

**Safeguarding Practice Audit**

**Keeping Children Safe in Education**

**Part two** **The Management of Safeguarding**

**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)

The document uses the term schools, meaning any education establishment. Governing body (GB) means all forms of governance and relates to how ‘corporately’ as a body or board you have a collective function of strategic oversight and management of safeguarding practice in the school. However, do consider that there is certain safeguarding duties set out in part two of KCSiE, that would be specific to the role of the chair, vice chair or the link governor for safeguarding.

**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**. **I**mmediate 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.

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**The Management of Safeguarding**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Columns | **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) 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) |
| **1.** | **Legislation and the law** | | | |
| 1.01 | Have the Governor body/proprietors read KCSIE in its entirety?  What other relevant legislation and statutory guidance applies to safeguarding in this setting? |  |  |  |
| 1.02 | Through their strategic leadership responsibility, how does the GB/P ensure the school complies with KCSIE guidance and ensure that policies, procedures and training, are complied with at all times?  How does the Headteacher / Principal ensure that the school’s policies and procedures, (particularly those concerning referrals of cases of suspected abuse and neglect) are understood, and followed by all staff? |  |  |  |
| 1.03 | Do the GB/P have a senior board level (or equivalent) member to take the leadership responsibility for their school’s safeguarding arrangements e.g., link safeguarding governor? |  |  |  |
| 1.04 | Have all GB/P received appropriate safeguarding and child protection (including online) training at induction?  Is GB/P and trustee training regularly updated?  Why is this important for GB/P? |  |  |  |
| **2.** | **Human Rights Act 1998 (HRA), Equality Act 2010, Public Sector Equality Duty (PSED), Data Protection Act 2018, and UK GDPR** | | | |
| 2.01 | As detailed in KCSIE, it is unlawful for schools or colleges to act in a way that is incompatible with the HRA. How do the GB/P ensure compliance under this legislation? |  |  |  |
| 2.02 | GB/P should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics. What operational arrangements does your school/college have in place to recognise, respond to/prevent incidents? |  |  |  |
| 2.03 | How does the GB/P ensure that your setting does not unlawfully discriminate against pupils with protected characteristics? (disability, race, religion or belief, gender, sexual orientation) |  |  |  |
| 2.04 | PSED is found in the Equality Act and compliance is a legal requirement for state-funded schools and colleges. How do GB/P ensure headteacher advances equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not?  When significant decisions or policies developed for setting, is specific consideration given to the equality implications such as, the need to eliminate unlawful behaviours, such as sexual violence and sexual harassment, misogyny/misandry and racism?  How do GB/P ensure your setting hold good record-keeping and monitoring of all forms of abuse and harassment of CYP (child-on-child abuse) or allegations against staff? |  |  |  |
| 2.05 | Does GB/P check that SLT process personal information about children and staff, fairly and lawfully and keep the information they hold safe and secure, as stipulated under the Data Protection Act 2018 and the UK GDPR?  How confident is the GB/P that the school data management protects such personal information and provides access to this appropriately? |  |  |  |
| **3.** | **Whole school and college approach to safeguarding, and Safeguarding policies and procedures** | | | |
| 3.01 | GB/P and school or college leaders should ensure there is a whole school approach to safeguarding involving everyone in the school, meaning that all staff ensure safeguarding, and child protection are at the forefront of their practice. How does the GB/P know this is part of the culture of the school, how is this evidenced? |  |  |  |
| 3.02 | Where there is a safeguarding concern for a pupil(s) how does the GB/P know that all staff, particularly the DSL will ensure the child’s wishes and feelings are taken into account?  Are you aware of any threshold guidance DSL team use to support their thinking? |  |  |  |
| 3.03 | How does the GB/P ensure / check that these systems are in place, are well promoted, and understood by staff?  Are they easily accessible for children to confidently report, any form of abuse, neglect or exploitation knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback? |  |  |  |
| 3.04 | **Child Protection policy** |  |  |  |
|  | How does the GB/P ensure schools policies and procedures are in place, made available to all staff so that they can take the appropriate action in a timely way to safeguard and promote children’s welfare?  Child Protection policy, how effective does the GB/P consider the schools CP policy to be? please verify and provide a brief comment on each of the safeguarding area listed   * **Child-on-child abuse,** how does GB/P ensure **‘**awhole school approach’ is adopted and what does this mean in practice in the school? (See Part five KCSiE)? * **Reporting systems** Is this clear to staff, children, parents / cares and visitors to the school, this would include any organisation who hires / leases school premises for private use? * **Working together** **DfE** does it describe this statutory guidance? * **Multi-agency safeguarding arrangements** does it refer to the locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners? E.g. **Hertfordshire Safeguarding Children Partnership** * **Online safety** does it include information about how staff enable children to keep safe on online? And **special educational needs and disabilities SEND** * Is the CP policy reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; what role does the GB/P have in this update and ratification of the schools CP policy? * Is the CP made available publicly either via the school website or by other means? |  |  |  |
| 3.05 | **Behaviour policy:** |  |  |  |
|  | How does GB/P ensure the school has this policy in place to raise awareness and help staff prevent and respond to incidents of bullying which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)?  How effective is this policy, do SLT consistently apply this to cases that are raised? |  |  |  |
| 3.06 | **Staff behaviour Policy / Code of conduct** |  |  |  |
|  | The code of conduct should include:   * low-level concerns, allegations against staff and * whistleblowing, * acceptable use of technologies (including the use of mobile devices), * staff/pupil relationships and * communications including the use of social media. * Sexual Offences Act 2003   How does the GB/P hold the headteacher to account for managing safe working practice in the school, are trained, informed at induction of expectations and consequences if code of conduct policy is breached?  Are any incidents of staff inappropriate behaviour towards children addressed in accordance with this policy and where relevant the *Teachers Standards* / *TA regulations*? |  |  |  |
| 3.07 | **Children absent from education** |  |  |  |
|  | What procedures and arrangements do the school have in pace to ensure appropriate safeguarding arrangements to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods? |  |  |  |
| 3.09 | **Part one KCSiE (or Annex A if appropriate)** |  |  |  |
|  | Part one and information regarding the role and identity of the DSL (and deputies), should be provided to all staff on induction. How does the GB/P know that the headteacher ensures that all staff receive the above polices at induction alongside information about the role of the DSL and deputies and a copy of part one KCSiE?  Do staff sign to declare they have read and understood part one?  How often are the policies provided to staff following induction, what is the schedule in the school for ongoing raising awareness to staff for any changes?  How is the role of the DSL and deputies (as per KCSiE Annex C) communicated across the school community? |  |  |  |
| 3.10 | **Proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.** |  |  |  |
|  | What is the agreement between the GB/P and the headteacher about the level of children’s information that is provided to temporary staff, volunteers, and contractors? |  |  |  |
| 3.11 | Does the GB/P ensure:   * **Child protection files** are maintained as set out in Annex C? ***see section sharing information*** * **Appropriate safer recruitment policies** are in place and in accordance with Part three KCSiE, embedded and effective? * Does the school, where reasonably possible, hold more than one **emergency contact number** for each pupil or student? |  |  |  |
| **4.** | **The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)** | | | |
| 4.01 | GB/P should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of DSL. Is your DSL a member of your SLT?  If the DSL is not a member of SLT, how do GB/P ensure the DSL is afforded what KCSIE describes as “*the appropriate status and authority*” needed to carry out the duties of the post?  Is the DSL role explicit in the role-holders job description?  How are the GB/P ensuring that the DSL is taking lead responsibility for safeguarding and child protection (including online safety)?  How do the GB/P ensure that the DSL is “*given the additional time, funding, training, resources, and support needed to carry out the role effectively*” as per KCSIE? |  |  |  |
| 4.02 | How has the setting decided if they need one or more than one DDSL?  How many DDSLs does the setting have?  Have all DDSLs been trained to the same standard as the DSL?  Can GB/P demonstrate a summarised, strategic overview of how the DSL and DDSLs collaborate and distribute workload to ensure secure coverage of all aspects of safeguarding responsibility? |  |  |  |
| **5.** | **Multi-agency working** | | | |
| 5.01 | Statutory guidance, Working Together to Safeguard Children, states that schools have a pivotal role to play in multi-agency safeguarding arrangements. What is the GB/P doing to ensure that the school is contributing to multi-agency working? |  |  |  |
| 5.02 | What evidence do GB/P have to reassure them that the DSL engages with Local Safeguarding Children Partnership arrangements?  How does the GB/P ensure that the DSL team are aware of the Local Safeguarding Children Partnership’s expectations?  What arrangements are in place for Safeguarding Partners to work together, and with other appropriate agencies, to safeguard and promote the welfare of children? This includes ways of identifying and responding to local children’s needs. |  |  |  |
| 5.03 | How is the setting working with Local Authority Children’s Services (LA CS), the police, health services and other services to promote the welfare of children and protect them from harm? |  |  |  |
| 5.04 | How does the setting allow access for LA CS (either Herts or another local authority), to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment? What is the process in these situations? |  |  |  |
| **6.** | **Information sharing (inc. recording and holding)** | | | |
| 6.01 | Does the GB/P understand the setting’s role and powers in relation to Information Sharing?  How do GB/P demonstrate that they understand the importance of information sharing?  What arrangements and processes are in place between practitioners and local agencies?  How can the setting demonstrate that its staff are proactive in sharing information, as early as possible, to help identify, assess, and respond to risks or concerns about the safety and welfare of children?  How do the DSL/DDSLs share information with internal staff if required?  How is this information shared with parents/carers if required? |  |  |  |
| 6. 02 | The Data Protection Act 2018 and UK GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.  Can GB/P describe what arrangements the setting has in place to ensure the setting is compliant with this? |  |  |  |
| 6.03 | What is the setting’s process for receiving Child Protection information for new pupils?  When a pupil leaves the setting, what are the arrangements for transferring or retaining the pupil’s Child Protection information? |  |  |  |
| **7.** | **Staff training** | | | |
| 7.01 | How are GB/P reassured that:   * All staff undergo safeguarding and child protection training (including online safety) at induction? * That the training is be regularly updated (a minimum of once per year, preferably more)? * That this training is in line with any advice from the safeguarding partners?   *If in doubt about training required contact the Child Protection School Liaison Service on* [cpsloadmin@hertfordshire.gov.uk](mailto:cpsloadmin@hertfordshire.gov.uk) |  |  |  |
| 7.02 | What examples are GB/P aware of that staff are given more regular updates/training?  What opportunities are there for staff to contribute to and shape safeguarding arrangements and the child protection policy? |  |  |  |
| 7.03 | The Teachers’ Standards set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment; this requires teachers to have a clear understanding of the needs of all pupils.  How can the GB/P talk about and evidence that this takes place in the setting? |  |  |  |
| **8.** | **Opportunities to teach safeguarding** | | | |
| 8.01 | To fulfil requirements in KCSIE, how does the GB/P ensure that children are taught about how to keep themselves and others safe (including online) and are reassured that the setting is covering all aspects of safeguarding.  How is this tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND? |  |  |  |
| 8.02 | How does the school promote a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment?  Does the school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life?  Are these values underpinned by the setting’s behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum? |  |  |  |
| **9.** | **Online Safety and Cyber-security (Information security and access management)** | | | |
| 9.01 | It is essential that GB/P ensure that appropriate filtering and monitoring systems are in place.  What is the school’s approach to safeguarding children from potentially harmful online material?  What online filtering system does the school use?  How do staff report a monitoring concern (and to whom?)  How does the DSL/DDSL respond to monitoring concerns raised by staff? |  |  |  |
| 9.02 | How can the GB/P demonstrate that they are taking a balanced approach to online safety ensuring that they are not ‘over blocking’ content which restricts learning? |  |  |  |
| 9.03 | How is online safety considered in all relevant policies and how is online safety considered whilst planning the curriculum (including any teacher training, the role and responsibilities of the DSL (and DDSLs) and any parental engagement)?  Is Online Safety reflected in the setting’s Child Protection policy?  Does the setting have an Online Safety policy? |  |  |  |
| 9.04 | Are Pupils/students, staff and parents aware of and understand the online safety behaviour expectations, including the acceptable use of technologies and the use of mobile and smart technology. |  |  |  |
| 9.05 | What policies does the school have that relate to safeguarding in a remote or home learning context? |  |  |  |
| 9.06 | How are communications between schools and parents/carers used to reinforce the importance of children being safe online? |  |  |  |
| 9.07 | How do GB/P ensure appropriate levels of security protection procedures are in place in order to keep  online systems safe?  How do you ensure these keep up to date with evolving cyber-crime technologies? |  |  |  |
| 9.08 | How are both Online Safety and Cyber-security reviewed? |  |  |  |
| **10.** | **Inspection** | | | |
| 10.01 | Ofsted/ISI will always report on whether or not the arrangements for safeguarding are effective; they will also speak to GB/P about this.  What preparation have the GB/P undertaken to support them in feeling prepared to represent the school to Ofsted/ISI in an inspection? |  |  |  |
| **11.** | **What staff should do if they have a safeguarding concern, or an allegation is made about another staff member** | | | |
| 11.01 | How does the GB/P ensure there are procedures in place to manage ***‘Low-Level Concerns’*** (no matter how small) or allegations that do not meet the harm threshold, about staff members (including supply staff, volunteers, and contractors)? |  |  |  |
| 11.02 | How does the GB/P ensure there are procedures in place to manage ***allegations that do*** meet the harm threshold, about staff members (including supply staff, volunteers, and contractors)? |  |  |  |
| 11.03 | What procedures are 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 or would have been had they not resigned? |  |  |  |
| 11.04 | If concerning a teacher, what procedures are in place to make a referral to the Secretary of State (via the Teaching Regulation Agency) if a teacher in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned? |  |  |  |
| **12.** | **Child-on-child abuse** | | | |
| 12.01 | Does the setting’s Child Protection policy cover child-on-child abuse? (see section 304)  How can you evidence that staff could recognise cases of child-on-child abuse in relation to.   * bullying (including cyberbullying, prejudice-based and discriminatory bullying) * abuse in intimate personal relationships between children (also known as teenage relationship abuse) * physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm * sexual violence and sexual harassment. (Part five of KCSiE) * consensual and non-consensual sharing of nude and semi-nude images and/or videos. (Also known as sexting or youth produced sexual imagery * causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party * upskirting (which is a criminal offence45), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and * initiation/hazing type violence and rituals. |  |  |  |
| 12.02 | What processes/systems are in place to clearly communicate to children, parents/carers and staff:   * How allegations of child-on-child abuse will be recorded, investigated, and dealt with? * Clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported? * Does this include ‘nudes or semi-nudes’? |  |  |  |
| **13.** | **Boarding schools, residential special schools, residential colleges and children’s homes** | | | |
| 13.01 | How alert are staff to the extra vulnerabilities of children with special educational needs and disabilities in your setting?  Are staff aware of inappropriate pupil or student relationships and the potential for child-on-child abuse? |  |  |  |
| 13.02 | Are GB/P aware of the National Minimum Standards and regulations for these settings and the guidance around them? |  |  |  |
| **14.** | **The use of ‘reasonable force’ in schools and colleges** | | | |
| 14.01 | In what circumstances may it be appropriate and proportionate for staff to have to use ‘reasonable force’? |  |  |  |
| 14.02 | How is this covered in the setting’s policies? |  |  |  |
| 14.03 | What training have staff undertaken in regard to the use of ‘reasonable force’? How often is this updated? |  |  |  |
| 14.04 | If there is an instance where ‘reasonable force’ must be used, what steps does the setting take afterwards? |  |  |  |
| **15.** | **Use of school or college premises for non-school/college activities** | | | |
| 15.01 | If any part of the setting’s site is hired out to other organisations, how do the GB/P ensure that, if the premises is hired or rent out, appropriate arrangements are in place to keep all children involved safe? |  |  |  |
| 15.02 | Does the GB/P seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed)?  Do they ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate? This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.  Does the GB/P ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement? |  |  |  |
| **16.** | **Alternative Provision (AP)** | | | |
| 16.01 | How are the GB/P made aware of the setting using AP to support children on their role? |  |  |  |
| 16.02 | What assurances does the main setting have to ensure the AP’s safeguarding provision is appropriate? |  |  |  |
| 16.03 | How does the setting manage communication with the AP to ensure attendance and progression?  How does the school maintain their responsibility for a child attending AP (the same as if the child was at setting and not AP)? |  |  |  |
| **17.** | **Children potentially at greater risk of harm** | | | |
| 17.01 | **Children with a Social Worker** | | | |
|  | How many pupils in the setting are currently on a Child in Need (CIN) or Child Protection (CP) plan?  How does the school record and monitor all pupils who currently or previously have had a Social Worker?  How are they being supported to ensure they don’t underachieve? |  |  |  |
| 17.02 | **Children who are absent from education** |  |  |  |
|  | How many pupils does the setting have who absent from education?  How does the school aim to support pupils who are absent from education in their current circumstances and to support them back into attending education? |  |  |  |
| 17.03 | **Elective Home Education (EHE)** |  |  |  |
|  | When a child is removed from the setting to be EHE, what requirements must the setting undertake and who must they notify? |  |  |  |
| 17.04 | **Children requiring mental health support** |  |  |  |
|  | Does the setting have a Mental Health Lead?  What do you have in place in your school to promote children being mentally healthy?  What provision does the setting have in place, or otherwise have access to in order to support these pupils? |  |  |  |
| 17.05 | **Looked after children and previously looked after children** |  |  |  |
|  | How many children on roll are currently Looked After?  How many children on roll are previously Looked After?  Who is the setting’s Designated Teacher for children currently and previously Looked After?  Can you evidence the DT working with the Virtual School?  How can you evidence the DT supporting children who have left care through adoption, SGO’s or child arrangement orders etc?  If the Designated Teacher is not part of the safeguarding team, how do they coordinate to support inevitable overlap in their roles?  Do staff have access to the relevant information they need regarding a child’s Looked After status?  Has the setting accessed training resources provided by Hertfordshire’s Virtual School to support staff awareness around Attachment and Trauma Informed practice? |  |  |  |
| 17.06 | **Care leavers** |  |  |  |
|  | Does the Designated Safeguarding Lead have details of the local authority Personal Advisor appointed to guide and support the care leaver?  What is the process for the DSL to liaise with the Personal Advisor regarding any issues of concern affecting the care leaver? |  |  |  |
| 17.07 | **Children with special educational needs, disabilities or health issues (SEND)** |  |  |  |
|  | How many pupils does the setting have on their SEN register?  Who is the setting’s SENCO?  Is the SENCO part of the setting’s safeguarding team?  If the SENCO is not part of the safeguarding team, how do they coordinate to support inevitable overlap in their roles?  What additional tools/resources do all staff employ to support their communication with children, specifically those with SEND?  How are children (especially those with SEND) taught to safeguard themselves? |  |  |  |
| 17.08 | **Children who are lesbian, gay, bisexual, or gender questioning** |  |  |  |
|  | *N.B. This section of KCSIE remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.*  How does the setting support children who are or may be lesbian, gay, bisexual or gender questioning?  How does the setting aim to involve parents in their support of these children? |  |  |  |

**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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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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: |
|  |  |  |  | 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 statement 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:**