



Audit Tool - Overall Effectiveness of Safeguarding Procedures 2018

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 achieve form** which can be accessed via <https://www.hants.gov.uk/educationandlearning/safeguardingchildren/annualaudit> by **30 September 2018**

N.B. We are aware that KCSiE 2018 may be published during this audit period. Please ensure that you are compliant with the most recent version.

| | Yes | No | In Part | Evidence |
|---|-----|----|---------|--|
| 1. Policies and Wider Safeguarding | | | | |
| <i>a. Does the setting have:</i> | | | | |
| <i>i. A child protection policy and procedure in place that is reviewed at least annually?</i> | ✓ | | | Model HSCB policy adopted annually along with the model safeguarding policy |
| <i>ii. Appropriate safeguarding responses to the key safeguarding themes (Annex A of KCSiE – Keeping Children Safe in Education) established in the policy?</i> | ✓ | | | Model HSCB child protection policy and safeguarding policy adopted annually along with all HSCB procedures. Annual staff training and termly updates ensure staff are fully aware. |
| <i>iii. A staff behaviour policy (code of conduct)?</i> | ✓ | | | Model HCC policy reviewed and adopted annually. |
| <i>iv. The child protection policy available publicly?</i> | ✓ | | | Model HSCB policy adopted annually along with the model safeguarding policy. Both documents are on the school website |
| | | | | |
| <i>b. Have governing bodies and proprietors read, followed and acknowledged requirements of KCSiE, to ensure that the policies, procedures and training in their settings are effective and comply with the law at all times?</i> | ✓ | | | All governors have signed to say they have received, read and acknowledged their responsibilities according to KCSiE Sept 2016 |
| <i>c. Have all staff read the summary of KCSiE?</i> | ✓ | | | All staff have signed to say they have received, read and acknowledged their responsibilities according to KCSiE Sept 2016 |

| | Yes | No | In Part | Evidence |
|---|-----|----|---------|--|
| d. <i>Are safeguarding related policies and procedures adopted by the governing body and are they understood, implemented appropriately and reviewed at least annually?</i> | ✓ | | | All policies are documented for review either annually or biannually (as appropriate) on the Business plan which is updated after every FGB or committee meeting. |
| e. <i>Does the headteacher or the designated safeguarding lead (DSL) report annually to the governing body on the effectiveness of safeguarding procedures?</i> | ✓ | | | A full review of all safeguarding policies and procedures are reviewed at the start of every school year with the safeguarding governor – the Chair of Governors. A ‘Safeguarding update’ is on the agenda for every half-termly meeting of the Full Governing Body. |
| f. <i>Does the governing body evaluate the effectiveness of the schools safeguarding framework?</i> | ✓ | | | Yes. The allocated Governor for safeguarding reviews all policies and processes at least annually. He also reviews the SCR half termly. |
| g. <i>Is there a DSL available at all times so that staff can discuss any safeguarding concerns?</i> | ✓ | | | The school has six fully trained DSLs and there is never a time in the school week where all DSLs are out of school. |
| 2. Leadership and Management | | | | |
| i. Designated Safeguarding Lead (DSL) | | | | |
| a. <i>Is there 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> | ✓ | | | The Head Teacher, Matthew Robinson |
| b. <i>Is there a named deputy (or deputies), trained to the same standard, to cover the DSL in their absence?</i> | ✓ | | | Deputy DSLs are Emma Bourner, Louise Schepens, Steve Cook, and Becky Roberts. |
| c. <i>Is there a governor (or equivalent) that holds a lead role for safeguarding, within the remit of a governor?</i> | ✓ | | | The Chair of Governors, Mr Andrew Page |
| ii. Designated Teacher (DT) | | | | |
| a. <i>Is there a designated teacher (DT) to promote and support the educational achievement of children and young people (CYP) who are in local authority care?</i> | ✓ | | | Yes. Becky Roberts, SENDCo |
| b. <i>Has the DT had appropriate training?</i> | ✓ | | | Updated annually |
| c. <i>Has the DT provided the DSL with details of the named social worker and virtual headteacher for CYP in LA care?</i> | | ✓ | | Currently, no children attending the school are Looked After. |
| | | | | |

| | Yes | No | In Part | Evidence |
|--|-----|----|---------|---|
| iii. Allegations | | | | |
| a. <i>Are there procedures in place for dealing with allegations against staff and are they in accordance with both HSCB procedures and DfE guidance?</i> | ✓ | | | Model HCC Whistleblowing policy reviewed and adopted annually. No allegations have ever been made at the school. |
| b. <i>(Where relevant) are there adequate records of action taken in respect of concerns about an individual member of staff in their confidential personnel file?</i> | | ✓ | | Not relevant |
| c. <i>Does the governing body (or equivalent) have a procedure to handle allegations against the headteacher?</i> | ✓ | | | Model HCC Whistleblowing policy reviewed and adopted annually which includes procedures to follow regarding an allegation against the Head teacher. |
| d. <i>Is there a protocol/procedure for dealing with allegations against children within the Child Protection policy?</i> | ✓ | | | Yes. The schools 'Peer on Peer abuse policy' is reviewed bi-annually by the FGB. |
| iv. Curriculum | | | | |
| a. <i>Is education regarding safeguarding issues appropriately incorporated within the curriculum?</i> | | | ✓ | The curriculum fully supports pupils to keep themselves safe in a wide manner of contexts – the sun, water, stranger danger, e-safety, crossing the road etc. This now needs a member of staff to lead this as they would a general area of the curriculum. |
| b. <i>Are pupils encouraged to adopt safe and responsible practices and deal sensibly with risk?</i> | | | | |
| c. <i>Do pupils feel able to seek support if they feel unsafe and know when and where to get help?</i> | ✓ | | | Pupil surveys and pupil interviews by SLT and governors. |
| d. <i>Is there an open culture where all individuals feel able to talk freely about their concerns, believing that they will be listened to and valued? Is this culture actively promoted?</i> | ✓ | | | Staff survey. Governor visits to school include reference to safeguarding. |
| e. <i>Are pupils provided with a safe online platform and educated on keeping themselves safe online?</i> | ✓ | | | Extensive curriculum time is spent on e-safety. |
| f. <i>Are appropriate online filters and monitoring systems in place?</i> | ✓ | | | Fully controlled by Harrap and HCC |
| v. Training | | | | |
| a. <i>Has the DSL (and any deputy as appropriate) undertaken the required two yearly training with annual updates?</i> | ✓ | | | The DSL attends the annual DSL conference and has recently attended the HSCB serious case review updates and has also attended the HSCB Neglect training. Deputy DSLs |

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| <i>b. Have all staff and other adults who work within the setting received the appropriate training?</i> | ✓ | | | |
| <i>c. Have regular (at least annual) child protection updates been provided to all staff?</i> | ✓ | | | Model HSCB child protection policy and safeguarding policy adopted annually along with all HSCB procedures. Annual staff training and termly updates ensure staff are fully aware. |
| <i>d. Are all new staff, temporary staff and volunteers given induction which includes information on safeguarding procedures and their responsibilities?</i> | ✓ | | | A full induction process is completed and documented to ensure all new members of staff and volunteers are appropriately trained. |
| <i>e. Is the governor with leadership for safeguarding familiar with relevant HSCB and national guidance?</i> | ✓ | | | Yes. As the Deputy Head of a large secondary school and fully qualified DSL, he is fully aware of the relevant guidance. |
| <i>f. Are governing bodies aware of their roles and responsibilities with respect to safeguarding?</i> | ✓ | | | Half termly updates provide the FGB with all essential information regarding their responsibilities with respect to safeguarding. |
| <i>g. Is all safeguarding training for staff /volunteers recorded? Does training include details of the Prevent Duty, requirements of FGM reporting, whistleblowing, and online safety?</i> | ✓ | | | All staff receive training in these areas and it is fully documented. |
| <i>h. Are all staff aware of the early help process?</i> | | | ✓ | Teaching staff are fully aware. The school now needs to ensure all support staff are fully aware of the early help process. |
| | | | | |
| vi. Safer Recruitment | | | | |
| <i>a. Are there procedures for safer recruitment and vetting in place and do they have regard to KCSiE 2016?</i> | ✓ | | | At least one member of every recruitment panel has undergone appropriate training. The school utilises the model recruitment procedures and checklists from HCC HR. |
| <i>b. [maintained schools only] Has at least one member of any appointment panel undertaken safer recruitment training?</i> | ✓ | | | At least one member of every recruitment panel has undergone appropriate training. The school utilises the model recruitment procedures and checklists from HCC HR. |
| <i>c. Are you compliant with the “Disqualification under the Childcare Act 2006” guidance (DfE 2015)?</i> | ✓ | | | |
| <i>d. Is there a Single Central Record in place? Does it include:</i> | ✓ | | | |
| ▪ <i>Identity checks carried out, when and by whom?</i> | ✓ | | | |
| ▪ <i>All staff and volunteers working in regulated activity have a DBS check and have been checked against the Children’s Barred List</i> | ✓ | | | The SCR is reviewed half termly by the governor responsible for safeguarding and the Head teacher. |
| ▪ <i>A DBS check for all staff appointed on or after 01/03/02, who come into regular contact with or have unsupervised</i> | ✓ | | | Annually, the SCR is reviewed by an independent body – Hampshire EPS who audit the document thoroughly and all aspects that require attention are swiftly and robustly |

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|--|-----|----|---------|--|
| <i>access to children, and who have had a break in continuous service of more than 3 months immediately prior to appointment?</i> | | | | corrected. |
| ▪ <i>A NCTL Prohibition check undertaken for all teaching staff?</i> | ✓ | | | |
| ▪ <i>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?</i> | ✓ | | | |
| ▪ <i>A record of all dates for completed checks?</i> | ✓ | | | |
| ▪ <i>A record of qualifications where this is a requirement of the job e.g. QTS?</i> | ✓ | | | |
| ▪ <i>Evidence of the Right to Work in the UK?</i> | ✓ | | | |
| ▪ <i>Evidence of lived abroad / overseas Police check and EEA teacher sanctions and restrictions where applicable?</i> | ✓ | | | |
| ▪ <i>A Section 128 check [non-maintained schools only] for management positions</i> | | | | Not applicable |
| 3. Behaviour and Safety | | | | |
| a. <i>Has action been taken to ensure that all staff and volunteers feel able to raise concerns about unsafe or poor safeguarding practice or potential failures?</i> | ✓ | | | <p>The expected reporting system is very well known by all staff. New staff, volunteers and visitors are made aware of who the school DSLs are and what the procedure for reporting concerns is at the point of signing in to the school visitor book.</p> <p>A significant amount of posters are displayed around the school detailing the procedures to follow.</p> <p>Regular reminders are made to staff of their duty to report concerns.</p> |
| b. <i>Is the DSL aware of indicators of specific safeguarding issues highlighted by KCSiE, Ofsted and the HSCB priorities?</i> | ✓ | | | The head teacher actively attends HSCB briefings and reviews to ensure he is fully abreast with current concerns. |
| c. <i>Is the LA notified of CYP removed from roll where confirmation has not been received that they have transferred into another setting? Is the LA notified of CYPs who become home educated?</i> | ✓ | | | A robust process is in place to notify HCC whenever this occurs. |

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|---|-----|----|---------|---|
| <i>d. Are procedures and policies relating to physical intervention consistent with DfE guidance 'Use of Reasonable Force in Schools' (July 2013)?</i> | ✓ | | | The school robustly implements the HCC model policy. A considerable number of staff have undertaken 'Team teach' training recently. No physical intervention has ever been conducted at the school. |
| 4. Are Pupils Safe on Site? | | | | |
| <i>a. Are there adequate security arrangements for the grounds and buildings?</i> | ✓ | | | The site is very secure. Security arrangements are extensive and robust. The site is checked daily by the site manager and a rigid system is in place for the opening and closing of the school grounds to pupils. An electronic signing in system is in place and is vigorously adhered to. The school categorically know who is and who is not on site and more importantly, why they are there. |
| <i>b. Are visitors or volunteers or those using premises monitored during the 'school day'?</i> | ✓ | | | Visitors are recorded on the weekly briefing document from the deputy head. Visitors are signed in and escorted to their appropriate classroom. All members of staff are willing, and do, challenge visitors that they are not aware of. Staff who are responsible for their visitors are acutely aware of the expectations on them regarding the management of the visitors. |
| <i>c. Is assurance sought in writing from users of the premises that they have appropriate policies (vetting, health and safety, insurance) in place to safeguard CYP?</i> | ✓ | | | The process for the hiring and letting of the premises is detailed and robust. Appropriate checks are made to ensure all users are in a position to appropriately safeguard children. |
| <i>d. Is there 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> | ✓ | | | All visitors are required to sign in using an electronic system. The completion of this process is monitored by office staff who ensure they take sight of all required documentation. |
| 5. Interagency Working | | | | |
| <i>a. Is the setting working with the early help hub to provide timely intervention?</i> | ✓ | | | The school fully embraces their work with the Early Help Hub. The school has recently taken part in a peer review of the service, providing vital feedback to the service. The school have completed numerous Early Help assessments and have always attended Early Help meetings to discuss these cases. The school, have voluntarily provided accommodation for the 10 week family links programme and space for SOS meetings for the whole of the summer term. |
| <i>b. Are there effective systems in place for referring safeguarding concerns to relevant agencies in a timely manner?</i> | ✓ | | | The school has managed a significant number of referrals to CRT and MASH over the year. These have been documented online using CPOMS. All referrals have been monitored and any delay has been challenged and documented which has also |

| | Yes | No | In Part | Evidence |
|--|-----|----|---------|---|
| | | | | involved progressing concerns to managers in the service. |
| c. <i>Is the DSL allocated sufficient time and resource to discharge their responsibilities, including taking part in inter-agency assessments and meetings?</i> | ✓ | | | The school have recently appointed a child and family support worker who is a fully qualified social worker to undertake preventative support for vulnerable families. |
| d. <i>Is the DSL aware of CYPs in the setting who are, or may be, living in a private fostering arrangement?</i> | ✓ | | | Yes, although none at present. |
| 6. Reporting and Recording | | | | |
| a. <i>Are child protection (CP) records stored securely and separately from pupil records?</i> | ✓ | | | Using the CPOMS online recording system. |
| b. <i>Are the records of good quality and up to date; do they indicate action that has been taken?</i> | ✓ | | | All staff are given full access to the CPOMS system and have considerable training in the system and what should be recorded. This is monitored and actions that are not completed are followed-up in a timely manner. |
| c. <i>Where pupils have left, has the CP record been transferred separately from the main pupil file? Has a receipt of transfer been retained?</i> | ✓ | | | Use of the HCC courier service is used to transfer CP records and ensure receipt of the transfer. |
| d. <i>Are staff 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> | ✓ | | | Staff are very confident with reporting concerns and the CPOMS system allows staff the ability to check that their concerns have been acted upon. |
| e. <i>Are all staff aware of the process for making referrals to Children's Services social care?</i> | ✓ | | | Full details for contacting Children's services, in the unlikely event of a DSL not being available, are widely publicised across the school. |
| f. <i>Does the setting encourage a clear culture of open communication between pupils, staff, parents and other adults working with CYP?</i> | ✓ | | | Absolutely. CPOMS records indicate a strong culture of challenge and support for families that have required CSD intervention. |
| 7. Keeping Pupils Safe Outside Normal Provision | | | | |
| a. <i>Are appropriate arrangements in place to safeguard CYP who take part in, or are affected by, extended services and other activities outside normal 'school' hours?</i> | ✓ | | | Third party providers are rigorously checked from the outset to ensure that their operating procedures and expectations match those of the school. |
| b. <i>Where relevant, are safeguarding arrangements in place for those on work-based learning, work experience and educational visits?</i> | ✓ | | | All work experience students are interviewed by the school prior to their placement. All paperwork is confirmed as appropriate and accurate. This interview also allows the school the opportunity to assess the student's suitability for working in the school. |

| | Yes | No | In Part | Evidence |
|--|-----|----|---------|----------------|
| c. <i>Where relevant, are safeguarding arrangements in place for those children who stay with host families / other settings? i.e. as part of exchange visits or sports tours?</i> | | ✓ | | Not applicable |

Action Plan

| Development Areas | Action Required (please also indicate timescale) |
|--|--|
| <p>1, iv, a - Is education regarding safeguarding issues appropriately incorporated within the curriculum?</p> <p>1, v, h - Are all staff aware of the early help process?</p> | <ul style="list-style-type: none"> - Safeguarding to be added onto long term overviews to specifically record when elements of 'Keeping safe' education is being covered. - 'Safeguarding' as a 'subject' to be allocated to a member of teaching staff to 'manage' as they would a general area of the curriculum. - Ensure support staff are fully aware of the early help process. |

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List of changes from 2017 audit tool

- Reference of KCSiE 2016 removed from **1b** and **1c** in readiness for the potential publication of KCSiE 2018
- **1f** changed from the reactive *“Does the governing body take effective and prompt action when deficiencies/weaknesses in policy, practice or procedure are identified?”* to the proactive *“Does the governing body evaluate the effectiveness of the schools safeguarding framework?”* and removing reference to 2006 guidance