



School Safeguarding Audit form 2013-2014

Completion and return date Friday 19th December 2014



The audit enables you to:

- ensure that statutory requirements for safeguarding and child protection are being complied with
- evaluate your school's safeguarding practice, and discuss any obvious issues arising from this audit in terms of patterns of strength and areas for development in the light of your whole-school context
- develop a robust action plan to address any weaknesses or areas for development which have been identified
- ensure that key people (including the governing body) have access to sufficient information to enable them to make a judgement about the quality of safeguarding within the school
- ensure your self-evaluation accurately reflects the school's safeguarding practice
- assemble evidence of impact of practice for an Ofsted inspection

Swindon's Local Safeguarding Children Board would like all schools and colleges, including independent schools and academies to complete this annual safeguarding audit, returning a copy to the schools' safeguarding adviser. The content reflects the statutory duties, as laid out in 'Keeping children safe in education' (Department for Education April 2014).

How to complete the audit

The head teacher/ principle, designated safeguarding lead and nominated governor for safeguarding should work on this audit together during the autumn terms, evaluating safeguarding retrospectively over the academic year Sept 2013 to July 2014. It must be signed by both head teacher / principle and nominated governor to confirm that they agree the contents. The fifth column poses questions which the governor might ask to evidence the statements being highlighted.

This audit should be reviewed half way through the year to record progress against identified priorities and agree actions for the next audit. Completion of the audit and review should be formally recorded within school management and governing body meetings.

Each column represents a continuum of development and effectiveness. By highlighting the relevant prompts, or parts of the prompts, across the grid, schools can identify their current strengths and areas for development. You may wish to add / attach additional comments/evidence/action plan to support your judgements.

Focusing	Developing	Embedding	Enhancing
The school recognises it is at the beginning of a process. What is happening already is identified but there is much more to be done.	The school has started to address some aspects but further development is needed to secure and consolidate good practice.	Many aspects are now in place and are beginning to become embedded across the school.	Aspects are embedded fully in whole-school approach and practice. There is whole-school consistency and cohesive practice.

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Name of school: Bishopstone CofE Primary School

The DSL and Deputy DSL are required to attend training every two years

	Name	Role within the Senior Leadership Team	Date last attended LSCB Level 3 CP (formerly Advanced) or Update training*	Date when renewal of training is required
Designated safeguarding lead (DSL)	Emma Lindsay	Head Teacher	February 2014	
Deputy designated safeguarding lead	Phil Anley	KS2 Teacher	November 2014	
Deputy designated safeguarding lead	Bethany Pearson	KS1 Teacher	Due to go on Feb 2015	
Nominated safeguarding governor	Gill May	N/A	Level 3 attended and then updated 05/12/14	

**Please note School Safeguarding briefings (led by S Turner) do not qualify as update training.*

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Safeguarding / Child Protection Policy and Procedure

Focussing	Developing	Embedding	Enhancing	Questions for Governors
The school has no Safeguarding / Child Protection policy currently in place.	The school has a policy but it needs updating (ie not been reviewed in the past year).	The school has a policy which is reviewed annually. It is shared with and accessible to families but it is not fully effective in that not all staff are aware of it.	The school has an up to date policy which is reviewed annually and ratified by the Governors. This policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures. The policy is known to everyone working in the school, including the governing body and regular visitors. It is easily accessible to parents and carers via the website. Child protection procedures are referenced in other relevant policies eg anti-bullying, sex education.	<p>Questions for Governors</p> <ul style="list-style-type: none"> • Do all members of staff know the procedure to follow if they are concerned about a child? How do you know? • What has changed in our safeguarding / CP policy this year? Why? • Do our parents understand the safeguarding agenda? • Following this audit how are priorities addressed? • How often are individual CP files monitored? Who takes part in this process? • How accessible are policies for staff? • How do we know staff are up to date with any changes/updates made to the CP policy and procedures? <div style="text-align: right; margin-top: 20px;">  <p style="color: blue; font-weight: bold;">How do we know our pupils are safe?</p> </div>
The lack of safeguarding / child protection policy and procedure in place hinders the completion of the safeguarding audit.	A safeguarding audit is completed by the DSL.	A safeguarding audit is completed during the autumn term, involving the head / principle, DSL and deputies and the nominated governor for safeguarding.	The safeguarding audit is completed and reviewed part way through the academic year to identify where progress and impact has been made and where further developments are required. The safeguarding audit monitors whether all policies (where child protection is referenced) are aligned.	
There is currently no monitoring taking place of the effectiveness of the policy within the school.	The school is beginning to develop a system of monitoring to identify the effectiveness of the policy.	If a weakness is identified, procedures are reviewed and revised immediately. Supervision tends to take place on an 'ad hoc' basis.	Evaluation of whole school practice informs the regular monitoring of the policy, including in-house monitoring of individual files for children who are a concern / have child protection issues. All staff are involved in/made aware of any changes made to school procedures following a review. Planned supervision arrangements are in place for the DSL and deputies. Minutes of supervision are recorded.	
Procedures are in place (including what to do about concerns about a pupil) but known only by the DSL.	The DSL, deputy DSL and members of SMT are aware of procedures (including the South West Child Protection Procedures)	All school staff and relevant Governors are aware of the procedures (including the South West Child Protection Procedures). Head teachers/principles ensure that policies and procedures are adhered to by staff.	All staff, including regular visitors are aware of the procedures (including the South West Child Protection Procedures) and time is allocated during regular safeguarding training/updates for staff to visit and view new and updated procedures. External groups, using the school for extended school activities, are monitored to ensure they have an up to date, effective safeguarding / CP policy in place and adults involved in the activities are up to date with procedures to follow if they are concerned about a child. At regular intervals throughout the year, 'scenarios' are used to pose the question to staff 'What would you do if.....' alongside re-visiting the child protection procedures.	

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Training and information to staff

Focusing	Developing	Embedding	Enhancing	Questions for Governors
The DSL has not yet received multi-agency level 3 child protection training.	The DSL has received multi-agency level 3 CP training but not in the past 2 years.	The DSL has received multi-agency level 3 CP training less than 2 years ago; most members of staff and the nominated governor have received CP training (basic awareness / level 1) less than 3 years ago; and the school has a record of all the training.	The DSL and nominated governor have both received training appropriate to their role in the last two years. All staff have received appropriate CP training (basic Awareness / Level 1) during the past 3 years and the school has a record of all the training to monitor take-up. The impact of the training is also monitored within the school.	<ul style="list-style-type: none"> • How do we know whether training is effective? • Who maintains up to date training records? • When were the procedures contained within the parent/volunteer leaflet and in the staff handbook last reviewed and updated? • Does our induction programme include the most up to date CP policy and procedures? <div style="text-align: right; margin-top: 20px;">  </div>
<p>There is currently no information included in the staff handbook relating to CP procedures</p> <p>There is no CP information given to supply, temporary staff, volunteers and visitors to the school.</p>	The staff handbook is being developed to include information about CP procedures.	Supply, temporary staff, volunteers and visitors to the school are made aware of the school's CP procedures and are asked to read a short leaflet which summarises what they should do if they are concerned about a child or if a child discloses to them. Details of CP procedures are included in the staff handbook.	As embedding; Staff are kept up to date with local and national CP issues via the designated safeguarding noticeboard, and the termly local authority safeguarding newsletter is circulated for staff to read.	
The induction programme does not currently include details and information about the CP policy and the school procedures.	The induction programme includes brief information, such as who the DSL is within the school.	The induction for new members of staff includes a section addressing the school's safeguarding / CP policy and procedures for what to do if concerned about a child and identifies who to share information with. The date of their last CP training course is confirmed. If training was more than three years ago, the school ensures that further training is attended.	As embedding; Alongside sharing of policy and procedure, advice is given about how the school's concern sheets are completed. Feedback is given to the new member of staff as and when concern sheets are completed.	

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Safeguarding pupils/students and the curriculum

Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
There is currently no system in place for recording concerns about a pupil at the school.	Concerns are recorded, however there isn't a clear system in place for recording actions and outcomes. Currently not all files have a chronology at the front.	The school has a system for clear and accurate recording of child protection concerns, actions and outcomes, including consultation with other agencies. Individual files are established once welfare concerns are recognised and each file has a chronology at the front. CP files are stored confidentially. Copies of CP files are transferred (separate to academic file) to new school, when a child transfers.	As embedding; The DSL regularly audits the records for quality of recording and actions taken, and shares outcomes and learning with the staff. The head / principal oversees this monitoring to ensure that practice is effective and impacts on pupils' safety.	<ul style="list-style-type: none"> How effective are our partnerships with other agencies? How do we know? When there are concerns about a pupil, how do we ensure appropriate actions are taken? How do we ensure we listen to the views of our pupils, in relation to feeling safe? How do we ensure any concerns are followed up in relation to views about feeling safe?
Currently, relevant staff are not informed of concerns.	The school is working to develop a system to ensure relevant staff are informed of concerns.	Relevant staff are made aware of concerns and the need to monitor individual pupils more closely.	Pupils who are particularly at risk or have disclosed abuse are supported by individual members of staff, who the pupil/student feels they can approach and talk to when needed.	
The school does not view child protection and safeguarding as having a place in the curriculum.	The school is seeking advice on how to develop opportunities for child protection and safeguarding work within the curriculum.	The curriculum provides opportunities for pupils to consider situations of risk eg cyber-bullying, child sexual exploitation and explore strategies for keeping safe. The school takes part in the annual 'Feeling Safe Survey'.	Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings, are given regular opportunities to comment on how safe they feel at school, are listened to, and know who to they can turn to for help and advice. The school takes part in the annual 'Feeling Safe Survey' and uses the outcomes of this to develop actions for the school council, improving safeguarding across the school and wider contexts.	
The school does not have an anti-bullying policy (either stand-alone or part of another policy).	The school has an anti-bullying policy but this has not been reviewed in the past 2 years.	The school has an anti-bullying policy that has been reviewed in the last 2 years and is consistent with current anti-bullying guidance, and is known to all staff.	The school has an anti-bullying policy that has been reviewed in the last 2 years and is consistent with current anti-bullying guidance; it is known to all staff, and the school also has a pupil-friendly version that has been developed in consultation with pupils at the school. The policy is easily available to parents and carers.	



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E safety

The school site is not currently secure.	The school is in the process of addressing site security.	There are procedures to limit access to the school site and access is only allowed to authorised visitors.	As embedding. The school has clear procedures in place to ensure pupils are safe whilst on site out of school hours.	
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Focusing	Developing	Embedding	Enhancing	Questions for Governors
There is no planned programme of e-safety education.	A planned programme of e-safety education is being developed.	A planned e-safety education programme takes place through PHSE / ICT / other lessons and is regularly revisited. Pupils / students are aware of e-safety issues and are empowered to stay safe. Appropriate e-safety resources are used. The school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their and others' actions on-line.	A planned e-safety education programme takes place through PHSE / ICT / other lessons and across the curriculum and is regularly revisited. There is breadth and progression. A programme of teaching and learning across all age ranges includes delivery of CEOP* materials. The school is effective in the education and protection of vulnerable children who may be put at particular risk from their own and others' actions on-line.	<p>Questions for Governors</p> <ul style="list-style-type: none"> How do we know that the e safety programme we are delivering is up to date and relevant? What strategies do we use to try and encourage as many parents and carers as possible to attend the e safety sessions/evenings? How has our e safety policy changed this year? Why is this? Do all parents and carers know what an acceptable user policy is? How often do we visit the 360 degree online tool on SGfL? <div style="text-align: right; margin-top: 20px;">  <p style="color: blue; font-weight: bold;">How do we know our pupils are safe?</p> </div>
There is currently nothing in place to support parents/carers with e safety.	The school is developing opportunities for parents and carers to be informed about safeguarding children online.	The school website has internet safety links to support and inform parents and carers. Parents and carers know who to contact if they are worried about e safety issues.	An internet safety parents' session/evening has been held during the year.	
There is no e-safety policy.	The school is in the process of establishing an e-safety policy.	The school has an e-safety policy, which is aligned with national and regional policies.	The school has an e-safety policy, which is aligned with national and regional policies and has been developed in consultation with a wide range of staff and pupils/students. There is "whole school ownership" of the policy. The policy is reviewed annually.	
The school does not have an Acceptable User's Policy (AUP).	The school has an AUP but it is not well known and doesn't cover both staff and pupils.	The school has an AUP which is well known but it only covers pupils.	The school has an AUP that covers all areas of IT equipment for all staff and pupils, including use of social networking sites. All staff, volunteers and pupils are aware of this policy, it is up to date, easily available and has been ratified by the Governing Body.	

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Safer Recruitment

The school has yet to embark on using the 360 degree safe tool available on the SWGfL.*	The school is receiving support to use the 360 degree safe tool.	The school has used the 360 degree safe tool.	The school regularly visit the SWGfL and review practice using the 360 degree safe tool. The school has gained the accredited e safety mark.	
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*CEOP – Child Exploitation & Online Protection centre

SWGfL – South West Grid for Learning

Focusing	Developing	Embedding	Enhancing	Questions for Governors
Recruitment and selection procedures have not yet been revised in line with Part 3 of DFE guidance 'Keeping children safe in education 2014'.	Recruitment and selection processes are being reviewed to ensure that they are in line with DFE guidance.	Recruitment and selection processes have been reviewed and are fully compliant with the SWCPP and DFE guidance and all interview panels include a member who has completed Safer Recruitment training. All adverts and related documentation contain a safeguarding statement. All job descriptions have a safeguarding responsibility. All interviews are face to face and where possible references are requested prior to interview. Any missing information or vague information is followed up during the interview or with the referee.	As embedding; Induction for all new staff has a child protection unit which includes safeguarding and safer working practice guidance.	<ul style="list-style-type: none"> • How regularly do we monitor that we are compliant with all of the statutory requirements around safer recruitment? • Who is responsible for ensuring the single central record is up to date and complete? • Are any other organisations using the school premises, and have they appropriately vetted their staff?
Currently the school has not made the relevant checks on individual's suitability to work with children.	The school is in the process of ensuring all staff and regular volunteers have enhanced DBS checks, in line with statutory requirements.	Successful candidates' qualifications are verified, their identity checked and the right to work in the UK confirmed. Enhanced DBS checks have been carried out for staff and regular volunteers, in line with statutory requirements. Reference requests require information about the person's suitability to work with children/young people. There are clear risk assessments in place which support the decision-making about whether staff are working in a supervised capacity (non-regulated) or unsupervised / regulated activity. Where staff are working in regulated activity, a barred list check is completed, as part of DBS checks.	As embedding	

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Managing Allegations

The Head teacher has not attended safer recruitment training.	The Head teacher has attended Safer recruitment training.	The Head teacher and at least one Governor has attended Safer recruitment training within the last 5 years.	As embedding	
There is no single central record in place.	There is a single central record in place but not all checks can be evidenced and not all staff are included.	There is a single central record in place which indicates that identity, qualifications, DBS checks, barred list checks (for those working in regulated activity), prohibition checks and right to work in the UK have been carried out for all staff.	As embedding	

Focusing	Developing	Embedding	Enhancing	<u>Questions for Governors</u>
Not all members of the senior management team are aware of the SWCPP on how to respond to allegations of abuse made against staff in accordance with Part 4 of DFE guidance 'Keeping children safe in education 2014'.	All members of SMT are aware of the SWCPP for managing allegations against members of staff, including awareness of the allegations flowchart.	All members of staff are aware of the procedure for responding to and managing allegations against staff, and are clear about how to report any concerns they may have.	As embedding; The allegations flowchart is displayed in the staff room. Where there have been allegations about adults working in the school, there is evidence that the procedure for managing allegations has been properly used by the school, with allegations being reported to the Local Authority Designated Officer (LADO) and clear records kept as required of all incidents and concerns in order that historical patterns can be detected.	<ul style="list-style-type: none"> How do we ensure that procedure is followed for all allegations made against staff? How do we ensure all staff have read and agreed to the school code of conduct? What is the process if a member of staff is not adhering to the code of conduct? Is this process clear?
There is currently no code of conduct for safe working practice for staff.	A code of conduct for safe practice exists (eg Guidance for safer working practice for adults who work with children and young people) for some staff groups but needs widening to include everyone who regularly has contact with children. Not all staff are aware of the code of conduct.	There is a code of conduct for safe practice which reflects DFE guidance, which applies to and is known to all staff, visitors and volunteers who come into school regularly. Every member of staff has been given a copy, and have signed to confirm that they have read it.	As embedding; The school has regularly discussed safer working practice in staff meetings or training.	
Currently the Head teacher has not attended 'Managing Allegations' training.	The Head teacher is booked to attend the LSCB 'Managing Allegations' training.	The Head teacher has attended the LSCB 'Managing Allegations' training.	The Head teacher and Chair of Governors have attended the LSCB 'Managing Allegations' training.	

How do we know our pupils are safe?

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There is currently no guidance in place for the positive handling of pupils.	Guidance on positive handling is in place but has not been reviewed annually and there is a need to circulate to all staff.**	The policy and guidance on positive handling of pupils is reviewed annually and disseminated to all staff.	As embedding. Lessons learnt from cases where pupils have had to be positively handled feed into updates to the policy.	
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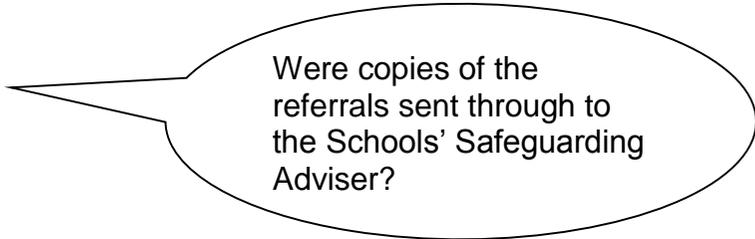
** - prior to this not been an issue, current child means we are now sorting out a policy, have called in behavior support and taking advice from the outreach team (Autism)

Given the columns which you have highlighted above, now indicate below what level you think your school is working at overall

	Focusing
	Developing
	Embedding
	Enhancing

Please provide the following information relating to the academic year September 13 to end of July 14:

1.
 - (i) How many **child protection referrals**¹ did the school make to Children's Social Care 0 (was done via child's doctor, we then added to this)
 - (ii) For how many of these **referrals** do you have a record of the outcome? n/a



2. (a) Did you receive any allegations about any member of staff during the academic year

¹ **Child Protection referral:** this includes any concern which the school passes on to Children's Social Care as meeting the threshold for child protection as set out in Working Together

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No

(b) If yes, how many? ...

(c) Of these, how many did you refer to the Local Authority Designated Officer (LADO)? n/a

3.

Number of Child Protection Conferences attended (during 13/14)	Number of Child Protection Conferences invited to but not attended (during 13/14)	Number of pupils involved in Child Protection Conferences (during 13/14)	Number of reports provided for Child Protection Conferences (during 13/14)	Number of pupils currently subject to a Child Protection Plan (at the time of writing this)
1	1	1	2 (for main meetings plus additional for core meetings)	0 (the child transferred to a school out of SBC, a second case is pending police investigation)

4. Date of the most recent whole school CP training (in school) updates in staff meetings. Basic Awareness all staff 04/10/12 (due for renewal and will be done as part of initial inset days in September 2015)

5. How many staff attended this training? 13

Date audit completed...December 2014

Date audit reviewed Ongoing throughout the year but final review December 2014

Date completed audit shared with Governors: November 2014

Date audit shared with staff: Ongoing in staff meetings

Signed by:

Headteacher *Emma Lindsay*

Nominated CP Governor *Gill May*

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