

Used by Shield Road Primary School as an audit tool 18.9.17

Safeguarding:

Statutory Requirements and

Ofsted Expectations

Safeguarding: Statutory Requirements and Ofsted Evidence Checklist

Version: September 2016

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Version Control

- April 2016 Information added as a result of the statutory requirement for all governors from April 2016 in maintained schools to have Enhanced DBS checks. [For more information search for 'The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016']
- August 2016 Information added as a result of the publication 'Keeping Children Safe in Education' for September 2016
- page 3 Added question about checking the ID of agency staff
 - page 4 Added question about ensure that mechanisms are in place to assist staff to understand their safeguarding role
 - page 4 Added question about child protection training at least annually
 - page 4 Added question about staff understanding the difference between a 'concern' and 'immediate danger' or 'risk of harm'
 - page 4 Added question about whether all staff are able to identify children who would benefit from 'Early Help'?
 - page 5 Added question about out-of-hours cover arrangements for the DSL

- page 6 Added question about staff knowing how to contact the Local Authority Designated Officer (LADO) In proprietor-led schools
- page 7 Added question about NSPCC's Whistleblowing Helpline

Statutory Requirements	Evidence	Actions
Documents		
Working Together to Safeguard Children (DfE 2015)	Available? Yes /No In SG folder signed by staff	Maintain
Keeping Children Safe in Education (DfE 2016)	Available? Yes /No In SG folder signed by staff	Maintain
Policy		
Safeguarding and Child Protection Policy		
Published on website	Yes /No Is the version on the website up-to-date and the same as the one in current use in the school?	Maintain
Reviewed annually	Yes /No Ensure Publication date and review date are on it with signatures of Head and Chair of Governors	Maintain
Staff Discipline, Conduct and Grievance Policy	Yes /No Available to all staff? Where?	Code of conduct and Grievance policy to be put in staff handbooks

Managing Allegations against Staff Policy	Yes/No Available to all staff? Where?	In SG folder Policy to be put in staff handbook
Managing Allegations against other Pupils Policy	Yes/No Available to all staff? Where?	In Policy to be put in staff handbook SG folder
Does the governing body recognise the expertise staff and provide opportunities 'to contribute to and shape safeguarding arrangements and child protection policy'? (see KCSIE para. 66)	Yes/No? How is this done?	SG issues continue to be put on every agenda of Govs meetings
Reports		
Safeguarding Report to Governors	Last three reports and evidence of actions GB Minutes Yes	Maintain

Statutory Requirements	Evidence	Actions
Procedures		
Appointment of Designated Safeguarding Lead	Yes/No Name(s)? Lead J Mepham HT Deputy S Adams	Maintain
Appointment of a designated teacher for 'Looked After Children'	Yes/No Name(s)? J Mepham -HT	Governor for LAC Claire Troote

Appointment of a designated teacher with responsibility for the 'Prevent Duty' and to make referrals when necessary?	Yes/No Name? J Mepham HT	Maintain
Mandatory DBS Checks for everyone in 'regulated activity' Policy Statement, including Enhanced DBS checks for all members of the governing body.	Yes/No Where is policy statement?	Maintain
Policy for the supervision of volunteers	Yes/No Where is policy statement?	SBM has expectations list SG folder
Vetting Checks for all adults included on a Single Central Register (SCR) [This includes 'Disqualification by association' checks for schools who work with under-8s.]	Yes/No Who are named person(s) for managing and completing the SCR? Is this SCR up-to-date with no gaps? Yes	Maintain
In independent schools (including academies and free schools) has a check been made to ensure people are not prohibited from management roles under section 128 provisions.	Yes/No? Recorded on SCR?	NA
Is there a robust system in place to check that agency staff arriving at the school, are the same people that the agency has carried out vetting checks for?	Yes/No? Evidence? Phot ids, booking conf from agencies	Maintain
Confidential record-keeping of child protection concerns. Are records kept in writing? Are child protection records kept separate to other pupil files?	Yes/No Locked cabinet in HT's room	Maintain

	Who manages in absence of Designated Safeguarding Lead? DH	
Are CP records transferred securely and a receipt obtained from the receiving school?	Yes/No	Not receipt but secure system for transferring records
Statutory Requirements	Evidence	Actions
Training		
Is there an up-to-date Training Record for all staff and volunteers?	Yes/No? See SG folder	Maintain
Has the Designated Safeguarding Lead had initial training and then every two years after that?	Yes/No? Noted on Training Record?	Maintain
Does the headteacher and all staff undergo child protection training which is updated regularly, 'at least annually', as complete sessions or in staff meetings for example?	Where is the policy statement on training intervals? Yes/No? Noted on Training Record? Updates recorded on Staff meet agenda, minutes	Further SG updates for staff and Gobs Term 2
Does the school 'ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education'? (see KCSIE 2016 p4)	What is the 'mechanism'? Is it effective? Do all staff understand their role <u>and</u> carry it out? Yes	Maintain

	How do you know? Referral slips, evaluations of training	
Are all staff able to identify children who would benefit from 'Early Help'?	Yes/No? How do you know? Is a record kept of these children? Vulnerable children's list for all staff. Staff meetings on SAF framework	Need to shade list with wider staff, after school, breakfast club etc
Do staff understand the difference between a 'concern' and 'immediate danger' or 'risk of harm'?	Yes/No? How do you know?	
For at least one person on every interview panel – Safer Recruitment Training [It is also beneficial for staff who are involved in the administration of recruitment procedures to have had this training too.]	Is there a list of people who have completed this training? Yes Can you demonstrate that this was the case in the last three selection/interview rounds? Yes	Need for Gov to have Recruitment training ASAP
Designated Safeguarding Lead		
Does the Designated Safeguarding Lead (DSL) have a job description for this role?	Yes/No?	Maintain
Are there 'adequate and appropriate cover arrangements' for the DSL during out of hours periods?	Yes/No? How is this communicated to others? Chain of command!	Maintain

Does the Designated Safeguarding Lead have the 'appropriate authority' for the role?	Yes/No?	Maintain
Does the Designated Safeguarding Lead have "sufficient time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – an/or support other staff to do so – and to contribute to the assessment of children?" (Keeping Children Safe in Education, DfE July 2016)	Yes/No? Do you know how much time is spent on DSL work? Is the time efficiently used?	Maintain

Statutory Requirements	Evidence	Actions
Mandatory Induction for all staff includes the following; all staff should also understand these as part of an annual refresher.		
Does the induction include the signs and symptoms of abuse and information about how to raise concerns?	Yes/No?	Need to re issue and give out to new staff
Staff Code of Conduct [including use of the internet and social media; staff/pupil relationships; and information about the 'Position of Trust'.	Given own copy? Yes/No?	Maintain
Do staff understand the role of the DSL?	How do you know? 2016 SG audit report	Maintain
Safeguarding and Child Protection Policy	Given own copy? Yes/No?	Maintain
Managing allegations against staff	Yes/No?	Ensure copy is in staff files
Keeping Children Safe in Education – Information for all staff Have all staff read at least Part One and Annex A?	Given own copy? Know how to access it?	

	Yes/No?	
Attention drawn to the non-statutory guidance 'What to do if you're worried a child is being abused'	Yes/No? In staff room	Need to re issue to staff
How to raise a concern or allegation about another adult in school.	Yes/No? How do you know? Flow chart	Need to provide input for new staff
In proprietor-led schools, do staff know how to contact the Local Authority Designated Officer (LADO) in cases where there are concerns about him/her?	Yes/No? Where is this information? Staff room	
Information sharing advice for safeguarding practitioners (DfE 2015)	Yes/No?	Unknown. To investigate
Whistleblowing Policy available? (Does it reflect principles of the Francis Report? – see Working Together 2015 p53)	Yes/No? On website	Needs to be in staff files
Does information for staff give details of the NSPCC's Whistleblowing Helpline (0800 028 0285)?	Yes/No? Is it in the Safeguarding Policy? Is it in the Whistleblowing Policy?	Details in staff room but need to add to WB policy
Other		
Is the Headteacher clear that in the case of allegations against they must not investigate until after speaking to the LADO? Does the Head report within one day, all allegations against staff to the local authority Designated Officer (LADO)	List of referrals/discussions with LADO, including person reporting and name of LADO? Yes	Maintain
Is there accurate recording of pupil attendance, including in-lesson recording?	Yes/No?	Maintain

Is there robust follow-up to pupil absence?	Yes/No?	Maintain
Does the school have appropriate safeguarding procedures for children who go missing from education, particularly on repeat occasions?	Yes/No? Complete MEO form	Maintain
Is the environment safe?	Perimeter? Access? Standard of physical safety around the building? Regular checks?	Need safety check ASAP. Now completed. See SBM- Security check audit
Are staff aware of their mandatory duty under the Serious Crime Act 2015, to make a <u>personal</u> report to the police when they hear a disclosure that a girl under 18 appears to have undergone Female Genital Mutilation?	Yes/No? Training Record	Maintain

Ofsted	Evidence	Actions
Ofsted Common Inspection Framework September 2015		
Leadership and Management		
Is the pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, at the heart of the school's work?	Curriculum work on British Values. Curriculum, website, PHSE	Maintain Further work on stereotypes from EMAS –KS2 planned Term 3
Is safeguarding is effective?	How do you know? 2016 SG audit report Previous audits	
Have leaders and managers created a culture of vigilance where pupils' welfare is actively promoted?	How do you know? 2016 SG audit report Prev OFSTED	
Are pupils listened to and do they feel safe?	How do you know? 2016 SG audit report-pupil interview outcomes. Anti - bullying Q'aire outcomes	
Are staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they report their concerns?	Training	
Do leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan?	SAF, Behaviour support, LA support, nurse etc	

<p>How effectively do leaders' work to protect pupils from radicalisation and extremism? Do leaders respond swiftly where pupils are vulnerable to these issues? Is there high-quality training to develop the vigilance, confidence and competency of staff so that they can challenge pupils' views and encourage debate?</p>	<p>PREVENT training has been undertaken Focus on British values E safety policy AUP for staff and children Vulnerable children's list</p>	<p>Year 5 undergone Diversity project training term 2 -2017</p>
<p>Do learners take responsibility for keeping themselves safe and healthy?</p>	<p>PHSE focus, also Assembly work. Focus on health and fitness in PE</p>	
<p>Personal development, behaviour and welfare</p>		
<p>Does the school's approach to attendance ensure that no groups of pupils are disadvantaged by a high absence rate? Is poor attendance tackled in order to ensure that pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average?</p>	<p>See Attendance strategies School attendance plans</p>	
<p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p>	<p>See Q'aire responses-pupil and parental</p>	

To what extent do pupils have an effective understanding of how to stay safe online, including the dangers of inappropriate use of mobile technology and social networking sites?	See E safety evidence	
Early years provision		
Are there any breaches of statutory welfare requirements?	No	
Is there vigilant and consistent implementation of policies and procedures to ensure that children's health, safety and well-being are supported?	Yes	
The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.	Yes	
16 to 19 study programmes		
Do learners take responsibility for keeping themselves safe and healthy?	How are they helped to do this? NA	

Ofsted	Evidence	Actions
Inspecting Safeguarding in early years, education and skills settings (August 2015)		
Five Key Areas		
Creation of a positive culture, where 'safeguarding is an important part of everyday life', backed up by staff training at every level.	Training has been undertaken	

The effectiveness of safer recruitment, vetting, and safeguarding policies and procedures.	SR checks are undertaken. See SBM checks. Training has been undertaken by HT,DH	
Staff awareness of the signs of harm from within the family and the wider community.	See vulnerable children's list Lots of provision to support children and families	
Timelessness of response to safeguarding concerns.	Yes	
Quality of the school's contribution to multi-agency plans for children.	Good	
Children and Young People		
There is a positive impact on learners from the school's safeguarding approach.	Yes	
Children are protected and feel safe	See Q'aire responses-pupil and parental	
Children know how to complain and understand the process to do so	See SG audit findings 2016	
Children can name a trusted adult they can talk to about concerns	See SG audit findings 2016	
Children are supported, protected and kept informed of any actions when they raise concerns.	Have Emotional Literacy teacher. Family link worker and	

	mentor in school, school council, Bully boxes	
Children are safe from discrimination and bullying	Good evidence	
Children are supported in learning to recognise and manage risk	Good evidence	
Children absent from school are quickly and robustly followed up	Good evidence	
Adults		
There is a clear and effective policy that describes the safeguarding procedures in the school which is 'regularly reviewed'	Good evidence	
Adults give a 'strong, proactive response' that reduces the risk of harm	Good evidence Audit 2016 findings	
Adults understand that indicators of all types of harm to children and young people, including child sexual exploitation, and issues concerning radicalisation or extremism	Staff meeting 2017 on dangers of grooming, extremism and radicalism. Staff have undertaken training	Governors need further training
Adults understand the risks from technology and the internet and can support children in learning how to keep safe online	See E safety policies and provision	
Key risks for learners are understood and there are plans in place to minimise those risks	Good evidence	

There are effective safeguarding procedures and concerns are shared 'immediately'	Yes	
There is an effective staff behaviour policy [code of conduct]	Yes	
Adults seeks consent from parents before sharing information (unless to do so would increase the risk of or actual harm to a child)	Yes	
Local procedures for missing children are followed	Yes	
Staff respond to children with clear boundaries and understand the triggers for behaviour	Yes	
Staff work as a team and reflect on their responses to the behaviour of learners	Yes	
Staff are able to use de-escalation strategies	Yes	
Where physical intervention strategies are used, that all incidents are 'reviewed, recorded and monitored' and 'the views of the learner are sought and understood'	Yes. Positive handling training 2016	Update training planned for new staff, ASC and breakfast club
There are clear and effective arrangements for supervision and support to staff who work 'directly and regularly with learners whose safety and welfare are at risk'.	Yes	Risk assessments for VC have now been completed

The physical environment is safe and secure	Yes	
Staff know how to raise concerns about the conduct of other adults in the school	Yes	
Staff have identified learners who are vulnerable	Yes	
Safeguarding requirements for leaders and managers (see appendix 1) (Governing bodies, registered providers, proprietors and management committees)		
- contribute to inter-agency working to support children and learners who have additional needs	Yes	
- have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015	Yes	Gov training updates
- carry out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children, learners and/or staff or to address assemblies	SR checks	
- ensure that an effective child protection policy is in place, together with a staff behaviour policy, where applicable	Yes	Govs need to review SG procedures
- appoint a designated safeguarding lead and, in schools and colleges, ensuring that they should undergo child protection training every two years	Yes	

- prioritise the welfare of children and learners and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns	Yes	
Make sure that children and learners are taught how to keep themselves safe.	Yes	
<p>Prevent people who pose a risk of harm from working with children or learners by:</p> <ul style="list-style-type: none"> • adhere to statutory responsibilities to check staff who work with children and learners • take proportionate decisions on whether to ask for checks beyond those that are required • ensure that volunteers are appropriately supervised • make sure that, in relation to maintained schools, at least one person on any appointment panel has undertaken safer recruitment training • ensure that there are procedures in place to handle allegations against members of staff and volunteers • make sure that there are procedures in place to handle allegations against other children or learners 	Yes	

Put in place appropriate safeguarding responses to children and learners who go missing from early years and education settings, particularly on repeat occasions.	Yes	
Allegations against members of staff and volunteers must be referred to the local authority's designated officer(s)	Yes	
There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns	Yes	
There must be a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training.	Yes	
All staff have the skills, knowledge and understanding necessary to keep looked after children safe.	Yes	
There should be a culture of safe recruitment that includes the adoption of recruitment procedures that help deter, reject or identify people who might abuse children and learners.	Yes	
The school must act reasonably in making decisions about the suitability of prospective employees.	Yes	
Safer recruitment checks must be carried out in line with statutory requirements, using the DfE guidance.	Yes	SR training needed by Govs

There must be a single central record.	Yes	

Counter Terrorism and Security Act 2015 Duties	Evidence	Actions
Preventing Terrorism		
Has a member of staff been identified to lead on <i>Prevent</i>	Yes/No? Headteacher	
Have staff received training about their <i>Prevent</i> duties, the issues involved, how to recognise and report concerns, and how to tackle questions they may be asked.	Yes/No? Training record PREVENT training – online has been done	New staff need prevent training
As a minimum, the DSL should have completed Prevent awareness training, and be able to provide advice and support to other staff. (Keeping Children Safe In Education (2015) page 17)	Yes/No? Training Record	
Have all staff undertaken WRAP training (Workshop to Raise Awareness of Prevent) or other awareness training?	Yes/No? Training Record	
Have governors been made aware of their duties in relation to <i>Prevent</i>	Yes/No?	Need to revisit
Are strategies in place to identify risks in the school community?	Yes/No?	
Does the school have effective engagement with parents and families?	Yes/No?	
Is the school able to demonstrate a general understanding of risk for children and young people in the area?	Yes/No?	

Are strategies in place to identify 'At Risk' students?	Yes/No?	
Are procedures in place to protect children at risk of radicalisation?	Yes/No?	
Has the Safeguarding and/or Child Protection Policy been updated to account for the Prevent duty? OR Has a separate policy been written for preventing young people being drawn into terrorism?	Yes/No?	
Has the referral route for extremism concerns been made explicit?	Yes/No?	
Does the school have effective policies for the booking and supervision of visiting speakers?	Yes/No?	
Do school staff understand how to make a referral to the Channel programme?	Yes/No?	
Are staff aware of the increased risk of online radicalisation? How are they reducing this risk for children and young people in the school?	Yes/No?	
Does the school's ICT filtering system successfully prevent the online access of extremist materials?	Yes/No?	
Does the school's ICT filtering system appropriately filter online access in community languages?	Yes/No?	

