**Section 11/S175 Schools and Colleges Safeguarding Audit May-July 2023**

S11 of Children Act 2004 places a duty on Local Authorities to ensure their functions, and any services contracted out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

This audit tool is used to evaluate the effectiveness of your school’s safeguarding arrangements. It will enable you to evidence the impact of your work on the lives of the children and young people in your school.

All schools are required to complete this audit, including encouraging staff and students to complete their part of the audit. The intention of the audit tool is to provide information for the Local Authority, but we believe it can also be a helpful management tool for the school as it can be used:-

* for your annual safeguarding report to governors, who should be involved in this process
* to ensure gaps are identified and plans put in place to help safeguard pupils
* to demonstrate awareness and understanding of the Ofsted framework relating to safeguarding

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Each statement below should be awarded a score **(I – Inadequate, RI – Requires Improvement, G – Good, O – Outstanding)** and evidence should be provided which supports the suggested scoring. E.g. hyperlink to policy documents.

**At the end of each section please provide an overall score and detail the planned actions for improvement.**

**Person Completing This Audit:**

**………………………………………………………………………………………………………………………**

**Organisation name:**

**Headteacher/Principal:**

**Address:**

**………………………………………………………………………………………………………………………**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Name** | **Contact Tel Number** | **Contact Email Address** |
| **Headteacher/Principal** |  |  |  |
| **DSL/Deputy DSL** |  |  |  |
| **Chair of Governors** |  |  |  |
| **Safeguarding Link Governor** |  |  |  |
| **Chair of Trustees** |  |  |  |
| **SENCO** |  |  |  |

**Part 1: Safeguarding Information for All Staff**

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| **No.** | **Statements** | | **Suggested Scoring - I, RI, G, O** | **Evidence** | |
| **1.1** | All staff have access to and knowledge of the safeguarding policy, behaviour policy and code of conduct. | |  |  | |
| **1.2** | All staff have access to and knowledge of the searching, screening, and confiscation policy or this is incorporated into the behaviour policy. | |  |  | |
| **1.3** | All staff are given a mandatory induction which outlines safeguarding responsibilities and the procedures to be followed if concerns are noted about a pupil’s safety or welfare | |  |  | |
| **1.4** | Safeguarding is included in the agency induction programme and agency staff are advised how to report safeguarding concerns | |  |  | |
| **1.5** | There are procedures in place to ensure that staff have undertaken annual safeguarding training and can demonstrate their understanding. | |  |  | |
| **1.6** | All staff have undertaken training regarding equality, diversity, and inclusion and understand the concept of unconscious bias | |  |  | |
| **1.7** | All staff know who the identified designated safeguarding leads (DSL) are. | |  |  | |
| **1.8** | All staff know how to record, and report concerns regarding physical abuse, emotional abuse, sexual abuse, and neglect. | |  |  | |
| **1.9** | All staff can recognise indicators of domestic abuse and understand the potential impact upon pupils | |  |  | |
| **1.10** | All staff understand the definition of a private fostering arrangement | |  |  | |
| **1.11** | All staff understand the school’s duty to prevent people from being drawn into terrorism (Prevent Duty) | |  |  | |
| **1.12** | All staff have awareness of indicators of harm outside the home, including child sexual exploitation and child criminal exploitation. | |  |  | |
| **1.13** | All staff have awareness of indicators of FGM and understand the legal duty to report an apparent act of FGM to the police. | |  |  | |
| **1.14** | All staff understand that children with SEND can be more vulnerable to harm | |  |  | |
| **1.15** | All staff are able to identify pupils who may benefit from Early Help and understand the local Early Help offer | |  |  | |
| **1.16** | Staff record and report all safeguarding concerns, including those which they consider to be minor, in order for the school to develop a clearer understanding of a pupil’s lived experience. | |  |  | |
| **1.17** | Recording and reporting procedures are clearly communicated to external providers delivering services within the school. | |  |  | |
| **1.18** | There is an electronic safeguarding recording system in place which all staff can access and know how to use in order to record concerns. | |  |  | |
| **1.19** | There is a procedure in place to support staff to report concerns outside of the usual working hours (eg. after school or during the summer holidays) | |  |  | |
| **1.20** | All staff have knowledge of the whistleblowing procedures and know how to escalate concerns if they feel that their concerns are not being addressed by the DSL. | |  |  | |
| **Inadequate** | | **Requires Improvement** | **Good** | | **Outstanding** |
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| **Actions:-** | | | | | |

**Part 2: The management of Safeguarding**

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| **No.** | | **Statements** | | **Suggested Scoring - I, RI, G, O** | **Evidence** | |
| **2.1** | The school has a safeguarding policy in place that is reviewed annually | | |  |  | |
| **2.2** | The updated safeguarding policy and updated KCSIE guidance (Part 1 and Annex A) is distributed to all staff each year and there is a signed record that they have read and understood. | | |  |  | |
| **2.3** | The safeguarding policy is shared with parents and available via the school website | | |  |  | |
| **2.4** | The safeguarding policy is shared with pupils | | |  |  | |
| **2.5** | There is a user-friendly version of the safeguarding policy for pupils and families | | |  |  | |
| **2.6** | The searching, screening, and confiscation policy (or relevant section of the behaviour policy) clearly outlines which staff members are authorised and trained to lawfully and safely search a pupil | | |  |  | |
| **2.7** | Staff authorised by the Head teacher/Principal to use physical techniques to manage behaviour have received appropriate training | | |  | **Provide details of the training provided and dates delivered** | |
| **2.8** | There is a named DSL who is a member of the Senior Leadership Team | | |  |  | |
| **2.9** | There is a named deputy (or deputies) DSL able to cover in the DSL’s absence | | |  |  | |
| **2.10** | Staff with DSL responsibilities have undertaken comprehensive DSL training within the last 2 years | | |  | **Provide the date that training was undertaken for each DSL** | |
| **2.11** | Staff with DSL responsibilities have refreshed their safeguarding knowledge and skills within the last year | | |  |  | |
| **2.12** | A member of the DSL team regularly attends the DSL forums | | |  |  | |
| **2.13** | Staff with DSL responsibilities have undertaken Trauma Informed Practice training | | |  |  | |
| **2.14** | Staff with DSL responsibilities have undertaken adultification bias training | | |  |  | |
| **2.15** | Staff with DSL responsibilities have access to appropriate support and supervision | | |  |  | |
| **2.16** | Input from the SENCO is obtained when safeguarding concerns arise is respect of pupils with SEND. | | |  |  | |
| **2.17** | The DSL liaises with multi agency partners in accordance with safeguarding practices. | | |  |  | |
| **2.18** | The DSL shares information, attends meetings and reports concerns to safeguarding partners | | |  |  | |
| **2.19** | There is an appointed designated teacher who promotes the academic achievement of children who are looked after or were previously looked after. | | |  |  | |
| **2.20** | There is a safeguarding link governor, who has received a copy of the safeguarding role profile for link governors | | |  |  | |
| **2.21** | The safeguarding link governor completes termly visits to the school and shares a termly report at board meetings | | |  |  | |
| **2.22** | The safeguarding link governor regularly reviews a sample of the Single Central Register | | |  | **Provide details to confirm the frequency** | |
| **2.23** | The governing body review the school’s response to the S11 audit | | |  |  | |
| **2.24** | All governors/trustees have undertaken appropriate safeguarding and child protection training | | |  |  | |
| **2.25** | There is a SEND link governor, who has received a copy of the SEND role profile for link governors | | |  |  | |
| **2.26** | The SEND link governor completes termly visit to the school and shares a termly report at board meetings | | |  |  | |
| **2.27** | The SEND link governor regularly reviews a sample of EHCP’s and the associated review meeting documents | | |  | **Provide details to confirm the frequency** | |
| **2.28** | Pupils know how to access support regarding safeguarding matters | | |  |  | |
| **2.29** | Contextual safeguarding themes (eg. Child Sexual Exploitation - CSE, Child Criminal Exploitation - CCE, Missing Episodes) are incorporated into the  curriculum | | |  |  | |
| **2.30** | An outline of the police powers to stop and search is incorporated into the curriculum | | |  |  | |
| **2.31** | Healthy and respectful relationships with LGBT+ inclusion is incorporated into the curriculum | | |  |  | |
| **2.32** | Pupils are educated about how to keep themselves safe online. | | |  |  | |
| **2.33** | Mental health concerns are incorporated into the school curriculum | | |  |  | |
| **2.34** | There is a provision for mental health support on site which pupils can access. | | |  |  | |
| **2.35** | The impact of bullying is incorporated into the school curriculum for all pupils. | | |  |  | |
| **2.36** | There is an anti-bullying ambassador/peer support (or similar) programme which pupils know how to access | | |  |  | |
| **2.37** | There are systems in place which encourage and enable student participation and the voice of the child | | |  |  | |
| **2.38** | Parent/Carer surveys are distributed annually which include safeguarding themes | | |  |  | |
| **2.39** | IT filtering and monitoring systems are in place to prevent access to inappropriate content and/or contact. | | |  | **Provide details of the system in use:** | |
| **2.40** | Child Protection files are stored securely, kept confidential and kept up to date | | |  |  | |
| **2.41** | Child protection records include an outline of the concern, how this was followed up and resolved, and the actions taken. | | |  |  | |
| **2.42** | The setting notifies the LA of pupils whose parents advise of their intention to home educate | | |  |  | |
| **2.43** | The setting reviews data for children missing education, CSE, CCE, bullying, domestic abuse, substance misuse, FGM, weapon carrying, forced marriage, parental mental health needs, pupil mental health needs and extremism on a termly basis to consider the schools priorities. | | |  |  | |
| **2.44** | The DSL and SLT carefully review data and specific incidents to consider and challenge any potential indicators of unconscious bias | | |  |  | |
| **2.45** | There is a security system to keep the grounds and buildings secure whilst pupils are on site | | |  |  | |
| **2.46** | There is a protocol at the beginning and end of the school day to ensure that younger and/or vulnerable pupils do not leave the site unaccompanied | | |  |  | |
| **2.47** | All visitors attending the setting in a professional capacity present their ID and staff seek assurances from employers that DBS checks are in place. | | |  |  | |
| **2.48** | All other visitors/volunteers to the setting are accompanied at all times whilst pupils are on site. | | |  |  | |
| **Inadequate** | | | **Requires Improvement** | **Good** | | **Outstanding** |
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| **Actions:-** | | | | | | |

**Part 3: Safer Recruitment**

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| **No.** | **Statements** | | **Suggested Scoring - I, RI, G, O** | **Evidence** | |
| **3.1** | Staff responsible for recruitment and employment have undertaken appropriate safer recruitment training. | |  | **Provide the date that training was undertaken for each staff member:** | |
| **3.2** | Staff managing the Single Central Record have undertaken appropriate training | |  | **Provide the date that training was undertaken for each staff member:** | |
| **3.3** | The Head teacher/Principal and DSL regularly review the Single Central Record | |  | **Provide details to confirm the frequency:** | |
| **3.4** | At least 1 member of staff conducting an interview has undertaken appropriate safer recruitment training. | |  |  | |
| **3.5** | Adverts indicate whether the post includes regulated activity and outline the safeguarding checks that will be undertaken | |  |  | |
| **3.6** | Applicants are required to provide details of their present or last employment, full employment history and reason for any gaps, qualifications, and details of 2 referees’. | |  |  | |
| **3.7** | Shortlisted candidates are asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. | |  |  | |
| **3.8** | An online search is undertaken of all shortlisted candidates to help identify any incidents or issues which are publicly available online | |  |  | |
| **3.9** | References are sought from the current or most recent employer via their organisational contact details. | |  |  | |
| **3.10** | Enhanced DBS checks are undertaken for all staff engaging in regulated activity | |  |  | |
| **3.11** | Standard DBS checks are undertaken for all staff not engaging in regulated activity | |  |  | |
| **3.12** | S128 checks are undertaken and recorded for all school governors | |  |  | |
| **3.13** | **Independent Schools, Academies and Free Schools Only -** S128 checks are undertaken and recorded for all individuals in management positions | |  |  | |
| **3.14** | Confirmation is sought from agencies/contractors that appropriate DBS checks have been undertaken before staff commence any duties. | |  |  | |
| **3.15** | DBS checks are undertaken on a regular basis (at least every 5 years) for all staff. | |  |  | |
| **3.16** | Criminal records checks are undertaken for overseas applicants in accordance with Home Office guidance | |  |  | |
| **Inadequate** | | **Requires Improvement** | **Good** | | **Outstanding** |
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| **Actions:-** | | | | | |

**Part 4: Allegations/Concerns raised against staff, volunteers, and contractors**

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| **No.** | **Statements** | | **Suggested Scoring - I, RI, G, O** | **Evidence** | |
| **4.1** | All staff understand that allegations against staff must be reported directly to the Head teacher/Principal and must not be discussed with the member of staff. | |  |  | |
| **4.2** | All safeguarding incidents involving staff/volunteers are discussed with the LADO within 1 working day and prior to any investigation | |  |  | |
| **4.3** | A risk assessment is undertaken when an allegation is reported which considers any measures that need to be put in place to safeguard pupils and the staff member whilst the matter is being investigated. | |  |  | |
| **4.4** | A summary of the allegation and the agreed outcome of an investigation is recorded in the relevant staff member’s file. | |  |  | |
| **4.5** | DBS referrals are made in all cases with an agreed outcome of a substantiated allegation. | |  |  | |
| **4.6** | There is a low-level concerns policy in place, or this is incorporated into the Code of Conduct. | |  |  | |
| **4.7** | All low-level concerns are evaluated alongside the LADO | |  |  | |
| **4.8** | All low-level concerns are recorded against the relevant staff members file and in a separate file that is used to track patterns and trends | |  |  | |
| **Inadequate** | | **Requires Improvement** | **Good** | | **Outstanding** |
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| **Actions:-** | | | | | |

**Part 5: Child on child sexual violence and sexual harassment**

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| **No.** | **Statements** | | **Suggested Scoring - I, RI, G, O** | **Evidence** | |
| **5.1** | The behaviour policy includes child on child abuse or there is a separate child on child abuse policy | |  |  | |
| **5.2** | The policy reflects the different forms of child-on-child abuse and stipulates that there is a zero tolerance, and this cannot be passed off as ‘banter’ | |  |  | |
| **5.3** | Child on child abuse, and in particular Harmful Sexual Behaviour (HSB), boundaries, and consent are included in the curriculum for all pupils | |  |  | |
| **5.4** | All incidents of HSB are reported to the DSL, who considers whether a crime may have been committed and consults with the MASH team to consider next steps. | |  |  | |
| **5.5** | The DSL has undertaken AIM training. | |  |  | |
| **5.6** | When an incident of HSB is reported, the DSL undertakes a risk assessment to consider what actions need to be put in place to protect and support all pupils. | |  |  | |
| **5.7** | All reports of HSB are recorded and the data is reviewed and analysed on a termly basis to consider a whole school response. | |  |  | |
| **Inadequate** | | **Requires Improvement** | **Good** | | **Outstanding** |
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| **Actions:-** | | | | | |

**Overall Action Plan**

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| **No** | **Statement** | **Action needed & by whom** | **Review Date** |
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**Completion Date:**

**For Office Use Only**

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| --- | --- |
| Submission Date |  |
| LA Review undertaken by |  |
| Date of LA Review |  |
| Date of Site Visit Review (if applicable) |  |