▪ Evidence of lived abroad / overseas Police check and EEA teacher sanctions and restrictions where applicable?				<u>Checks administered as left and recorded on the SCR.</u>	<u>Robust pre-employment checks in place for all staff, governors and volunteers.</u>	
▪ A Section 128 check for management positions [in non-maintained schools only]?	<u>N/A</u>			<u>N/A</u>		

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<ul style="list-style-type: none"> <li>▪ A Section 128 check carried out for all governors or equivalents?</li> </ul>				<u>Checks administered as left and recorded on the SCR.</u>	<u>Robust pre-employment checks in place for all staff, governors and volunteers.</u>	
e. <i>where a member of staff has been dismissed for misconduct, considerations is given to a referral being made to the TRA and DBS</i>				<u>This would happen in a dismissal process.</u>		
<b>4. Behaviour and Safety</b>						
<i>Can the setting demonstrate that:</i>						
a. <i>all staff and volunteers know how to raise concerns about unsafe or poor safeguarding practice or potential failures?</i>				<u>See above with regard to safeguarding training.</u>	<u>See above with regard to safeguarding training</u>	<u>See above with regard to safeguarding training</u>
b. <i>any concerns have been acted on and appropriate measures put in place?</i>				<u>See first section above.</u>	<u>See first section above.</u>	<u>See first section above.</u>
c. <i>the DSL is aware of high risk and emerging safeguarding issues highlighted by KCSiE, Ofsted and the HSCP priorities?</i>				<u>See above on DSL training.</u>	<u>See above on DSL training.</u>	<u>See above on DSL training.</u>
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>				<u>CYP removed from roll administered as left.</u>	<u>Robust attendance monitoring in place.</u>	
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>				<u>Physical Restraint Policy is in place and is in line with DfE guidance.</u>	<u>Physical restraint practices within government guidelines.</u>	
<b>5. Are Pupils Safe on Site?</b>						
<i>Can the setting demonstrate that:</i>						
a. <i>there are adequate security arrangements for the grounds and buildings?</i>				<u>Fencing, locks, alarms, key-pads and gates all deemed adequate by HCC Premises Team.</u>	<u>Children are physically safe within the grounds.</u>	<u>Continue to monitor alongside Premises Manager and Health and Safety Governor.</u>

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b. <i>visitors or volunteers or those using premises are monitored during the 'school day'?</i>				<u>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 – e.g. the kitchen, or boiler room. Visitors routinely checked by office or premises staff.</u>	<u>As above</u>	<u>As above</u>
c. <i>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?</i>				<u>Records as detailed left kept in school office from e.g. club providers.</u>	<u>Users of the premises are vetted robustly.</u>	
d. <i>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?</i>				<u>As above</u>	<u>As above</u>	
<b>6. Effective Safeguarding Arrangements</b>						
<i>Can the setting demonstrate that:</i>						
a. <i>there are arrangements to identify children who may need early help or at risk of neglect, abuse, grooming or exploitation?</i>				<u>Robust identification and reporting arrangements in place.</u>	<u>Early identification of safeguarding needs to established and then appropriately actioned across the school.</u>	<u>Move to CPOMs to record a report.</u>
b. <i>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?</i>				<u>Covered in annual and on-going staff training. This is also evidenced through the referrals that staff have made.</u>	<u>As above.</u>	
c. <i>the <del>is</del> setting <u>is</u> working with the Early Help Hub to provide timely intervention?</i>				<u>Cases referred to Early Help Hub through Children's Services and school referrals.</u>	<u>Family get tailored family support as required and as appropriate.</u>	

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	Yes	No	In Part	Evidence	Impact	Action Points
d. <i>there are effective systems in place for referring safeguarding concerns to relevant agencies in a timely manner?</i>				<u>Efficient paper based cause for concern and low level concern referral process in place.</u>	<u>Timely actions and referrals to Children's Services for DSL</u>	<u>Move to CPOMS for staff to refer concerns.</u>
e. <i>the DSL is allocated sufficient time and resource to discharge their responsibilities, including taking part in inter-agency assessments and meetings?</i>				<u>DSL frequently takes part in and provides written and oral information for inter-agency assessments and meetings.</u>	<u>DSL has a good working knowledge of the agency referrals, assessments and meetings.</u>	
f. <i>the DSL is aware of CYPs in the setting who are, or may be, living in a private fostering arrangement?</i>				<u>The DSL would be aware should we have any cases.</u>		
<b>7. Reporting and Recording</b>						
<i>Can the setting demonstrate that:</i>						
a. <i>the child protection (CP) records are stored securely and separately from pupil records?</i>				<u>Separate paper- based file system locked away in HT office.</u>	<u>CP records are secure and can only be accessed by DSLs.</u>	<u>Move to CPOMS</u>
b. <i>the records are of good quality and up to date; and they indicate what action that has been taken?</i>				<u>Robust and regularly updated and monitored in order to chase actions from outside agencies.</u>	<u>Accurate and robust CP records are in place. Actions followed up in a timely manner.</u>	
c. <i>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?</i>				<u>Files securely transferred and then signed for by receiving school.</u>	<u>Files transferred securely.</u>	
d. <i>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?</i>				<u>See statements above. DSL always communicates with staff about any actions or development within a concern that they have reported.</u>	<u>All staff are kept up to date with actions and developments.</u>	
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>				<u>Part of staff training and staff are aware of the displayed referral phone numbers around the building.</u>	<u>Staff have the capacity and knowledge to report concerns to social care.</u>	

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	Yes	No	In Part	Evidence	Impact	Action Points
f. <i>the setting encourages a clear culture of open communication between pupils, staff, parents and other adults working with CYP?</i>				<u>See above statements</u>	<u>See above statements</u>	<u>See above statements</u>
g. <i>the principles from "Information sharing: advice for practitioners providing safeguarding services" are being followed?</i>				<u>Safeguarding concerns and actions constantly and consistency shared between agencies</u>	<u>All agencies and updated within a timely manner.</u>	
<b>8. Keeping Pupils Safe Outside Normal Provision</b>						
<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>	<u>N/A</u>					
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>				<u>See statement above about club providers.</u> <u>Breakfast Club run by a trained member of the school staff.</u>		<u>Do we need to check safeguarding checks etc. with regard to Anstey's after school care?</u>
c. <i>safeguarding arrangements are in place for those on work-based learning, work experience and educational visits?</i>	<u>N/A</u>					
d. <i>safeguarding arrangements are in place for those children who stay with host families / other settings? i.e. as part of exchange visits or sports tours?</i>	<u>N/A</u>					

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## 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>Ensure that child on child abuse is included in updated Behaviour Policy.</u></p> <p><u>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>Continue to diarise meetings and prioritise on-going safeguarding updates and training.</u></p> <p><u>Behaviour Policy to be updated and read and understood by all staff.</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>Safeguarding monitoring and SG governor and then through HT Report.</u></p> <p><u>As above</u></p>
<p><u>Ensure that pupil sexual violence and abuse is included in updated Behaviour Policy.</u></p> <p><u>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>Behaviour Policy to be updated and read and understood by all staff.</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>Develop the use of CPOMS across the school and amongst all staff.</u></p>	<p><u>Staff training on how to report concerns using CPOMS</u></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 <b>must</b> be on your website
2.a.vii	Deleted: <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	<b>Peer on Peer / Allegations against pupils</b>	<b>Child on Child Abuse</b>	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