

Annual Safeguarding Audit 2020/2021: Kingsholm C of E Primary School

Person(s) completing the audit

Name of person completing form

Matt Ferris

Job Role

Headteacher

Name of person completing form (2)

Cathy Pascoe

Job Role (2)

Child & Family Support Manager

Do you want to add any more names?

Y

Name of person completing form (3)

Jane Springham

Job Role (3)

Chair of Governors

Name of person completing form (4)

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Job Role (4)

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Name of person completing form (5)

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Job Role (5)

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Name of person completing form (6)

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Job Role (6)

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Designated Safeguarding Lead(s)

The setting has a Designated Safeguarding Lead (DSL)

It is only necessary to enter the month and year in the date inputs - format MM/YYYY

Y

Name of DSL

Matt Ferris

Date of Training of DSL

11/2019

Length of time in Role (DSL)

GT3

Name of DSL (2)

Cathy Pascoe

Date of Training of DSL (2)

11/2018

Length of time in Role (DSL 2)

1TO3Y

Deputy Designated Safeguarding Lead(s)

The setting has a Deputy Designated Safeguarding Lead (DDSL)

It is only necessary to enter the month and year in the date inputs - format MM/YYYY

Y

Name of Deputy DSL

Tracey Gordon

Date of Training of deputy DSL

11/2019

Length of time in Role (deputy DSL)

1TO3Y

Name of Deputy DSL (2)

Luisa Potter

Date of Training of deputy DSL (2)

11/2019

Length of time in Role (deputy DSL 2)

1TO3Y

Do you want to add any more names?

Y

Name of Deputy DSL (3)

Lucinda Field

Date of Training of deputy DSL (3)

10/2019

Length of time in Role (deputy DSL 3)

GT3

Name of Deputy DSL (4)

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Date of Training of deputy DSL (4)

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Length of time in Role (deputy DSL 4)

Name of Deputy DSL (5)

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Date of Training of deputy DSL (5)

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Length of time in Role (deputy DSL 5)

Name of Deputy DSL (6)

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Date of Training of deputy DSL (6)

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Length of time in Role (deputy DSL 6)

Nominated trustee/governor safeguarding and child protection

The setting has a nominated trustee/governor to champion safeguarding and child protection

It is only necessary to enter the month and year in the date inputs - format MM/YYYY

Y

Name of nominated trustee/governor

Jane Springham

Date of Training of nominated trustee/governor

02/2018

Name of nominated trustee/governor (2)

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Date of Training of nominated trustee/governor (2)

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Headteacher/Manager/Senior staff safer recruitment training

Headteacher/Manager/Senior member of staff has successfully completed safer recruitment training

It is only necessary to enter the month and year in the date inputs - format MM/YYYY

Y

Name of headteacher/manager/senior member of staff completing safer recruitment training

Matt Ferris

Date of Training of headteacher/manager/senior member of staff completing safer recruitment training

03/2019

Name of headteacher/manager/senior member of staff completing safer recruitment training (2)

Lucinda Field

Date of Training of headteacher/manager/senior member of staff completing safer recruitment training (2)

01/2020

Do you want to add any more names?

Y

Name of headteacher/manager/senior member of staff completing safer recruitment training (3)

Luisa Potter

Date of Training of headteacher/manager/senior member of staff completing safer recruitment training (3)

10/2019

Name of headteacher/manager/senior member of staff completing safer recruitment training (4)

Paula Fowke

Date of Training of headteacher/manager/senior member of staff completing safer recruitment training (4)

10/2019

Name of headteacher/manager/senior member of staff completing safer recruitment training (5)

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Date of Training of headteacher/manager/senior member of staff completing safer recruitment training (5)

--

Name of headteacher/manager/senior member of staff completing safer recruitment training (6)

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Date of Training of headteacher/manager/senior member of staff completing safer recruitment training (6)

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Trustee/Governor safer recruitment training

A trustee/governor has successfully completed safer recruitment training

It is only necessary to enter the month and year in the date inputs - format MM/YYYY

Y

Name of trustee/governor completing safer recruitment training

Jane Springham

Date of Training of trustee/governor completing safer recruitment training

03/2016

Name of trustee/governor completing safer recruitment training (2)

Katy Wenham

Date of Training of trustee/governor completing safer recruitment training (3)

01/2020

Whole setting CP training

Date of most recent whole-setting CP training

This should be undertaken every 3 years. IF YOUR TRAINING IS DUE TO LAPSE WITHIN THIS ACADEMIC YEAR, PLEASE ENSURE YOU CONTACT US TO ARRANGE TRAINING. It is not the responsibility of the GSCE to remind you.

09/2020

Name of CP training provider

OTHER

Name of other CP training provider

Debbie Innes - Safeguarding

Date of interim review for this audit (recommend 6 months from completion)

JUN2021

OFSTED inspection details

Grade of most recent OFSTED inspection

It is only necessary to enter the month and year in the date inputs - format MM/YYYY

OUTSTANDING

Date of most recent OFSTED inspection

It is only necessary to enter the month and year in the date inputs - format MM/YYYY

05/2013

Training Compliance

Regarding training compliance:

Yes	No	
☒	☐	Can all training be evidenced by certificates?
☒	☐	Is all safeguarding information disseminated to all relevant staff?
☒	☐	Do all staff receive an annual safeguarding update from the DSL or Headteacher?
☒	☐	Are staff aware of the signs of abuse as described in 'What to do if you are worried that a child is being abused'?
☒	☐	Is the DSL aware of the NSPCC "when to call the police guidance" (KCSiE 2020 para 70)
☒	☐	Are staff aware of the signs of child criminal exploitation and child sexual exploitation as outlined in KCSiE 2020 Annex A?

Questions for Trustees/Governors to consider

Questions for Trustees/Governors to consider

This is a checklist to consider only - answers are not stored in the database.

☐	Do all DSLs have a job description and are they given sufficient time to discharge their safeguarding duties?
☐	Does your setting have a DSL on site at all times? If not, is there a contingency plan in place so that all staff can seek advice?
☐	What supervision arrangements are in place for the DSL and deputies?
☐	Are trustees/governors confident that all staff are familiar with information sharing and the boundaries of confidentiality?
☐	How do you know that training is effective?
☐	Are the training records audited periodically for accuracy?
☐	What do you and the senior leaders do to create a positive culture and ethos where safeguarding is an important part of life?
☐	How effective is the setting's culture of vigilance?
☐	How does the setting contribute to the inter-agency working in line with 'Working together to Safeguard Children 2018'?

Policy management

Do you have the following up-to-date policies in place?

Yes	No	
☒	☐	Acceptable Use
☒	☐	Anti bullying and hate
☒	☐	Attendance
☒	☐	Behaviour

Y		Child protection/safeguarding including response to Covid-19 as outlined in DfE guidance
Y		Complaints
Y		Confidentiality - either stand alone or included within relevant policies
Y		E-safety
Y		Health and Safety
Y		Early Help Offer - either stand alone or within safeguarding policy
Y		RHSE (relationships, health and sex education)
Y		Safer recruitment and induction - either stand alone or within safeguarding policy
Y		SEND
Y		Staff code of conduct/Staff handbook
Y		Whistleblowing

Regarding these policies:

Yes	No	
Y		Are ALL of these documents clearly available on your setting website? Where applicable (ref. DfE guidance)
Y		Are ALL documents clearly cross referenced to each other?
Y		Is there a review schedule in place for the Governing body/Trustees?
Y		Are any changes or updates to documents communicated to staff and parents? As applicable.
Y		Do ALL documents refer to locally agreed multi-agency safeguarding arrangements where appropriate?

Are all staff* required to read and sign that they have understood the following documents each year:

refer to **Terminology in Help for the definition of **all staff** (remember to SAVE page entries before looking this up!)*

Yes	No	Not Applicable	
Y			Acceptable User Policy
Y			Behaviour Policy
Y			Child Protection/Safeguarding Policy
Y			Code of Conduct
Y			Guidance for Safer Working Practice (2019)
Y			Health and Safety Policy
Y			Keeping Children Safe in Education (KCSiE) 2020
Y			Schools Response to Children who go Missing from Education
Y			Working Together to Safeguard Children 2018
Y			Early Years Framework - Childminders and settings with EYFS
Y			The Prevent Duty

Questions for Trustees/Governors to consider

Questions for Trustees/Governors to consider

This is a checklist to consider only - answers are not stored in the database.

☐	Does the CP/Safeguarding Policy include all aspects of safeguarding referenced in KCSiE 2020?
☐	How accessible are policies for staff?
☐	How accessible are policies for the wider community?
☐	How do we know staff are up to date with any changes or updates made to the key policies?
☐	How satisfied are we that all staff understand and apply the policies?
☐	How do we know that the policies reflect current practice in the setting? E.g. are they peer reviewed where this would be beneficial?
☐	How effective is our Policy Review Schedule in ensuring policies are reviewed, updated and ratified according to best practice?
☐	Does evaluation of whole setting practice inform the regular monitoring of the policies?

Child Protection procedures and reporting

Do the following know your setting's child protection/safeguarding procedures?

Yes	No	Not Applicable	
☒	☐	☐	Teaching staff
☒	☐	☐	Non-teaching staff including Midday Supervisors
☒	☐	☐	Trustees/Governors
☒	☐	☐	Volunteers
☒	☐	☐	Agency/supply staff
☒	☐	☐	Regular visitors

Can your setting demonstrate clear lines of communication on safeguarding matters?

☒

Is there evidence of regular meetings or structures to ensure relevant staff can discuss, reflect upon and review pupils who are deemed vulnerable?

☒

Is this recorded?

☒

Regarding Child Protection reporting and recording:

Yes	No	
☒	☐	Are all staff, including non-teaching staff, aware of and apply the Reporting procedures within your setting?
☒	☐	Does your setting use current guidance on recording, retaining and transfer of child protection records?

☒	☐	Are record keeping arrangements included in the CP Policy?
☒	☐	Does the DSL keep separate records per child on safeguarding concerns which include a chronology?
☒	☐	Do chronologies include a record of actions taken and outcomes?
☒	☐	Is there is a system of safe storage of CP files which has restricted access applied?
☒	☐	Are all staff, including non-teaching staff, aware of the importance of reporting concerns immediately?
☒	☐	Are copies of CP files transferred separately from academic files when a child or young person transfers settings?

Is the Single Central Record (SCR) fully compliant with the current requirements of Keeping Children Safe in Education 2020?

☒

Other procedures and reporting

Can you identify all pupils who are open cases with Children's Social Care and for whom there is a multi agency plan?

☒

Has the setting considered the ACES for those young people at greater risk of harm? (KCSiE para 109)

☒

How many children and young people are currently on a Child Protection Plan?

How many children and young people are currently on a Child in Need Plan?

How many children and young people are currently on a My Plan or My Plan+?

How many Child protection conferences has your setting been invited to in the last academic year ((September 2019 to August 2020))?

How many conferences have been attended by a representative from your setting in the last academic year ((September 2019 to August 2020))?

Early help and referrals

Regarding Early Help:

☐	☒	Yes No
☒	☐	Is the offer of Early Help published on your setting's website?

☒	☐	Do you know what support is available from your Early Help Co-ordinator and how to contact them?
☒	☐	Do you know what support is available from the Community Social Work Team and how to contact them?
☒	☐	Do staff feel confident to use the Graduated Pathway of Early Help and Support to identify and respond to children's emerging needs?
☒	☐	Do staff in your setting feel confident to use the levels of intervention to make a decision about the level of support a child needs?
☒	☐	Are you aware of how to make a referral for wider Early Help support?

How many referrals have you completed to the Early Help and Targeted Support Service?

4

Regarding referrals:

Yes	No	
☒	☐	Are the DSLs aware of how to make a referral to the Multi Agency Safeguarding Hub (MASH)?
☒	☐	Are all referrals fully recorded and is there evidence that any agreed action has been taken promptly to protect the child from further harm?
☒	☐	Are pupils supported, protected and informed appropriately about the actions being taken?
☒	☐	Are parents made aware of the concerns and is their consent sought in accordance with local procedures unless doing so would increase the risk of harm to the child?

How many child protection referrals to MASH did your setting make last year?

7

How many of these referrals met S17/S47

3

How many staff have visited MASH?

1

Escalation of concerns and pupil safety

Is the headteacher/DSL aware of the GSCE Escalation of Professional Concerns Guidance?

Y

Is the headteacher/DSL confident in the use of the GSCE Escalation of Professional Concerns Guidance?

Y

How many times was the Escalation of Professional Guidance used during the last academic year (September 2019 to August 2020)?

0

Have all senior staff signed up to GSCE alerts?

Y

Regarding child and young person safety within the setting:

Yes	No	Not Applicable	
☒	☐	☐	Are you aware of who has Parental Responsibility for each child or young person in your setting?
☒	☐	☐	Does your setting have more than one emergency contact for each child/young person?
☒	☐	☐	Is there a clear and visible procedure for recording the arrival of children/young people at the start of and during the setting's day?
☒	☐	☐	Is your setting aware of any particular area in the setting where children/young people don't feel safe?
☒	☐	☐	Does your setting use a risk assessment for any off-site activity?

Questions for Governing Body/Proprietor to consider

Questions for Governing Body/Proprietor to consider

This is a checklist to consider only - answers are not stored in the database.

☐	Do all members of staff know the procedure to follow if they are concerned about a child/young person?
☐	How do we know that all members of staff know the procedure to follow if they are concerned about a child/young person?
☐	Do parents have access to and understand the safeguarding procedures in our setting?
☐	How do we ensure we listen to the views of children/young people in relation to feeling safe?
☐	When there are concerns about a child/young person, how do we ensure that appropriate actions are taken?
☐	How often are Child Protection files audited?
☐	Who takes part in auditing Child Protection files?
☐	Where any areas within our setting's grounds that have been identified as being a hot spot, how do we follow up on any action taken?
☐	How do we know that all new members of staff are correctly inducted into safeguarding procedures?
☐	How do we ensure our safeguarding trustee/governor understands the Single Central Record and there are procedures in place to audit it on a regular basis i.e. 3 x per year
☐	How do we ensure that the setting is compliant with the latest guidance in relation to Covid-19 as issued from time to time by DfE

Safe recruitment

Regarding safe recruitment:

Yes	No	Not Applicable	
Y			Can you evidence that your recruitment processes are compliant with the minimum standards laid down by DFE/GSCE/Keeping Children Safe in Education (KCSiE) 2020?
Y			Do all interview panels include at least one member who has received Safer Recruitment training?
Y			Are two references for shortlisted candidates collected prior to interview and used as part of the interview process?
Y			Are internal references sought for internal candidates?
Y			Are any gaps in employment and any offending history explored during interview?
Y			Do interview questions explore the candidate's motivation for working with children?
Y			If an employee starts prior to clearance being received, are risk assessments undertaken and retained in staff files?
Y			Is the recruitment process for volunteers in line with that of paid staff?
Y			Have you satisfied yourselves that all agency staff on site have been appropriately safer recruited? (E.g. Have you explored their processes rather than solely relying on their confirmation letter)
Y			Are voluntary posts assessed to determine whether they meet the definition of a regulated activity?
Y			If so, is there an audit trail in place to evidence this?
Y			Are volunteers not involved in a regulated activity suitably supervised and a risk assessment in place?

Has your setting made a referral to the Disclosure and Barring Service (DBS) for a person in regulated activity who has been dismissed due to safeguarding concerns?

NA

Safer working practice

Regarding safer working practices:

Yes	No	Not Applicable	
Y			Are all staff aware that the staff behaviour policy outlines the guidance of Safer Working Practice?
Y			Is the Guidance for Safer Working Practice (SWP) of Adults who work with Children and Young People in Education Settings 2019 referred to and used in your setting?
Y			Can this be evidenced?

Y		Are there regular SWP awareness sessions for all staff?
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Regarding Acceptable Use:

Yes	No	
Y		Are all staff, volunteers and pupils aware that the Acceptable Use Policy covers all areas of IT equipment including the use of social networking sites?
Y		Is your Acceptable Use Policy cross referenced to Annex C of KCSiE 2020 on remote learning?

Allegations and restraint

Regarding allegations:

Yes	No	
Y		Do all staff, including non-teaching staff, understand the role of the Local Authority Designated Officer (LADO)?
Y		Are all staff aware of the procedures for managing allegations including those made against supply staff?
Y		Do your staff recognise the impact of behaviour outside of school and how it impacts on work inside of school? KCSiE 2020
Y		Do staff know to whom to report a concern?
Y		Does the person receiving the concern know how to respond to the allegations?

Does your setting have a robust and comprehensive system in place to record the allegation process by:

Yes	No	
Y		recording the allegation
Y		reporting to the LADO
Y		recording what has been done to Investigate the allegation following disclosure to LADO
Y		recording the outcomes including referral to the DBS in accordance with Part 4 of KCSiE 2020

Did you receive any allegations about any member of staff during the last academic year (September 2019 to August 2020)?

N

How many allegations about any member of staff did you receive during the last academic year (September 2019 to August 2020)?

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How many of these did you refer to the LADO?

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How many staff members have received training in the use of restraint?

3

On how many occasions have you used restraint in the past year? (September 2019 to August 2020)

5

Are all incidents of the use of restraint recorded?

Y

Are the views of pupils and parents sought after such an incident?

Y

Questions for Trustees/Governors to consider

Questions for Trustees/Governors to consider

This is a checklist to consider only - answers are not stored in the database.

Has your setting shared the outcome of your health and safety audit with the corporate landlord?

Has your setting updated its emergency contact details with the Local Authority within the last 3 months?

When were the procedures contained within the parent information/volunteers leaflet / visitors leaflet and staff handbook last reviewed and updated?

How regularly do you monitor that you are compliant with all of the statutory requirement around Safer Recruitment?

How regularly do you check that your setting is assured that all external agencies are meeting their statutory requirements for safer recruitment?

Has your safeguarding trustee/governor attended a GSCE SCR Training for Governors session?

Who is responsible to ensure the SCR is up to date and complete? Have they attended a GSEP SCR drop-in session within the last 12 months?

Does someone other than the person responsible for managing the SCR day-to-day carry out a regular independent audit of the SCR?

Are any other organisations using the setting premises and have they appropriately vetted their staff? How do you know this?

What is the process if a member of staff is not adhering to the code of conduct?

How many breaches of the code of conduct have there been in the last academic year? If any, what were the outcomes? (September 2019 to August 2020)

Have there been any breaches of Acceptable Use Policy? If any, what were the outcomes?

Do all parents and pupils know what an Acceptable Use Policy is?

Is Data Protection a standing item on each governing body agenda?

Are trustee/governors aware of any changes to process as a result of the need to increase remote learning opportunities?

Pupil health and wellbeing

Are pupils able to explore through PSHE or similar approaches in the curriculum:

Yes	No	
☒	☐	how to keep themselves safe
☒	☐	how to understand risks and harmful behaviours
☒	☐	how to talk about feelings
☒	☐	how to ensure their wellbeing with regard to the Coronavirus pandemic
☒	☐	how to develop strategies to talk about/ express worries and pressures

Regarding pupils own safety:

Yes	No	
☒	☐	Are pupils able to explore what are healthy and safe relationships?
☒	☐	Are pupils given guidance on understanding consent?
☒	☐	Do pupils clearly know who is a trusted adult in your setting with whom they can share their worries and concerns?
☒	☐	Are pupils aware how they can report any concerns when in the community, online or when using social media?

Regarding Pupil Surveys:

Yes	No	Not Applicable	
☐	☒	☐	Did your setting take part in the 2020 PWS (Pupil Wellbeing Survey)?
☐	☐	☒	Have you drawn up any actions following your setting's response to the 2020 PWS?
☒	☐	☐	Does your setting intend to take part in the 2022 Pupil Wellbeing Survey?

Gloucestershire Healthy Living and Learning (GHLL)

Do your DSLs and SLT sign up for the GHLL alerts?

☒

Is your setting taking part in the GHLL Mental Health Championships award?

☒

Is your setting taking part in GHLL Healthy School/College accreditation?

☒

Have you used or plan to use the resource:

Yes	No	Not Applicable	
☒	☐	☐	PinK Safeguarding Curriculum - All Settings
☐	☐	☒	Getting Court High - Court visits - Secondary/FE/APS
☐	☐	☒	Beyond Fed Up - Suicide prevention - Secondary/FE/APS

		NA	Give and Get - issues on consent and healthy relationships - Secondary/FE/APS
		NA	Teenage Relationship Abuse - domestic violence affecting teenagers - Secondary/FE
		NA	CSE - Love or Lies Exploitation lesson - Secondary/FE/APS
		NA	RHSE - Relationship, Health and Sex Education - Secondary/FE
Y			RHSE - Relationship, Health and Sex Education - Primary
Y			E-bug - spread of infection control - Primary/Secondary
	N		Protective Behaviours - Primary
	N		Make me a super hero - Resilience - Primary
	N		Focused for Learning - mindful learning - Primary
	N		Counting Sleep - improving health through better sleep - Primary

Pupil online safety

Regarding online safety:

Yes	No	
Y		Is there an age related curriculum for e-safety?
Y		Is there a planned e-safety education programme delivered through PSHE/IT?
Y		Is there a planned e-safety education programme delivered through other lessons across the curriculum?
Y		Are pupils taught how to report online abuse?
Y		Has your setting communicated with parents to understand how to keep their children safe at home including additional guidance around remote learning?

Do you use a wide range of resources in the education and protection of vulnerable children who may be at particular risk from their own and others on-line activity?

Y

Setting safeguarding issues and SEND

Regarding these setting safeguarding issues:

Yes	No	
Y		Have the DSLs developed an understanding of the current guidance on Sexual Violence and Sexual Harassment between children in settings?
Y		Have the DSLs developed an understanding of Child Sexual Exploitation, modern slavery and trafficking?
Y		Do all staff have an awareness and understanding of the differences between healthy, problematic and harmful behaviours to promote a safe and secure setting environment?

☒	☐	Do all staff promote positive behaviours by responding with clear and consistent boundaries
☒	☐	Do staff understand the triggers for problematic and harmful behaviours and use de-escalation techniques to create alternative strategies?

Does your setting's SEND Policy reflect your Local Offer?

☒

How many EHC plans are currently in place?

13

Does the setting maintain a plan that sits alongside EHCPs which allows the shorter term targets to be set and which can be reviewed regularly to ensure the child/young person is on track to achieve the outcomes?

☒

Prevent, FGM and Domestic Abuse

Regarding PREVENT:

Yes	No	
☒	☐	Have all staff undertaken online Prevent training?
☒	☐	Is Prevent covered in your annual update to staff?
☒	☐	Do all staff have a working knowledge of the issues and available support for pupils through the Channel Panel?
☒	☐	Does your setting provide information and education in the curriculum on British Values?

Regarding FGM:

Yes	No	
☒	☐	Have all staff undertaken online FGM training?
☒	☐	Is FGM covered in your annual update to staff?
☒	☐	Are teaching staff aware of the statutory reporting duty?
☒	☐	Do all staff have a working knowledge of FGM, HBA, Forced marriage and Breast Ironing/Flattening including guidance, regulations and statutory requirements?
☒	☐	Are staff able to identify the potential indicators of the risk of FGM?
☒	☐	Are pupils aware of FGM issues and who to report any concerns to?

Regarding Domestic Abuse:

Yes	No	
☒	☐	Is your DSL or nominated person aware of how to retrieve domestic abuse notifications via Operation Encompass?
☒	☐	Are the appropriate staff made aware of notifications to ensure they can support pupils experiencing and exposed to domestic abuse?
☒	☐	Are all staff aware of what Operation Encompass is?

Part time and alternative education

Regarding Part time and Elective Home Education

Yes	No	
☒	☐	Is your setting reporting all children who do not access Full Time education to the Local Authority?
☒	☐	Do you consult with the Social Worker if a child on a CP Plan is being considered for a Part Time timetable?
☒	☐	Do you understand the process for formally notifying the Local Authority when a parent withdraws their child from school for Elective Home Education?
☒	☐	Are you aware of the requirement to notify the social worker when a child on a CP plan or CIN plan is withdrawn for EHE?

Do you place children with an outside/offsite provider for some of their education?

N

Do you have a robust process in place to ensure that the provider is regularly monitored for safeguarding compliance

Do you ensure that every child placed with such a provider has a robust risk assessment in place which is regularly reviewed

Does your school have clear arrangements in place for requests for flexi schooling?

Y

Do you have children being flexi schooled?

N

How many children are being flexi schooled?

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Attendance and exclusions

Regarding attendance:

Yes	No	
☒	☐	Are staff fully aware of the processes and relevant timescales for reporting unexplained absences?
☒	☐	Are your Child Missing Education processes well established and in line with the current LA guidance?
☒	☐	Is your setting reporting all children who do not access Full Time education to the Local Authority?

Regarding exclusions:

Yes	No	
☒	☐	Is the headteacher aware of the Child in Care protocol as an alternative to permanent exclusion?
☒	☐	Does the DSL always contact the social worker to discuss support for a pupil on a CP plan before any fixed period exclusions?

Y		Does the DSL ensure that a core group is called to plan support for a child on a CP plan who is at risk of a permanent exclusion?
Y		Do you have rigorous monitoring procedures in place for safeguarding arrangements at any alternative provision used for excluded pupils?

Questions for Trustees/Governors to consider

Questions for Trustees/Governors to consider

This is a checklist to consider only - answers are not stored in the database.

	How do you assess the effectiveness of the wide range of resources in the education and protection of vulnerable children who may be at particular risk from their own and others' on-line activity?
	Has your setting sought the views of the pupils on the setting and pastoral care and can it evidence that provision is in place to support them effectively?
	Is there an active School Council or equivalent that meets regularly?
	How do pupils' views impact on setting practice?
	How does your setting promote good attendance?
	Are you clear about your statutory duties in relation to Child Protection and SEN when considering whether to exclude a pupil?
	Can trustee/governor input be evidenced in the exclusion paperwork?
	Is the exclusion data collated and analysed including groups over- represented in the figures?
	How do you know that the e-safety programme is up to date and relevant?
	How can you ensure that all staff but especially the DSL and deputies are considering whether wider environmental factors present in a child's life are a threat to their safety and/or welfare?

Early Years

Regarding Early Years Safeguarding:

Yes	No	Not Applicable	
Y			Do you have written policies or procedures for safeguarding in place?
		NA	If you are a childminder, are you able to explain your safeguarding procedures to anyone who requests them?
		NA	If you have had any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether it happened on site or elsewhere) was this reported to Ofsted within the specified timescales?
		NA	If you are a childminder, are Disqualification by Association checks undertaken annually?

Regarding Early Years Framework:

Yes	No	Not Applicable	
☒	☐	☐	Is at least one person who has Paediatric First Aid training on site at all times when children are present and accompanies children on outings? (Full certificate as detailed in EY Framework Annex A and renewed every 3 years)
☒	☐	☐	Has each child been assigned a key person?
☒	☐	☐	Is the setting compliant with ratios as set out in the EY Framework? (Pgs 23-26)
☒	☐	☐	Does the setting have a clear policy regarding medicines, compliant with all requirements in the EY Framework?
☐	☐	☒	If you are a childminder, does the named SENCO understand the role?

Regarding Early Years Facilities:

Yes	No	Not Applicable	
☐	☐	☒	Are facilities in place for the safe and hygienic preparation of food/sterilisation equipment?
☐	☐	☒	Have all staff preparing and handling food had food hygiene training?
☐	☐	☒	(Childminders only) Do you have additional measures in place should children stay overnight?

The Submission Process

Submit Audit

Submitting the audit indicates to the GSCE that this audit along with any additional questions is complete and ready to be reported.

Headteacher/Manager/Owner agreement

☒ I agree that the information in this audit is correct and the actions have been agreed.

Headteacher/Manager/Owner name

Matt Ferris

Chair of Trustees/Governors/Management Committee Agreement

☒ I agree that the information in this audit is correct and the actions have been agreed.

Chair of Trustees/Governors/Management Committee Name

Jane Springham

Audit Score

100.0

Print Audit

Compliance Checklist

Compliance Checklist

i.e. all the questions have been answered and are ready for submission

Y	A written safeguarding policy and up to date child protection (CP) procedures that have been agreed with the governing body. The policy must be updated annually (Keeping Children Safe in Education (KCSiE) 2020).
Y	A standing agenda item for safeguarding is part of every Governing Body meeting
Y	A Designated Safeguarding Lead (DSL) role established with job description and deputy/deputies identified (http://www.gscb.org.uk/article/113867/Safeguarding-in-Education). The DSL should be a member of the Senior Leadership Team.
Y	A nominated Child Protection trustee/governor (preferably not the Chair) to champion child protection issues and challenge the setting.
Y	Other safeguarding procedures, including dealing with allegations against members of staff and safer working practice (Guidance for Safer Working Practice for Adults who work with Children and Young people) behavior policy and whistle blowing policy. Setting safeguarding response to children who go missing from education.
Y	Training at the GSCE agreed level for all staff and volunteers (including appropriate trustees/governors) i.e. 2 yearly for DSLs and 3 yearly for all other staff. For information on training please see https://www.gscb.org.uk/article/113295/Safeguarding-training
Y	Rigorous staff recruitment and selection processes which safeguard children and are in line with the Department for Education (DfE) procedures and the Government's document 'Keeping Children Safe in Education' (2020). All settings should have an accredited person/people in Safer Recruitment. Safer Recruitment applies to all staff.
Y	A Single Central Record of identity, qualification and vetting checks for all staff, trustees/governors and volunteers.
Y	An Acceptable Users Policy for IT equipment used by staff and volunteers (including computers, social networking sites, mobile phones, cameras, memory sticks etc.) both for pupils and for staff. The staff version should make it clear that staff should not be inviting or accepting pupils onto social networking sites and professional boundaries should be maintained.
Y	An Anti bullying and Hate policy.
Y	A written coordinated offer of Early Help which is accessible to all on your setting's website, including a list circumstances where children may benefit from Early Help and may be in need of safeguarding.
Y	All staff within the setting have read Part 1 and Part 5 of Keeping Children Safe in Education (2020) and in addition, teachers and TAs have read Annex A.
Y	All staff within the setting have read 'Working Together to Safeguard Children 2018' in its entirety.

Safeguarding TaskList

Task List

This list is compiled from items left unchecked or answered 'No' in the Audit. You can use this as an aid to identifying areas of the audit that need your attention.

Annual Safeguarding Audit 2020/2021: Kingsholm C of E Primary School

Training Compliance

Policy management

Child Protection procedures and reporting

Other procedures and reporting

Early help and referrals

Escalation of concerns and pupil safety

Safe recruitment

Safer working practice

Allegations and restraint

How many allegations about any member of staff did you receive during the last academic year (September 2019 to August 2020)?

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How many of these did you refer to the LADO?

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Pupil health and wellbeing

Regarding Pupil Surveys:

Yes	No	Not Applicable	
	N		Did your setting take part in the 2020 PWS (Pupil Wellbeing Survey)?
		NA	Have you drawn up any actions following your setting's response to the 2020 PWS?
Y			Does your setting intend to take part in the 2022 Pupil Wellbeing Survey?

Gloucestershire Healthy Living and Learning (GHLL)

Have you used or plan to use the resource:

Yes	No	Not Applicable	
Y			PinK Safeguarding Curriculum - All Settings
		NA	Getting Court High - Court visits - Secondary/FE/APS
		NA	Beyond Fed Up - Suicide prevention - Secondary/FE/APS
		NA	Give and Get - issues on consent and healthy relationships - Secondary/FE/APS
		NA	Teenage Relationship Abuse - domestic violence affecting teenagers - Secondary/FE
		NA	CSE - Love or Lies Exploitation lesson - Secondary/FE/APS
		NA	RHSE - Relationship, Health and Sex Education - Secondary/FE
Y			RHSE - Relationship, Health and Sex Education - Primary
Y			E-bug - spread of infection control - Primary/Secondary
	N		Protective Behaviours - Primary
	N		Make me a super hero - Resilience - Primary
	N		Focused for Learning - mindful learning - Primary
	N		Counting Sleep - improving health through better sleep - Primary

[Pupil online safety](#)

[Setting safeguarding issues and SEND](#)

[Prevent, FGM and Domestic Abuse](#)

[Part time and alternative education](#)

Do you have a robust process in place to ensure that the provider is regularly monitored for safeguarding compliance

Do you ensure that every child placed with such a provider has a robust risk assessment in place which is regularly reviewed

How many children are being flexi schooled?

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[Attendance and exclusions](#)

[Early Years](#)

[Submit Audit](#)

[Safeguarding Action Plan](#)

Setting Action Plan following self audit

Date of interim review for this audit (recommend 6 months from completion)

JUN2021

Use this box to store your plan in the audit database (you can make your own from scratch or cut and paste from Word) and/or [Download Action Plan template](#) (Word document) to work on locally. This is a live document that you can update regularly and download by using 'PRINT THIS PAGE' link above.

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Resources

[Safeguarding Action Plan post-audit - this is important evidence for Ofsted](#)

- [Download Action Plan template](#) (Word document)

[Help with policy writing \(GHLL website\)](#)

- <https://www.ghll.org.uk/pink-safeguarding-curriculum/policy-writing/>

GSCP resources

- [Gloucestershire Childrens Safeguarding Partnership website](#)
- [Traded Services in Education, Safeguarding in Education](#)
- [Traded Services in Education, Frequently Asked Questions](#)
- [Training and Development](#)
- [Sign up to GSCP Alerts](#)
- [GSCP Escalation Policy 2021](#)
- [Emergency Contact Details Form \(Word Doc\)](#)
- [GSCP Safer Recruitment Accreditation](#)
- [GSCP Neglect Toolkit](#)
- [GSCP Online Training & E-Learning Courses \(Incl. Child Protection Level1/Level2\)](#)

Safeguarding:

- [Working Together to Safeguard Children \(HM Government\)](#)
- [South West Child Protection Procedures](#)
- [Guidance for safer working practice May 2019 \(Safer Recruitment Consortium\)](#)
- [Guidance for safer working practice Addendum 2020 \(Safer Recruitment Consortium\)](#)
- [Home Office - forced marriage resource pack](#)
- [Home Office e-learning course - Prevent](#)
- [Home Office - Online FGM training](#)
- [Criminal records checks for overseas applicants - government guidance](#)
- [Schoolsnet - Children missing in education guidance](#)
- [Schoolsnet - Report on Children missing education](#)
- [Schoolsnet - School Attendance Guidance](#)
- [Schoolsnet -Elective Home Education](#)
- [South West Grid for Learning \(SWGFL\) online safety resources](#)
- [Think U Know - online child abuse and exploitation awareness and guidance](#)

- [Child Exploitation Screening Tool \(Guidance for completing the revised CCE/CSE screening tool\)](#)
- [NSPCC sexting guidance](#)
- [Stonewall - Different families same love](#)
- [Goucestershire Police Hate Crime website](#)
- [DfE - The Prevent Duty - advice for schools and childcare providers](#)
- [Work experience as a part of 16 to 19 study programmes - government guidance](#)

GHLL resources

- [Gloucestershire Healthy Living and Learning website](#)