Safeguarding audit for Schools and Academies 2023

Please see below the safeguarding audit tool kit for schools – please could we ask you to complete and return by Friday 6th October 2023 to

Clive Haines

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Name of School/Academy	**Holy Trinity CE Primary School, Sunningdale**
Name of Designated Safeguarding Lead(S):	**Jo Griffith & Carmel Barnes (Stacey Harding and Fiona Fargher Deputy DSLs)**
Date of audit completed:	**06/09/23**

Instructions

Give each requirement a RAG rating to keep track of how compliant you are. This means:

- **Red** if you're not meeting the requirement at all
- **Amber** if you're meeting part of the requirement but not all of it
- **Green** if you're fully compliant and no further action is needed

In the 'Evidence of compliance' column, add where you can find evidence of your level of compliance, in case you're asked to provide this at a later date. We've suggested some sources of evidence, all highlighted in yellow – adapt them as required.

If you're not satisfied, you're meeting all parts of a requirement, set out what you'll do to reach compliance in the 'Areas for improvement' column. Be sure to include:

- Who will take the action
- When it should be done by

Changes to note

All Changes from KCSIE 2022 are in bold – Peer-on-Peer abuse is now referenced as Child-on-Child

DSL and other safeguarding roles

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have a DSL, and they are a senior member of staff from the leadership team	• Headteacher + Assistant Headteacher DSL • 2 x Deputy DSLs: SENCO + Assistant Headteacher • Monthly DSL meetings – meetings are recorded with tracking / follow ups go through to staffing meetings if needed		
In terms of availability: • Our DSL (or a deputy) is always available during school hours to discuss safeguarding concerns • There are arrangements in place for someone to cover the DSL role, including during out-of-hours or out-of-term activities In exceptional circumstances, where our DSL (or deputy) is not able to be on site, they will be available via video conference.	• DSL on site at all times • Policy for reporting concerns into DSL • There is an out of hours contact with main DSL • Core groups attended or reports are submitting		
Our DSL (and any deputies) has their role made explicit in their job description **(See Annex C)**	• Job descriptions in place to include DSL role – in personnel files • Conversation in DSL Performance Appraisal with DSL regarding role and responsibilities to the role of DSL • DSLs read and signed Annex C		
Our DSL has made links with the local safeguarding partner arrangements to ensure staff are aware of training opportunities and the latest local policies	• DSLs attending network update meetings	Focus on the MASA website and feed staff with any needs.	

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our DSL (and any deputies): • Has completed training that provides them with the knowledge and skills they need • Receives updated training every 2 years • Has their skills and knowledge updated at least annually (e.g. via e-bulletins, meeting other DSLs, taking time to read and digest developments) • Has completed training on the Prevent strategy • Has been provided relevant information on the Human Rights Act 1998, Equality Act 2010 and Public Sector Equality Duty.	• See Safeguarding Annual Report to Govs with details of all training attended by DSLs and deputies • All DSL have completed the prevent training • All certificates in staff training file kept centrally	• Provide updated Annual report in autumn term to Governors & staff (JG action)	
We have a designated teacher to promote the educational achievement of looked-after and previously looked-after children, and they've received appropriate training	• SENCO appointed as lead for LAC & PLAC • Governor link in place for LAC and PLAC • LAC and PLAC Policy in place	• Designated teacher to attend ongoing netwrok training (FF action) • Annual report to governors on LAC and PLAC for autumn term (FF action) • Consider School attachment training	
We have appointed someone at senior board level to take leadership responsibility for our safeguarding arrangements (e.g. a link governor), and this person has the knowledge, skills and expertise needed to fulfil this role	• Link governors allocated for Safeguarding and for LAC/PLAC • All have attended relevant training and have necessary skills		

Staff training

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
All staff receive: • Appropriate child protection training at induction, which is regularly updated and in line with advice from local safeguarding partners • Updated training regularly (e.g. an annual INSET session) • Safeguarding and child protection updates (e.g. via emails) as required, but at least annually	• Training logs • Certificates from courses • TDM training • Induction File		
At induction training, there is an explanation of our safeguarding systems, including: • Our child protection policy • Our behaviour policy • Our staff behaviour policy/code of conduct • The safeguarding response to children who go missing from education • The role and identity of our DSL and any deputies • **All staff are required to recognise that children are capable of abuse. (Para 154-155)**	• Safeguarding Induction File (includes all relevant policies & docs including Staff Handbook). This file is updated annually.		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
• A copy of Part 1 of KCSIE, Behaviour Policy, Annex A and the schools safeguarding policy if they're a school leader or they work directly with children.	• Copies of policies • Staff sign annually to confirm read		
Training also covers: • The early help process, staff members' role in it and the importance of sharing information with other practitioners • The process for making referrals to children's social care • The process for statutory assessments and the role staff may play in these • What to do if a child tells a staff member they are being abused or neglected, including how to: ○ Maintain an appropriate level of confidentiality ○ Involve only those who need to be involved (e.g. the DSL, children's social care) • The indicators of abuse and neglect • How to manage a report of child-on-child sexual violence or harassment • Behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one • Online safety • Specific safeguarding issues, such as	• Records of training given • Resources from training addressing these topics • Safeguarding Policy • Safeguarding display and staff leaflets • Safeguarding page on school website	• staff audit demonstrating understanding and confidence in these topics (by end of autumn term JG action) • 2023 updated Safeguarding and Child Protection Policy ready to be ratified by Governors on 19th September 2023.	

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
radicalisation, serious violence, child sexual exploitation and children missing education • The reporting requirements for known cases of female genital mutilation (FGM) • The importance of considering the wider context within which safeguarding incidents and behaviours occur • **All staff required training to ensure that low level concerns are recorded and reported. (Page 98 para 422)**			
We take a proportionate, risk-based approach to deciding the level of information we give to temporary staff and volunteers	• see leaflets for volunteers and visitors • Procedures for deciding how much information to provide (need to know basis)		
We make sure that at least one of the people conducting any interview has completed safer recruitment training	• Training records • Interview records • See training certificates		
Staff receive regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time	• Included in INSET training	• Staff skill and knowledge audit in autumn term following Safeguarding Training (JG action) • Learning from training. Discussed scenarios and questions.	

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Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. (Page 23)	• Training log for Governors attending safeguarding training • Governors sign to say read relevant sections of KCSIE • Safeguarding governor completed safeguarding training for role	• Once appointed by Nov 23, new Parent Governor to attend safeguarding induction training. (CE to action)	

Child protection policy

REQUIREMENT	**EVIDENCE OF COMPLIANCE**	**AREAS FOR IMPROVEMENT**	**RAG**
Our policy is updated annually	• Safeguarding and Child Protection Policy last reviewed September 2022	• Updated policy (2023) to be ratified by Governors on 19/09/23	
Our policy is publicly available on our website	• safeguarding-and-child-protection-sept-2020.pdf (primarysite-prod-sorted.s3.amazonaws.com) • Also publish other safeguarding policies: • Policies | Holy Trinity CE Primary School (holytrinityschsunningdale.co.uk)	• Add updated September 2023 policy once ratified on 19/09/23	
Our policy describes procedures that are in accordance with government guidance	P6		
Our policy contains references to locally agreed multi-agency arrangements put in place by our local safeguarding partners	P35/6		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our policy is individual to our school and features relevant information unique to our school's context	P5 & p35		
Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect among children with SEND	P34		
Our policy features guidelines specific to the EYFS and reflects the requirements of the EYFS statutory framework, including covering the use of mobile phones and cameras	✓		
Our policy covers Child-on-Child abuse, including: • Procedures to minimise the risk of Child-on-Child abuse • How allegations of Child-on-Child abuse will be recorded, investigated and dealt with • Clear processes as to how victims, perpetrators and any other child affected by Child-on-Child abuse will be supported • A clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" • Recognition of the gendered nature of Child-on-Child abuse (i.e. that it's more likely that girls will be victims and boys perpetrators), but that all Child-on-Child abuse is unacceptable and will be taken seriously • The different forms Child-on-Child	P16		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
abuse can take, such as: ○ Sexual violence and sexual harassment (including upskirting) ○ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm ○ Sexting (also known as youth produced sexual imagery), and our school's approach to it ○ Initiation/hazing type violence and rituals			

Recruitment checks and single central record (SCR)

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We complete all necessary pre-appointment checks on staff, governors, volunteers and contractors	• SCR • Safer Recruitment Policy and Procedure (updated annually) • Personnel files		
If any staff member moves from a post that is not in regulated activity into a post that is, we carry out the relevant checks for regulated activity	• SCR		
Our SCR is updated regularly	• See visit reports and SCR review notes • Termly safeguarding reviews with Safeguarding Governors	• Plan termly reviews for 2023/24 year	

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our SCR covers: • All staff who work at our school (including teacher trainees on salaried routes and supply staff)	• SCR and staff list		
We: • Destroy copies of DBS certificates after 6 months, where we choose to keep them • Keep copies of other documents used to verify a successful candidate's identity, right to work and required qualifications on their personnel file	• Record disposal records and Data Retention Policy • Personnel files		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our SCR records whether the following checks have been carried out/certificates obtained, where required, and the date each check was completed/certificate was obtained: • Identity check • Barred list check • Enhanced DBS check • Prohibition from teaching check • Further checks on people who've lived or worked outside the UK, including checks for teacher sanctions and restrictions imposed by an EEA regulating authority • Check of professional qualifications, where required (e.g. qualified teacher status) • Check to establish the person's right to work in the UK • Section 128 checks	• SCR • See SCR checks in Safeguarding File		
Our SCR records the following for supply staff: • Whether written confirmation was received that the agency/business employing the staff member has carried out the relevant checks/obtained the relevant certificates • Whether any enhanced DBS certificate has been provided in respect of the member of supply staff • **In addition, as part of the shortlisting process schools should consider carrying out an online**	• SCR		

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search as part of their due diligence on the shortlisted candidates. This may help identify any incidents, which the school or college might want to explore with the applicant at interview. (page 53 para 220)			
When a member of supply staff arrives for work, we make sure they are the same person on whom checks have been carried out	• written procedure for office staff in place		
We check the identity of contractors and their staff when they arrive at the school			

Admission register

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We enter pupils on the admission register at the beginning of the first day we've agreed, or been notified, that they will attend our school	• Admission register • Admissions info on website including policies		
We monitor pupils' attendance through our daily register	• Attendance register		
We: • Inform our LA, within 5 days, when we add a pupil to the admission register at a non-standard transition point, and • Provide our LA with all the information held within the admission register	• See Admissions file		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
about the pupil			
When a pupil is to be removed from the admission register at a non-standard transition point, we provide the following to our LA: • The pupil's full name • The full name and address of any parent with whom the pupil lives • At least one telephone number of the parent with whom the pupil lives • The full name and address of the parent the pupil is going to live with and the date they're expected to start living there, if applicable • The name of the pupil's destination school and expected start date there, if applicable • The grounds for deleting the pupil's name from the register	• See admissions file		
We inform our LA of any pupils who fail to attend school regularly, or who have been absent without the school's permission for 10 schools days or more, at intervals agreed with the LA	• Involve EWO via email and phone call		
When a pupil is to be removed from the admission register due to continuous absence, we will only delete them if we've failed to establish their whereabouts after making reasonable enquiries jointly with our LA	• Example case last year		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
When a parent notifies us that a pupil will live at another address, we record: • The full name of the parent with whom the pupil will live • The new address • The date from when it is expected the pupil will live at this address	• Admission register		
When a parent notifies us that a pupil is registered at another school or will be attending a different school in future, we record: • The name of the new school • The date when the pupil first attended or is due to start attending that school	• Admission register		
Statutory time frame for transfer files is now 5 days for all Transfers **Do you have a protocol and evidence for transferring files? (Page 32 para 121)**	• Evidence in Safeguarding file on receipt of/ transfer of files • CPOMS used to transfer		

Handling allegations

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have procedures in place for reporting and handling concerns about or allegations against staff members (including the headteacher, supply staff and volunteers)	• P39 of Safeguarding Policy • Also Whistleblowing Policy		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our procedure sets out: • The process • Timescales for investigation • What support and advice will be available to individuals against whom allegations have been made	• Also have a separate policy: ‘Managing Allegations of Abuse Against Staff’ that covers more detail of procedures, timescales etc		
We have procedures in place to: • Inform the designated officer at our LA of all allegations of abuse made against staff within one working day • Refer allegations against a teacher who is no longer teaching to the police • Refer historical allegations to the police			
We have procedures in place to make a referral to the DBS as soon as possible if a person meets the following criteria: • We believe the individual has engaged in relevant conduct; or • The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a relevant offence; or • The ‘harm test’ is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and • The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left	• Procedures in place to make referral		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have an effective support system in place for staff against whom allegations are made	• See 'Managing Allegations Against Staff' policy		
Where the accused is a teacher, we abide by our confidentiality obligations under legislation and ensure that other parties (including parents/carers) also understand these			
We keep a clear and comprehensive summary of all allegations on the confidential personnel file of the accused (except those found to be malicious), including: • How the allegations were resolved • What action was taken • What decisions were reached	• Examples in personal files		
We preserve records which contain information about allegations of sexual abuse for the IICSA, for the term of the inquiry	• office staff aware		
We retain all other records of allegations at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer	• See Data Retention Policy		
If a pupil is subject to a Police investigation on site it is now a requirement that (an appropriate adult) is present (Annex page 162 KCSIE)	• Policy • DSLs are aware		

Other safeguarding-related policies and procedures

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Note: You're expected to have these in place unless you have a very good reason not to (we've also noted where something is a statutory requirement for certain school types).			
We have a staff behaviour policy/code of conduct which covers: • Acceptable use of technologies • Relationships between staff and pupils • Communications, including the use of social media	• Staff Code of Conduct Policy (updated March 2022) • Staff Handbook (updated annually) • Acceptable Use Policy (ICT) for staff, governors and admin staff (updated July 2021) • Policy available to all staff in policy folder in staff room and on server	•	
We have recruitment and selection policies and procedures, which cover safer recruitment checks	• Safer Recruitment Policy (updated March 2023)		
We have a whistle-blowing procedure	• Whistleblowing Policy in place and known by staff and Governors		
We have procedures for ensuring visitors to school are appropriately supervised	• Child Protection Policy in place • Prevent Policy in place • Visitors into School Policy in place • Volunteers in School Policy in place PHSE – pupil learning opportunity Priorities for possible pupil risk		
We have procedures for ensuring that visiting speakers to the school are suitable and appropriately supervised			
We have procedures to keep children safe from the dangers of radicalisation and extremism			
We have procedures in place for protecting children at risk of radicalisation			

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have a policy on the use of mobile technology in our school, as part of our whole-school approach to online safety	• Mobile Phone Policy		
We have procedures in place for responding to children who go missing from education, to help identify the risk of abuse and neglect and prevent the risk of them going missing in future	• See Child Protection policy		
We have procedures in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems	• See Child Protection policy		

Pupils' experience of safeguarding

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have systems in place for children to express their views and give feedback about the measures in place to protect them	• Curriculum plans for RHSE and P4C • ELSA support		
We always take the child's wishes and feelings into account when determining what action to take and what services to provide in response to a safeguarding concern	• Record of this being covered in training • See Welfare Concern and CP plan records • ELSA support		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We teach pupils about safeguarding, including online safety, as part of the curriculum	• ‘Safeguarding in our Curriculum’ (Appendix to Safeguarding and Child Protection Policy) • Curriculum plans • RHSE curriculum • Safer Internet Days • See monitoring and topic books		

Protecting vulnerable children

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
While recognising that **any** child may benefit from early help, we are particularly alert to the potential need for early help for a child who: • Is disabled and has specific additional needs • Has special educational needs (whether or not they have a statutory education, health and care plan) • Is a young carer • Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups • Is frequently missing/goes missing from care or from home • Is at risk of modern slavery, trafficking or exploitation • Is at risk of being radicalised or exploited • Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse • Is misusing drugs or alcohol themselves • Has returned home to their family from care • Is a privately fostered child	• Early Help file and referrals • ELSA support /No 22 counselling (buy back) • Internal early help intervention		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We assess the risk of pupils being drawn into terrorism, including support for extremist ideas	• Examples of assessments		
We have suitable internet filtering and monitoring systems in place to keep pupils safe from terrorist, extremist and other inappropriate material while at school	• System in place		
For looked-after children: • We give appropriate staff the information they need, including the child's: ○ Legal looked-after status ○ Contact arrangements with birth parents or those with parental responsibility ○ Care arrangements and the levels of authority delegated to the carer by the authority looking after them • Our DSL has details of each looked-after child's social worker and the name of the virtual school head at the LA that looks after them • Our designated teacher works with the virtual school head to: ○ Discuss how pupil premium funding for looked-after children can be best used to support the progress and meet the needs of these pupils ○ Promote the educational achievement of previously	• See LAC and PLAC Policy	• Annual report on LAC and PLAC for governors in autumn term (FF action)	

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
looked-after children			
For care leavers, our DSL: • Has details of the local authority personal advisor appointed to support them • Liaises with the personal advisor regarding any issues of concern	• None on role		
Our DSL helps to promote educational outcomes by sharing relevant information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced, with teachers and leaders as appropriate. For example, they: • Make sure relevant staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them • Support teaching staff to identify the challenges that children might face and the additional academic support and adjustments they could make to support them	• DSL monthly update meetings in school. • Update staff on a need to know basis		

REQUIREMENT	**EVIDENCE OF COMPLIANCE**	**AREAS FOR IMPROVEMENT**	**RAG**
Where pupils have a social worker, our DSL always considers this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it informs decisions about: • Responding to unauthorised absence or missing education where there are known safeguarding risks • The provision of pastoral and/or academic support	• See CP file		
All staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe		• SENCO to provide refresher training for staff autumn term (FF action)	
If we become aware that a pupil under the age of 16 (or 18 if they have a disability) may be in a private fostering arrangement, we ensure the local authority is notified	• See CP Policy		

Multi-agency working for safeguarding

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We co-operate with the published arrangements of our local safeguarding partners	• CP Policy		
We contribute to multi-agency working in line with [Working Together to Safeguard Children]			

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We allow access to the school by children's social care to conduct, or consider whether to conduct, statutory assessments	• See CP file		
We have arrangements clearly setting out the process and principles for sharing information within our school/trust, and with local safeguarding partners and other organisations, agencies and practitioners as required	• See CP Policy		
Our DSL: • Transfers child protection files as soon as possible to a child's new school when they leave our school • Does this transfer securely and separately from the main pupil file • Obtains a confirmation of receipt from the new school • In addition to the child protection file, also considers whether it would be appropriate to share any information with the new school in advance of a child leaving	• See Safeguarding File for evidence of this (receipt) • Details of the system for doing this transfer • Receipts from new schools		
We are particularly alert to the importance of sharing information when a child moves to another local authority	• See CP file		
We have due regard to the data protection principles that allow us to share personal information, and the processing conditions that allow us to store and share information for safeguarding purposes (including 'special category' data)	• See GDPR Compliant Data Protection Policy		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
When a decision is made to share or withhold information, we record who has been given the information and why	• See Safeguarding File		

Sources

The requirements in this audit are based on statutory safeguarding guidance Keeping Children Safe in Education. They also draw on:

- Working Together to Safeguard Children
- Prevent duty guidance
- Children missing education guidance
- EYFS statutory framework

Summary of Changes available for refence