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**Safeguarding Practice Audit**

**Keeping Children Safe in Education**

**Part One** **Safeguarding Information for All Staff**

**Name of School/Education setting:**

**Date of audit:** [Pick the date]

**Author:**

**Child Protection School Liaison Officer (if applicable):**

**Introduction and Guidance:**

[The Education Act 2002](https://www.legislation.gov.uk/ukpga/2002/32/contents)section 175 and 157,makes it a legal duty to safeguard and promote the welfare of children, [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)  sets out how schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

In preparation for this audit there are other associated statutory and local guidance’s that can be read in conjunction with the appropriate section of KCSiE.

* [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
* [Hertfordshire Safeguarding Children Partnership’s Procedures Manual](https://hertfordshirescp.trixonline.co.uk/contents/contents)
* [Hertfordshire continuum of need](https://thegrid.org.uk/assets/continuum-of-needs-for-children-and-young-people.pdf)
* [Information sharing](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)
* [General Data Protection Regulation (UK GDPR)](https://www.gov.uk/data-protection)

**Quality Assurance**

The purpose of auditing is to ensure the quality of safeguarding arrangements and identify areas for improvement in professional development and practice. Effective safeguarding should be integrated into a school or college's management approach, embedded in its vision, ethos, and strategic direction. This 'whole school approach' is essential for creating a safe and secure environment where children and young people can learn, develop, and feel safe. This audit should evidence throughout, a whole school approach and that safeguarding is everyone’s responsibility. Staff have an important role within the safeguarding system, and they should always work in the best interest of the children.

Auditing is crucial for management and leaders to reassure stakeholders that schools and colleges meet compliance and contractual requirements for safeguarding arrangements.

The responsibility for overseeing the planning and development of this audit lies with the management and leadership team in charge of safeguarding, including the headteacher, principal, DSL, DDSL, and governance. This process should incorporate the values and perspectives of various stakeholders, such as staff, children and young people, parents and carers, volunteers and relevant partner agencies if applicable. This inclusive approach will enhance the quality of analysis and action planning at the conclusion of the audit.

If you are undertaking an audit in house (managing this independently) you can access the guidance on the CPSLO page of Hertfordshire grid for learning [Child protection: policies, procedures and forms - Hertfordshire Grid for Learning](https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/policies-procedures-and-forms)

If you have a query, you can seek advice from the Child Protection School Liaison service as part of our offer to support DSLs / DDSLs with safeguarding practice. If you know who the designated CPSLO is for your school / college, you can contact them directly, if not please contact [cpsloadmin@hertfordshire.gov.uk](mailto:cpsloadmin@hertfordshire.gov.uk)

**Rag rating**

The ‘safeguarding descriptors’ set out in column A can be used to measure if the minimum standard of safeguarding practice is met, partially met or not. The outcomes of these in columns B & D can be transferred to the action plan section on the last page.

**RED** - **Not met** - Insufficient evidence that safeguarding practice standards are being met, no examples stated in column **B**. Immediate action requiredto develop this to safer practice standard of **‘met’** rating.

**AMBER** - **Partially met** - Some evidence of good safeguarding practice standards met but not sufficiently evidenced in column **B**. Action required within one month to further development this practice standard to ‘**met’** rating.

**GREEN** - **Met** -Sufficient examples evidenced in column **B** This can be monitored to ensure continuous on-going good practice standards and date can be set to review this action.

**Safeguarding Information for All Staff**

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| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| Ref. | **Safeguarding practice standard and descriptors**  Minimum statutory requirements and best practice in accordance with KCSiE and other related statutory and local guidance. | **Evidence/examples of how these duties are being met?**    DSL/DDSL / leadership / management (including Governance if applicable) can provide examples to evidence their school/college practice and decide on what RAG rate it meets. | **RAG rate** | **Notes for action planning (Action required, by whom and when.)**  This section will form part of the final action plan (see section **E** at the end of the document) |
|  | **What school and college staff should know and do** |  |  |  |
|  | **A child centred and co-ordinated approach to safeguarding.** |  |  |  |
| **1** | Do staff know how to define safeguarding and promoting the welfare of children’?  What support do school put in place to prevent the impairment of children’s mental and physical health?  What support/intervention is sought if child is not receiving safe and effective care?  How does school evidence a safeguarding culture protecting children from maltreatment (at home, outside of home and online?)  Is there evidence to show staff act proactively seeking advice for the child from the DSL? | . |  |  |
| **2** | Are staff aware of the legal definition of a child, age of criminal responsibility, age of consent for sexual activity and the legalities around sexual offences act?  For 6th form and College where do they refer vulnerable adults (over 18’s?) |  |  |  |
|  | **The role of staff.** |  |  |  |
| **3** | How do staff ensure a safe environment where children can learn? For example: the importance of obtaining the child’s voice.  How can you evidence that staff understand what constitutes a concern and that they are confident in who to report concerns to?  Do staff understand they are part of a multi-agency team and that they have a responsibility?  How do staff (including the headteacher) demonstrate compliance with the Teachers’ Standards?  Are staff confident in reporting concerns about conduct of other staff members? |  |  |  |
|  | **What staff need to know.** |  |  |  |
|  | **Systems which support safeguarding and prevent harm. (Staff should receive these in their induction).** |  |  |  |
| 4 | Child Protection Policy. Is this reviewed annually and agreed by the governing body?  How is this accessible to staff, members of the public or anyone who wishes to view it?  How can you evidence that staff understand its contents? (Not just signing a box to say it’s been read but fully understand their role within it?). |  |  |  |
| **5** | Behaviour policy which includes measures to prevent bullying. Is this clear and accessible to all? Is this understood? |  |  |  |
| **6** | Staff behaviour policy (staff code of conduct), which should include low-level concerns, allegations against staff and whistleblowing, plus acceptable use of technologies. How can you evidence that staff understand its contents? |  |  |  |
| **7** | Are there Safeguarding arrangements in place to respond to children who are absent from education, specific to your setting? |  |  |  |
| **8** | Is there a Designated Safeguarding Lead (DSL) who is a member of SLT and takes lead responsibility for safeguarding and child protection?  Are staff aware of who the DSL’S are and how they can contact? |  |  |  |
| **9** | Is there a standalone agenda for Safeguarding as part of every governing body meeting?  Do school have a nominated Safeguarding governor (preferably not the chair) to be the Safeguarding link governor? |  |  |  |
| **10** | Have staff had up to date safeguarding training at the appropriate level? For example, for all staff, volunteers and governors, including online safety. |  |  |  |
| **11** | Are there robust safer recruitment procedures which safeguard children and are in line with the Department for Education (DfE) procedures and other key government guidance? |  |  |  |
| **12** | Is there an accredited person trained in Safer recruitment? |  |  |  |
| **13** | Single Central Record (SCR). Is this checked regularly? Is it up to date with checks for identity, qualification and vetting, for staff/contractors/volunteers? |  |  |  |
| **14** | What information do staff have to assist them to make a referral in an emergency or no DSL is available? |  |  |  |
| **15** | Are staff clear about the process of how to respond if a child discloses abuse and neglect?  Do staff maintain confidentiality, sharing with those that only need to know? (DSL/DDSL)  Do staff know not to promise a child they will not tell anyone?  When a child discloses how do staff reassure them, that they have done the right thing and take them seriously?  Are staff made aware that children may not feel ready to tell or may not know they are being abused?  What is in place to support the children to feel safe to talk?  Do staff make reasonable adjustments where there are protected characteristics, SEND, language barrier?  Are staff professionally curious? Do staff ask questions to seek further information? |  |  |  |
|  | **What staff should look out for.** |  |  |  |
|  | **Early Help** |  |  |  |
| **16** | Do staff know who may benefit from early help?(Young carers, SEND, Children missing, etc) How can you evidence this?  Do staff really understand what Early help means and what this may look like in terms of services available? For example, would they know where to signpost?  Can staff identify children who are potentially vulnerable? |  |  |  |
|  | **Abuse, neglect and exploitation.** |  |  |  |
| **17** | Do staff know the four categories of abuse?  Are they able to evidence indicators?  If staff are unsure, are they confident in discussing with the DSL?  What does school do to protect children from maltreatment, whether that is within or outside the home, including online?  Are staff aware of contextual safeguarding? Have they attended any training on this?  Are staff aware that both adults and children can abuse a child? Is this evidenced in their reporting? |  |  |  |

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| **Safeguarding Issues** | | | | | | | |
| **18 Child on Child abuse** | | | | | | | |
| Do staff have knowledge of these themes of child-on-child abuse, would they know the indictors, what do you have in place and what is the evidence for this? | | | | | | | |
| **Theme** | **Definition** | **Key Indicators** | **Training** | **Signpost/**  **Support** | **Raise Awareness** | **Other evidence** | **Rag**  **Rating** |
| **Bullying** |  |  |  |  |  |  |  |
| **Abuse in intimate personal relationships** |  |  |  |  |  |  |  |
| **Physical Abuse** |  |  |  |  |  |  |  |
| **Sexual Violence** |  |  |  |  |  |  |  |
| **Sexual harassment** |  |  |  |  |  |  |  |
| **Causing someone to engage in sexual activity without consent** |  |  |  |  |  |  |  |
| **Consensual and non-consensual sharing of nude images and/or videos** |  |  |  |  |  |  |  |
| **Upskirting** |  |  |  |  |  |  |  |
| **Initiation/hazing type violence and rituals** |  |  |  |  |  |  |  |

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| **19 Additional information on safeguarding issues and specific forms of abuse is included in Annex B.** |
| Do staff have knowledge of these themes of specific forms of abuse, exploitation and safeguarding issues? What is the evidence for this, what is in place? |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Definition** | **Key Indicators** | **Training** | **Signpost/Support** | **Raise Awareness** | **Other evidence** | **Rag rate** |
| **Child Criminal Exploitation** |  |  |  |  |  |  |  |
| **Child Sexual Exploitation** |  |  |  |  |  |  |  |
| **Domestic Abuse** |  |  |  |  |  |  |  |
| **Female Genital Mutilation** |  |  |  |  |  |  |  |
| **Serious Violence** |  |  |  | . |  |  |  |
| **Mental Health** |  |  |  |  |  |  |  |

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| **What staff should do if they have concerns for a child / young person. (Operational arrangements for safeguarding children)** | | | | |
| **20** | Do staff ensure they report concerns immediately and never assume someone else knows or has reported already?  Do staff have an open mind? How would you know this? Are they professionally curious?  Are they kept up to date and informed when appropriate by a DSL? |  |  |  |
| **21** | Do staff understand that although confidentiality is important, the DPA and GDPR should never be a barrier to sharing information about concerns for a child?  Does leadership and management also understand this principle and their responsibilities when working with parents, carers, and other agencies? |  |  |  |
|  | **Early Help Assessment.** |  |  |  |
| **22** | Have school undertaken any Families First Assessments?  Are any staff trained in EHM?  Does the DSL understand and use the Herts continuum of need to support Early help?  Does the DSL/staff work with other agencies within Early Help?  Where escalation is needed is the DSL proactive? How does DSL monitor Early Help progress and concerns? |  |  |  |
|  | **Statutory children’s social care assessments and services** |  |  |  |
| **23** | Does the DSL team understand the threshold for when they are required to make an immediate referral to CS or and the police?  Are the DSL team familiar with the front door process of HCC Children’s Social Care?  Does all the DSL team know what the process is in Hertfordshire and if a child lives out of county? Is there evidence that the DSL has made referrals to the Local authority or other neighbouring authorities if appropriate? |  |  |  |
| **24** | Would the DSL team be able to define the difference between S17, Children in Need, and s47, Children suffering or likely to suffer significant harm are? |  |  |  |
| **25** | Does the DSL understand where appropriate consent should be sought to maintain transparency and continue the working relationship with the family? Do they know when consent is not required?  Are the DSL team familiar with the following process after a referral has been made? i.e. Time scales within MASH etc? |  |  |  |
| **26** | Do the DSL team chase up referrals or requests for support if this information is not forthcoming?  Does the DSL team monitor and review cases so that if a child’s situation does not appear to improve the escalation proceduresare followed so that child’s situation improves? |  |  |  |
| **27** | Does the DSL and staff support social workers when they decide to carry out a child and family assessment? |  |  |  |
|  | **Why is all this important.** |  |  |  |
| **28** | Learning lessons from practice reviews,  How are school proactive to learn from national and local lessons and ensure:   * Staff always consider the child’s voice. * There is good recording keeping. * That Staff act quickly. * They share information with the appropriate people. * They challenge where necessary. |  |  |  |
|  | **What school and college staff should do if they have a safeguarding concern or an allegation about another staff member** |  |  |  |
| **29** | Do staff understand who the LADO are and what their LADO role involves?  Are staff clear about what the processes and procedures the school has in place to manage any safeguarding concern or allegation?  Does this include supply staff, volunteers, and contractors?  Does your school have a low-level concern policy in place? |  |  |  |
| **30** | All staff should know that they can report a concern or an allegation to SLT - would staff know who to report to/what system is in your school and is this clear to not only staff but children, parents/carers?  See [Hertfordshire Safeguarding Children Partnership’s Procedures Manual](https://hertfordshirescp.trixonline.co.uk/contents/contents)  Would they know how to call CS and report to the Local Authority directly e.g. call 0300 123 4043? |  |  |  |
|  | **What school or college staff should do if they have concerns about safeguarding practices within the school or college** |  |  |  |
| **31** | Do all staff know that as part of your schoolculture it is their role to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime?  Do staff know that such concerns will be taken seriously by the senior leadership team, how do you know this? |  |  |  |
| **32** | How do you advise all staff about whistleblowing procedures, do staff have the trust and confidence to know how to access this?  Where a staff member feels unable to raise an issue or feels that their genuine concerns may not be addressed, do you provide staff with whistleblowing channels that are open to them?  [Advice on Whistleblowing](https://www.gov.uk/whistleblowing)  [NSPCC’s what you can do to report abuse dedicated helpline](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/)  Staff can call 0800 028 0285 – line is available from 8:00AM to 8:00PM, Monday to Friday and email: <mailto:help@nspcc.org.uk> |  |  |  |

**Action Plan- Section E**

The lead school’s auditor is to transfer all the actions from the main body of audit, columns C and D (rag rate and standards of practice to be developed)

**Rag rating**

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**NB** once actions have been undertaken and implemented, change rag rate to green ‘met’.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ref no’** | **Safeguarding practice standard and descriptors** | **Rag rated** | **Action/s required to develop practice** | **By whom and when?** |
|  |  |  |  | Who:  By when: |
|  |  |  |  | Who:  By when: |
|  |  |  |  | Who:  By when: |
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|  |  |  |  | Who:  By when: |

**Child Protection School Liaison Officer comments and recommendations**

**NB This section is only relevant if CPSLO service has been involved in supporting / undertaking the audit with schools’ leadership / management - If school have carried this out independently remove this section.**

**CPSLO analysis and feedback to schools / colleges.**

**Name of CPSLO:**

**Date**:

**The audit has identified areas that need addressing and strengths and this is evident in the action plan.**

**Areas for development:**

**Strengths:**

**Any additional comments:**

