

School Safeguarding Audit

To assist schools in evaluating their procedures for safeguarding and Child Protection (revised July 2014)

School: Beecroft Primary School
Date carried out. Friday 6th March 15
June.turner@stf.beecroft.leeds.sch.uk
By: Claire Dodd

n.b: Auditor write up completion key- where write ups are completed and returned to school by a member of the Education & Early Years Safeguarding Team. The audit toolkit will be ragged if appropriate to support action planning as follows:

Red font actions must be completed immediately within 6 weeks of audit.

Amber font actions must be completed within 3 months of audit.

Green Font Actions denote recommendations that enhance existing practice

Pink Font Actions denote practice identified as exemplary

SAFEGUARDING and CHILD PROTECTION
An audit for school governors, headteachers and staff

This audit has been designed to assist schools in ensuring that they have the evidence to show that their procedures are good and to identify any actions needed to make improvements.

1	Designated Safeguarding Lead	Evidence	Actions	By
1.1	Who is the Designated Safeguarding Lead for Child Protection and safeguarding in your school?	Nicola Brown (Deputy) June Turner (HT) supervisor policy and file Emma Stuart		
1.2	Is your Designated Safeguarding Lead fully trained? (i.e. attendance at LA 3 day designated child protection training & LSCB Level 2)	Unclear	CD Need to add them to the list	
1.3	Have you informed the LA of any changes in your Designated safeguarding personnel?	Yes on annual return		
1.4	Who deputises when the Designated Safeguarding Lead is not available?	Emma Stuart		
1.5	Is your Designated Safeguarding Lead on the school's senior leadership team?	Yes		
1.6	Has your Designated Safeguarding Lead undertaken training on Safeguarding Supervision?	Planned for HT in March 2015 DH completed summer 2014		
1.7	Does your Designated Safeguarding Lead provide safeguarding supervision to staff who have responsibility for child protection?	Yes		
2	Information to Staff			By
2.1	Is there whole staff Child Protection training every three years?	Yes – Training record		
2.2	Have all staff read part 1 of DfE guidance “Keeping Children Safe in Education” 2014.	Yes signed list		
2.3	Is there evidence that the school has a child protection policy and procedures, of which all staff, (including temporary staff and	Yes in policy		

	volunteers,) are aware? Is there evidence that this policy is fully implemented and effective?			
2.4	Does the school staff handbook include information about the Child Protection Policy and Leeds LSCB Child Protection Procedures, and who to contact in the school?	Yes		
2.5	Do staff and other adults working in the school receive briefing on Child protection, the school's child protection procedures and the school's safe working practice guidance as part of the induction arrangements?	Induction folder and safe working practice		
2.6	Does your school have a policy on staff conduct? Has the school adopted the principles of Safe Working Practice?	LCC recommends school adopt "Guidance for Working Practice for People who Work with all Children and Adults at Risk"	Staff/volunteers should sign a list to confirm that they have read and will comply with the guidance.	
2.7	Does your school have a policy on staff conduct that includes e-safety and whistle-blowing?	Yes and signed		
2.8	How are updates on safeguarding procedures communicated to staff?	Training and staff meetings.		
2.9	Does the school have robust procedures for the secure handling of sensitive data by all members of staff?	In HT office – cannot come out.		
3	Pupils			By
3.1	What measures are in place to ensure your school is one in which children and young people are always valued, respected, listened to and taken seriously?	School Council, class discussion, assembly, voice in class and picking up on all problems e.g. lunchtime		
3.2	How do staff create and use opportunities to encourage children and young people to communicate about issues that concern them?	TELL sheets. School Council	Breaks for kids/cluster involvement every child goes on residential	
3.3	What support is available to children and young people, including any who are at particular risk or who have disclosed abuse?	Learning Mentor Referral and counselling		

3.4	How do you know that all pupils in your school feel safe?	Frequent questions in assembly and class, family assembly.	Just need to evidence	
3.5	Does the school routinely inform the LA when the school/parents de-register their child (children) from the school? Or when a child goes missing from school?	<i>e.g. to move to another establishment, abroad, or to opt for elective home education?</i> <i>Yes follow procedure CME</i> Attendance system. Cup attendance. Hit list of children First day absence. Letters from parents and confirmation about where they are going		
4	Risk Assessment			By
4.1	Are systems in place to ensure that all Health and Safety guidelines are met?	Governors, fire safety, pupil checks. Evidence seen regular/annual David Yeadon company	.	
4.2	Is there a system in place for carrying out risk assessments when they are needed? Is there a template to use?	LCC.Evolve Phil Jackson did audit. No children requiring. Medical policy bum bags for asthma inhaler. Health care plans for child with eczema. Annual epipen training		
4.3	How do you ensure pupil safety in off site education and work placements?	LCC evolve		
4.4	Are there robust procedures in place to ensure the safe use of the internet and other electronic media in school?	Safety file documents all extensive work		
4.5	How are children briefed on safe use of electronic media ie the internet, social networking, mobile phones? (e-safety)	as above		
4.6	Does the school have a robust anti-bullying policy and is it reviewed with pupils?	On website and frequently discussed Friendship stops		
4.7	How do you insure that incidents of homophobic and racist behaviour are challenged?	PSHCE, record, discussion, class work.		

		Stephen Lawrence resources		
4.8	Do your staff receive training opportunities on safeguarding issues such as e-safety, safe working practice, racism, homophobia, CSE and domestic violence?	Yes		
4.9	How do you ensure that incidents of bullying and racism are logged?	Book and contact with parents. Clear follow-up evidenced		
4.11	Does the school carry out an annual survey of pupil's view on bullying in school and beyond the school gates?	Yes		
4.12	Does the school identify children who are young carers and assess their needs?	Yes policy but none at moment		
5	Record Keeping			By
5.1	What is the system for recording confidential child protection information?	Early Help HT office CP files		
5.2	Is there evidence of clear and transparent records, i.e. can they be followed easily by someone else and are they up to date and complete?	Yes and they are audited		
5.3	Does the school ensure that the electronic transfer of confidential information is secure?	Yes Office Global scape/ school to school. Password protection for DT		
5.4	Is the school using the Common Assessment Framework?	Yes but none at present None required but will signpost		
5.5	Does the school have a fully trained lead professional who undertakes CAF?	Yes however Training occurred 5 years ago	School to explore refresher training	
5.6	How does the school ensure that confidential Child Protection information on a pupil is transferred when the pupil transfers to or from another school? Or archived in line with Records Management Guidance for Schools (Leeds City Council).	Record and signature – transferred by hand Evidence		
6	Parents			By
6.1	Does the school include in the prospectus information for parents about the school's role in child protection and safeguarding?	Yes online In policies section		

		E-safety parents section pupil part		
6.2	How do staff create and use opportunities to encourage parents and carers to communicate about issues that concern them, including whom to talk to if they have a concern/complaint?	Newsletter, parent suggestion box, FAB, Governors highly visible. Assemblies		
6.3	How does the school inform all parents of support available within the school and the community?	Newsletter family assemblies Stand in entrance LM personal contact and CC board in Foundation Stage.		
6.4	How do you gather information from parents about their views on children's safety?	Questionnaire/ Parent view Share meeting helping families Courses for parents money , reading with children, housing		
6.5	Does the school offer regular briefing on e-safety for parents?	Parent meeting and assembly in Feb.		
6.6	Is the school's CP Policy made available to parents?	On web and in entrance		
7	Curriculum			By
7.1	How does the school promote child protection and the safeguarding of children through the National Curriculum? Specifically issues of: <ul style="list-style-type: none"> • personal safety, • self-esteem, • anti-bullying, • racism, homophobia, • sex and relationship education, access to the internet, • CSE • domestic violence • FGM (female genital mutilation) • Forced Marriage 	Childline Safety drama sessions Work in class – safety, mobile phones, racism Literature Anti-bullying week Reflective books in the library Stories that are covered , notice boards are clear and engaging		

8	Child Protection Conferences			By
8.1	How do you ensure the appropriate member of staff represents the school at child protection conferences? (including those that are out of term-time)	Shared between staff and details sent.		
8.2	How do you ensure that the school provides a report for child protection conferences?	Yes set format		
8.3	How do you ensure the appropriate member of staff represents the school at Child In Need meetings?	Yes CP lead – school is offered as location for meeting		
8.4	How do you ensure that the school provides a report for Child In Need meetings and completes the CAFs appropriately?	As above		
9	Governors			By
9.1	Has the governing body designated a governor with responsibility for safeguarding and child protection, who has attended requisite training?	Yes Pat Gradys-Vice		
9.2	Does the Senior Designated Person make an annual report on Safeguarding and child protection to the Governing Body?	Yes		
9.3	Is time set aside for the governing body to review policies and procedures regarding safeguarding and child protection?	Yes Reviewed annually diaried meeting with named Gov every term. Attends assemblies		
9.4	Has the governing body considered all members of the governing body undertaking training about safeguarding and child protection?	All trained last year		
9.5	Does the Governing Body review the CP Policy annually and provide information to the LA about how the school's duties have been discharged?	<i>The LA Child Protection Annual Review Monitoring should be completed returned to the Education Safeguarding Team annually, in order that the LA can monitor the effectiveness of the school's CP and safeguarding arrangements.</i> Reviewed annually		

9.6	How do governors know if pupils feel safe and pupils know which adults to approach if they have any concerns?	Reports to governors		
9.10	Does the Governing Body ensure that where school premises are used for the provision of other services that the body concerned has appropriate CP policies and procedures and where appropriate will liaise with the school's DSP?	<i>E.g. before and after school clubs, sporting activities, play schemes etc.</i> Before and After school club Private company run after school. Checks in place.		
10	Recruitment and Selection of Staff			By
10.1	Is the schools recruitment policy in line with all guidance on safer recruitment practice? Is this followed?	Yes evidence seen		
10.2	Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	Yes seen <i>This should include all staff directly employed by the school), supply staff provided by agencies and all others identified in regulated activity. LCC centrally employed staff such as EP's will have been checked by LCC and it is not necessary to carry out further checks except to verify the identity of the individual via photo ID e.g. LCC name badge. Health staff, CSWS and NSPCC staff will have been checked by their employers and hence only employers' photo ID badge check is necessary (if in any doubt contact the employer, however). Yes</i>		
10.3	All relevant docs include statement, ' <i>This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment</i> '.	Yes		
10.4	Job adverts and application packs state clearly that the appointment will be subject to a satisfactory enhanced CRB	Yes		
10.5	Every JD and spec states the safeguarding responsibilities of the role	Yes		
10.6	CVs are not accepted (unless applicant has a disability preventing them from completing the application form)	Yes		
10.7	ID and qualification (if appropriate) documents of all short listed candidates checked and photocopied on arrival for interview. Successful candidate docs kept on personnel file. Unsuccessful candidates docs shredded.	Yes		

10.8	Two refs for each candidate taken up and viewed by chair prior to interview.	Yes		
10.9	That safer recruitment techniques are applied to volunteers / unpaid staff in the same way as recruitment of employees.	<i>For volunteers, has the Headteacher undertaken a risk assessment taking into account the duration, frequency and nature of contact with pupils and where appropriate undertaken other safer recruitment measures e.g. Interview; References; Identity and Barred list checks? Satisfactory and appropriate references are required for all volunteers Yes all CRB</i>		
10.10	Nobody starts work in school prior to being checked against the barred list (it is unlawful to allow employees to commence work before you have checked the Barred list - even if they are starting work pending enhanced DBS disclosure)	Yes		
10.11	No teacher starts work in school prior to being checked against the NCT prohibition list.	Yes		
10.12	Have at least the head and one governor undertaken appropriate safer recruitment training?	Head and Mrs Parkes		
10.13	Safer recruitment checklist completed & kept in individual personnel file.	No	With immediate effect of all appointments	
11	Allegations against Staff			By
11.1	Are you aware of the procedures the school must follow when an allegation of abuse has been made against the head teacher or a member of the school staff, volunteers, visitors or governors?	Yes		
11.2	Does the Governing Body have procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that comply with guidance from the LA and locally agreed inter- agency procedures?	Yes		
11.3	Is a member of the governing body designated to follow the procedure in the event of an allegation against the headteacher?	Yes		
11.4	How do you ensure that your procedures for reporting such allegations to the LA are compliant with All Leeds LSCB procedures?	Yes		
11.5	Are you satisfied that the school's arrangements do as much as	Yes		

	possible to reduce the likelihood of allegations against staff?			
12	Links with other Agencies			By
12.1	Is the school pro-active and effective in its links with relevant agencies, particularly Children's Social Work Service, Attendance Strategy team and Health?	Yes Child Line, Barnados, housing through CAF attendance where necessary Kirkstall Children's centre, transition with CAMHS/TAMHS		
12.2	How does the school ensure good communication with other relevant agencies and services?	Yes Sign post Clear structure from top down on reporting concerns and links to safeguarding.		

Additional notes

On walking around the school it was noticeable that this was a calm environment with pupils in the places they were expected to be. The displays carefully thought out and well maintained, recognising children's accomplishments and in places having a clear safeguarding thread.

The lunch hall was being used by reception and Year 1 only at that point in response to comments made by children about how difficult and busy it can be sometimes. School made the decision to split this period and it was again a calm environment with children receiving more individual time than they would if there were more children in one go. Clear evidence of asking children what they want and then responding to the voices of children.

I was invited into two classes during my time at the school and on both occasions the children's behaviour was outstanding. They were asked a series of questions relating to their welfare and the number of children wanting to answer and the answers they gave were evidence that this is something they spend time covering within the curriculum and the ethos of the school.

June would like information to be clear to LA about the outcome of the audit.

OFSTED to ring the LA regarding safeguarding practise and this report shared with them.

