

# Safeguarding Children Audit Tool for Deira Private School

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## Safeguarding Children Audit Tool for Schools and Colleges

All schools and colleges should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children. These arrangements are set out in Working Together to Safeguard Children (2018), Chapter 2.<sup>1</sup>

Schools and colleges are required to carry out an annual review of their safeguarding practice and to demonstrate how the duties set out in the guidance have been discharged.

This audit tool has been updated in line with:

- Section 11 of the [Children Act](#) (1989)
- Sections 157 and 175 of the [Education Act](#) (2002)
- [Working Together to Safeguard Children](#) (2018)
- [Keeping Children Safe in Education](#) (September 2018)
- [What to do if you are worried a child is being abused – advice for practitioners](#) (2015)
- [Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, independent schools, academies and free schools](#) (as amended 2018)
- [Protection of Freedoms Act](#) (2012)
- [Data Protection Act](#) (2018)
- [Prevent Duty Guidance for England and Wales](#) (2015)
- [The Prevent Duty: departmental advice for schools and childcare providers](#) (2015)
- [Prevent Duty Guidance; for further education institutions in England and Wales](#) (2015)
- [Mandatory Reporting of Female Genital Mutilation – procedural information](#) (2015)
- [Sexual offences Act](#) (2003) and [Serious Crime Act](#) (2015)
- [Ofsted inspecting safeguarding in early years, education and skills settings](#) (October 2018)
- [Further Education and Skills Inspection Handbook](#) (2018)
- [Derby and Derbyshire Safeguarding Children Board Safeguarding Children procedures](#)
- [Children Missing Education: statutory guidance for local authorities](#) (2016)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (2018)
- Derby On-line Safety Action Plan (2015) as circulated to education providers
- Derby CSE Strategy for Schools (2015) as circulated to education providers
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: draft for consultation](#) (2018)
- [Mental Health and Behaviour in Schools](#) (2018)
- Derby City Council Children Missing Education Policy (2019) as circulated to education providers

<sup>1</sup> See [www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)  
DePS Safeguarding Children Audit Tool

Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act, it relates to broader aspects of care and education including:

- Students and learners' health and safety and well-being, including their mental health
- Meeting the needs and recognising the increased vulnerability of children and learners with special education needs and/or disabilities
- The use of reasonable force
- Meeting the needs of Students with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety and associated issues, including sexting/'youth produced sexual imagery' and use of mobile phones in school
- Appropriate arrangements to ensure children's security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and/or emotional abuse
- Attendance issues such as poor or irregular attendance, persistent lateness or children missing from education
- Behaviour, including bullying/online bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Radicalisation and/or extremist behaviour
- Hate crime
- Gender-based violence/violence against women or girls
- Harassment and discrimination
- Impact of new technologies on sexual behaviour, for example sexting/'youth produced sexual imagery' and accessing pornography
- Peer on peer abuse
- Teenage relationship abuse
- Substance misuse (drugs and alcohol)
- Issues which may be specific to a local area or population, for example gang activity and youth violence
- Particular issues affecting children including having family members in prison, involvement with the court system, homelessness, domestic abuse, homelessness, fabricated or induced illness, sexual or criminal exploitation; county lines, trafficking/modern slavery, female genital mutilation (FGM), forced marriage and so called 'honour-based' violence.
- Poor parenting.

## Aims of the Safeguarding Audit Tool

The safeguarding audit tool enables you to:

- Assess your establishment's safeguarding practice, identify any gaps, and move on to develop an action plan to address these;
- Ensure that key people within the school/college, including the governing body, know how the school/college is working on safeguarding;
- Demonstrate that you have taken appropriate steps to audit your safeguarding arrangements and taken action to safeguard children and young people;
- Assemble your evidence of impact of practice for any Ofsted inspection.

**The Principal, Designated Safeguarding Lead and Designated Child Protection Governor should work on this audit together and it must be signed by the Principal and Designated Governor to confirm that they agree with the contents.** The audit and any action plan should be reviewed half way through the year. These audits and reviews should be formally recorded within management and governing body meetings.

## Using the Safeguarding Audit Tool

This is to support the school to keep up to date and remain compliant with safeguarding issues and processes.

To complete Part 1 of the audit identify which of the statements below currently best describes the school at the moment. It also provides the opportunity to consider and identify the establishment's safeguarding evidence. Level 4 is the least prepared, progressing to Level 1 which is what you should be aiming towards.

- If your establishment is scoring **mostly Level 4**, you need to make safeguarding planning an immediate priority.
- If your establishment is scoring **mostly Level 3 or Level 2**, you have clearly made a good start but still have some work to do.
- If your establishment is scoring **mostly Level 1's** – well done, and keep up the good work.

Part 2 Mandatory Information asks specific information about safeguarding leadership and management as well as safeguarding and promoting the welfare of children.

Whatever your Part 1 score and Part 2 findings, it is recommended that you use this tool as the basis of your safeguarding planning for the year ahead. This will help demonstrate any areas where you have identified gaps or desirable developments and translated them into actions with timescales and integrated them into your planning process. You must also ensure that your SEF accurately reflects the establishment's safeguarding work.

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 1

Child Protection Procedures, including DSCB Multi Agency Procedures and Government Guidance			
		✓	Score
a	The DSCB safeguarding children procedures, Keeping Children Safe in Education (KCSIE), Working Together to Safeguarding Children and other departmental safeguarding advice documents are only known by the Designated Safeguarding Lead (DSL).	<input type="checkbox"/>	4
b	The above is only known by the DSL, their deputy, members of the Senior Management Team and the designated child protection Governor.	<input type="checkbox"/>	3
c	All establishment staff, governors and regular visitors, including volunteers, are aware of the safeguarding children procedures and know how to access them.	<input type="checkbox"/>	2
d	As above, and in addition, relevant staff are familiar with the safeguarding children procedures as appropriate to their role. All establishment staff, volunteers and governors have read and understood at least KCSIE Part 1 and school leaders and those who work directly with children have also read/understood Annex A. Where appropriate to their role, relevant staff such as the DSL and their deputy, school leaders and governors have also read and understood KCSIE Parts 2, 3, 4, 5 and annexes.	<input type="checkbox"/>	1

**Evidence**

- [Working Together to Safeguard Children](#) (2018)? Yes ☐ No ☐ Location:
- [Keeping Children Safe in Education](#) (KCSIE) (2018)? Yes ☐ No ☐ Location:
- [What to do if you are worried a child is being abused; advice for practitioners](#) (2015)? Yes ☐ No ☐ Location:
- [Information sharing; advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2018)? Yes ☐ No ☐ Location:
- [The Prevent Duty: departmental advice for schools and childcare providers](#) (2015) and /or [Prevent Duty Guidance; for further education institutions in England and Wales](#) (2015) Yes ☐ No ☐ Location:
- [Mandatory Reporting of Female Genital Mutilation – procedural information](#) (2015) Yes ☐ No ☐ Location:
- [Mental Health and Behaviour in Schools](#) (2018) Yes ☐ No ☐ Location:
- [Sexual violence and sexual harassment between children in schools and colleges](#) (2018) Yes ☐ No ☐ Location:
- Are all staff, volunteers (where appropriate) and governors aware of the above? Yes ☐ No ☐
  - How do you know?
- Have all staff, volunteers (where appropriate) and governors read and understood KCSIE appropriate to their role and signed to this effect? Yes ☐ No ☐
- Outline the mechanisms in place to assist staff to understand and discharge their roles as set out in KCSIE 2018, part 1:

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 2

Safeguarding/Child Protection Policy			
		✓	Score
a	The establishment does not have a written safeguarding/child protection policy or has a policy but it needs updating.	<input type="checkbox"/>	4
b	The establishment has a safeguarding/child protection policy reviewed in the last year as a minimum, but it is not fully effective, in that not all staff are aware of it.	<input type="checkbox"/>	3
c	The establishment has an up to date safeguarding/child protection policy which includes references to the context of the school and the community it is located and serves, participation in the Stopping Domestic Abuse Together (SDAT) initiative, the increased vulnerability of Looked After Children and children with special education needs and/or disabilities, exploitation including county lines, how the risk of peer on peer abuse will be minimised, allegations investigated, dealt with and affected children supported and how children will be kept safe from the dangers of radicalisation and extremism. The policy is consistent with <a href="#">DSCB procedures</a> including the local criteria for action (thresholds document) and local protocol for assessment, is known to everyone working in the establishment and the governing body and it includes reference to an annual child protection audit.	<input type="checkbox"/>	2
d	As above, and in addition the safeguarding/child protection policy is easily accessible to parents and carers through the school website or via other means and upon request. The school website has information about how parents/children/other agencies can contact the DSL and their deputy, including their availability in school holidays. The school promotes awareness of safeguarding issues, including domestic abuse and exploitation, with parents and carers.	<input type="checkbox"/>	1

#### Evidence

- Safeguarding/child protection policy? Yes ☐ No ☐ Location:
- Published on school website or via other means? Yes ☐ No ☐
- School website has DSL/deputy contact details, including availability in school holidays? Yes ☐ No ☐
- Reviewed annually as a minimum? Yes ☐ No ☐ Date of last review:
- Demonstrate how staff have contributed to and shaped safeguarding arrangements and the child protection/safeguarding policy:
- Have all staff, volunteers (where appropriate) and governors read and understood the safeguarding/child protection policy and signed to this effect? Yes ☐ No ☐
- Are all staff, volunteers and governors aware of and are clear about the procedures where they identify emerging problems or are concerned about the safety of a child and the role they might be expected to play following a referral or in any assessment? Yes ☐ No ☐
  - o How do you know?
- All staff know what to do if a child tells them he/she is being abused or neglected, including if a child reports they have been sexually abused by another child or if a child shares, produces or receives a sexual communication, including sexting /'youth produced sexual imagery' or if they disclose domestic abuse, are able to manage appropriate level of confidentiality and work in the best interests of the child? Yes ☐ No ☐

<ul style="list-style-type: none"> <li>o How do you know?</li> </ul>		
<ul style="list-style-type: none"> <li>• All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse and are clear on the establishments policy and procedures in regard to this?</li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>o How do you know?</li> </ul>		
<ul style="list-style-type: none"> <li>• Prevent action plan/risk assessment in place to keep Students/learners safe from the dangers of radicalisation and extremism?</li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Demonstrate how the school/college works to raise awareness of safeguarding issues, including domestic abuse and exploitation, with parents and carers:</li> </ul>		



## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 3

Consistency and Cross Referencing of Procedures			
		✓	Score
<b>a</b>	Although safeguarding/child protection policies are in place, other policies and procedures which come under the safeguarding 'umbrella' (for example: anti-bullying, complaints, ICT/online/e-safety, physical intervention, staff and pupil/learner behaviour, Prevent action plan/risk assessment, SEND annual report and confidentiality/information sharing) contradict or do not reference them.	<input type="checkbox"/>	<b>4</b>
<b>b</b>	The establishment has started looking at other policies and procedures that should be consistent with and reference the safeguarding/child protection policy.	<input type="checkbox"/>	<b>3</b>
<b>c</b>	The establishment has reviewed all policies and identified those that should be consistent with the safeguarding/child protection policy, and has drawn up an action plan to ensure that policies are cross referenced appropriately and are consistent.	<input type="checkbox"/>	<b>2</b>
<b>d</b>	All policies are aligned; the establishment undertakes some quality assurance checks throughout the school year with staff, children/ young people and safeguarding files on their implementation. An annual safeguarding audit is undertaken by the Governing Body, and the establishment has evidence of an action plan implemented and reviewed during the year.	<input type="checkbox"/>	<b>1</b>
<b>Evidence</b> <ul style="list-style-type: none"> <li>What other policies and procedures under the “safeguarding umbrella” are available? Please list: <ul style="list-style-type: none"> <li>Where are these located?</li> </ul> </li> <li>Quality assurance checks with staff, children/young people and on safeguarding files have taken place throughout the year? <div style="float: right; text-align: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></div> <ul style="list-style-type: none"> <li>Outline what checks have taken place and any actions taken:</li> </ul> </li> <li>Have they all been reviewed in light of the outcome of the annual (as a minimum) safeguarding/child protection policy review? <div style="float: right; text-align: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></div> </li> </ul>			



## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 4

Training (see DSCB Education Settings Training Pathway <a href="http://www.derbyscb.org.uk">www.derbyscb.org.uk</a> )			
		✓	Score
a	The Designated Safeguarding Lead (DSL) and deputy/ies have not yet received safeguarding children training.	<input type="checkbox"/>	4
b	The DSL and deputy/ies have received safeguarding children training but not in the last two years.	<input type="checkbox"/>	3
c	The DSL and deputy/ies have received multi agency training less than two years ago; most members of staff, Governors and the designated Governor have received safeguarding children training less than three years ago.	<input type="checkbox"/>	2
d	The DSL, the deputy/ies and the designated Governor have received training appropriate to their role in the last two years, and all staff have received appropriate safeguarding children training during the last three years (see <a href="#">training pathway for education settings</a> ). Staff receive safeguarding and child protection updates as required but at least annually	<input type="checkbox"/>	1

**Evidence**

- Are there up to date safeguarding training (and where appropriate safer recruitment training) records for:
 

o All staff at designated levels?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
o Volunteers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
o Designated Safeguarding Lead and their Deputy/ies?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
o Designated Teacher/Lead for LAC/CIC (or children who have been previously looked after)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
o Designated Governor/Governors?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
o Headteacher/Principal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
- Location of training records:
- Are there clear and effective arrangements for staff development and training?
 

o How is this achieved?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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- All staff, including the DSL and their deputy/ies, receives safeguarding and child protection updates as required and appropriate to their role but at least annually?
 

o How is this achieved?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
-------------------------	------------------------------	-----------------------------
- All staff have an awareness of safeguarding issues that can impact on a child's welfare or put them at the risk of harm including private fostering arrangements, drug taking, alcohol abuse, domestic abuse, family members in prison, deliberately missing education, involvement in the court system, homelessness, sexting also known as 'youth produced sexual imagery', female genital mutilation (FGM), 'honour based' abuse/violence, forced marriage, sexual exploitation, criminal exploitation/countdown lines, peer on peer abuse and radicalisation/extremism?
 

o How do you know?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--------------------	------------------------------	-----------------------------
- How do you know staff are in a position to identify children who may be in need of extra help via either pastoral support or early help processes or where there are serious/complex needs or child protection concerns either within the setting or in the family or wider community, and take

the appropriate and necessary action in accordance with local procedures and statutory guidance?

- How do you know staff have knowledge, skills and understanding to keep looked after or previously looked after children safe?

- Staff receive regular supervision and support if they are working directly and regularly with children where there are concerns about their safety and welfare? Yes ☐ No ☐
  - o How is this achieved?

### Specific Training Considerations

- Are staff trained to identify and reduce risk of female genital mutilation (FGM)? Yes ☐ No ☐
  - o Do teachers know about and understand their mandatory duty to report to the police any known case of FGM on a girl under the age of 18? Yes ☐ No ☐
- Has the Designated Safeguarding Lead undertaken Prevent awareness training? Yes ☐ No ☐
  - o Are staff aware of the need to protect children from the risk of radicalisation? Yes ☐ No ☐
- Are staff trained to identify and reduce risk of child exploitation? Yes ☐ No ☐
- Are staff trained in the safe use of the internet and social media and is this integrated, aligned and considered as part of the overarching safeguarding approach? Yes ☐ No ☐
- Have staff had input on effective information sharing, including their responsibilities in regard of the Data Protection Act 2018 and General Data Protection Regulation (GDPR)? Yes ☐ No ☐
- Has there been a briefing to the whole school team about the Derby Stopping Domestic Abuse Together (SDAT) initiative? Yes ☐ No ☐

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 5

Learning – Children are Protected and Feel Safe			
		✓	Score
a	Students/learners do not have the opportunity to explore or recognise when they are at risk and how to get help when they need it as part of the curriculum.	<input type="checkbox"/>	4
b	Students/learners have limited opportunity to explore and recognise when they are at risk as part of the curriculum. Students/learners can confidently report that they know how and where to get help if they need it, including who they can talk to about concerns in the establishment.	<input type="checkbox"/>	3
c	Students/learners have the opportunity to explore and recognise risk how to keep themselves safe online and offline, explore issues and take action to protect themselves and/or their friends as part of the curriculum.	<input type="checkbox"/>	2
d	Through various teaching and learning opportunities, as part of providing a broad and balanced curriculum, PSHE, other curriculum contexts and where appropriate tutorials, positive relationships, resilience and virtues are actively developed, promoted and practised, Students/learners are able to understand and recognise risks within interpersonal relationships (domestic abuse), exploitation (on-line and offline), gangs, honour based violence, FGM, forced marriage and radicalisation/extremism. Students/learners are able to talk about feelings, to deal assertively with pressures, are listened to, and know who they can turn to for help and advice.	<input type="checkbox"/>	1

**Evidence**

- Are Students/learners able to understand and recognise risk? Yes ☐ No ☐
  - How do you know?
- Students/learners are able to understand, respond to and calculate risk effectively. For example around emotional well-being and mental health, exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, hate crime, radicalisation and extremism, and are aware of the support available to them.
  - How are they helped to understand these issues?
  - How does the curriculum support learning in these areas?
  - How are they supported to develop positive relationships, resilience and virtues?
- Students/learners know how to complain and understand process for doing so? Yes ☐ No ☐
  - How do you know?
- Students/learners can identify a trusted adult with whom they can communicate about any concerns? Yes ☐ No ☐
  - How do you know?
  - Where a child/children have been or are at risk, demonstrate where the trusted adult has been instrumental in helping them to be safe in accordance with local procedures:
- Do Students/learners feel secure, listened to and that their feelings/views/ concerns are taken seriously? Yes ☐ No ☐
  - How do you know?

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 6

Safe Environment and Behaviour – Children are Protected and Feel Safe			
		✓	Score
<b>a</b>	The establishment is yet to fully address issues about the school/ college's physical environment to ensure it is safe and secure and staff understanding and responses to children's behaviour.	<input type="checkbox"/>	<b>4</b>
<b>b</b>	Appropriate arrangements have been made with regards to health and safety to protect staff and Students/learners from harm. The establishment's premises provide a safe learning environment with secure access; however, action is required to help staff understand and consistently respond to children's behaviour.	<input type="checkbox"/>	<b>3</b>
<b>c</b>	As above and in addition there is an up-to-date school behaviour policy which incorporates mental health and behaviour, staff understand the triggers for children's behaviour but are yet to consistently respond effectively to children's behaviour.	<input type="checkbox"/>	<b>2</b>
<b>d</b>	The establishment's environment is safe and secure. Staff promote positive behaviours and respond with clear boundaries about what is safe and acceptable. They understand the behaviour triggers and consistently use effective de-escalation techniques and creative alternative strategies as appropriate. Effective responses are developed in the staff team, including identification of possible mental health problems, early intervention and where appropriate referral to skilled professionals; these are reviewed and monitored to ensure children are protected and kept safe.	<input type="checkbox"/>	<b>1</b>

**Evidence**

- Demonstrate how the establishment maintains a safe and secure physical environment which protects children from harm and the risk of harm:
- Up to date school behaviour policy, which includes mental health and behaviour?      Yes ☐      No ☐      Location:
- Demonstrate how staff consistently promote positive behaviours and use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of a child i.e. those which might be the result of educational, mental health, other needs or vulnerabilities:
- Demonstrate where children present risky behaviours that they experience positive support from staff, who respond with clear boundaries about what is safe and acceptable and seek to understand that triggers for the child's behaviour. They develop effective responses as a team and review these to assess the impact, taking into account the views and experiences of the child:
- Demonstrate how staff are supported to make reasonable judgements in conjunction with using the legislative framework about when it might be appropriate to use physical contact with a child to protect them and those around them from injury :
- All incidents are reviewed, recorded and monitored?      Yes ☐      No ☐
- The views of the child are sought and understood?      Yes ☐      No ☐
- Demonstrate how management of behaviour is monitored to ensure it is effective and the use of any restraint significantly reduces or ceases over time:

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 7

Anti-bullying Practice			
		✓	Score
<b>a</b>	The establishment does not have an anti-bullying policy, either stand alone or part of another policy.	<input type="checkbox"/>	<b>4</b>
<b>b</b>	The establishment has an anti-bullying policy but this has not been reviewed in the past two years.	<input type="checkbox"/>	<b>3</b>
<b>c</b>	The establishment has an anti-bullying policy that has been reviewed in the last two years and is consistent with current anti-bullying guidance including cyber-bullying, and is known to all staff.	<input type="checkbox"/>	<b>2</b>
<b>d</b>	The establishment has an anti-bullying policy that has been reviewed in the last two years and is consistent with current anti-bullying guidance including cyber-bullying; it is known and understood by all staff. There is a strong culture and ethos within the setting which promotes a clear understanding of what bullying is and a clear process for dealing with incidents with all Students/students and their parents/carers. The anti-bullying policy is easily available to parents and carers.	<input type="checkbox"/>	<b>1</b>

**Evidence**

- Policy available?      Yes ☐      No ☐      Location within school/college:
- Children are protected and helped to keep themselves from bullying, homophobic behaviour, racism, sexism and other forms of discrimination?      Yes ☐      No ☐
  - o How is this achieved?
- Discriminatory behaviours and derogatory language, including language about disabled people and homophobic and racist language, are challenged?      Yes ☐      No ☐
  - o How is this achieved?
- Help and support are given to children about how to treat others with respect?      Yes ☐      No ☐
  - o How?

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 8

Safer Recruitment			
		✓	Score
a	Recruitment and selection processes have not yet been revised in line with national guidance 'Keeping Children Safe in Education', 'Disqualification under the Childcare Act (2006) as amended 2018: statutory guidance for local authorities, maintained schools, academies and free schools' (including further education settings) and Disclosure & Barring Service (DBS) requirements, including risk assessment and supervision of volunteers and visitors.	<input type="checkbox"/>	4
b	Recruitment and selection processes are being reviewed to ensure that they are in line with national guidance and DBS requirements; a member of the Senior Leadership Team (or other relevant staff) has completed Safer Recruitment training	<input type="checkbox"/>	3
c	Recruitment and selection processes have been reviewed and are fully compliant with the national guidance and DBS requirements, and all interview panels include at least one member who has completed Safer Recruitment training. The school/college has clear policies and procedures for ensuring visitors to the setting are suitable and checked and monitored as appropriate.	<input type="checkbox"/>	2
d	Recruitment and selection processes and procedures for the school/ college are carried out as above, and induction for all new staff has a safeguarding element which includes KCSIE part 1 and for relevant staff Annex A, the school/college safeguarding/child protection policy, safeguarding response to children who go missing from education, behaviour policy, staff behaviour/professional conduct policy and role and identity of the DSL and their deputy/ies. There is on-going consideration to staff suitability in order to prevent the opportunity for harm to a child.	<input type="checkbox"/>	1

#### Evidence

- [DBS](#) policy statement for staff, volunteers, trainee student and students Yes ☐ No ☐ Location: on placement?
  - o Does this include a risk assessment and recording process to support decision making whether to obtain an enhanced DBS certificate for any volunteer not engaged in regulated activity? Yes ☐ No ☐
- Policy for the [supervision](#) of volunteers? Yes ☐ No ☐ Location:
- Procedures for visitors to the school? Yes ☐ No ☐ Location:
- How is the establishment ensuring that staff are aware of relevant legislation, what information will be required of them, including the relationships and associations that staff have in school and outside (including online) which may have an implication for the safeguarding of children in school, and how it will be used to make decisions about [disqualification](#)?
- Relevant staff have completed Safer Recruitment training? Yes ☐ No ☐
  - o Completed/refreshed in last 3 to 5 years? Yes ☐ No ☐
  - o Certificates available? Yes ☐ No ☐
- Demonstrate on last three selection and/or interview rounds that there was someone on the interview panel with appropriate safer recruitment training.
- Demonstrate on last three selection and/or interview rounds that safer recruitment procedures were used to potentially deter, reject or identify people who might abuse children.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                              |                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------|
| <ul style="list-style-type: none"> <li>• Copies of school/college safeguarding policies (i.e. child protection/ safeguarding policy, behaviour policy, staff behaviour policy (professional code of conduct), safeguarding response to children missing from education, and other relevant policies) and KCSIE part 1 provided to all staff, and for leaders and staff who work directly with children Annex A, on induction.</li> </ul> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>o In addition to the above a proportional risk based approach to the level of information provided to temporary staff and volunteers is made?</li> </ul>                                                                                                                                                                                                                                          | Yes <input type="checkbox"/> | No <input type="checkbox"/> |



## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 9

Staff Behaviour /Professional Conduct Policy (Code of Conduct)			
		✓	Score
<b>a</b>	There is not a staff behaviour /professional conduct policy for safer working practice.	<input type="checkbox"/>	<b>4</b>
<b>b</b>	A policy exists (in line with DfE guidance) for some staff groups but needs widening to include everyone who regularly has contact with children. Not all staff are aware of the staff behaviour/professional conduct policy.	<input type="checkbox"/>	<b>3</b>
<b>c</b>	There is a staff behaviour/professional conduct policy which reflects DfE guidance and includes acceptable use of technologies, staff/pupil/learner relationships including use of social media and communications, the use of social media, which applies to and is known to all staff, visitors and volunteers who come into the establishment regularly. Every staff member has a copy, and have signed to confirm that they have read it.	<input type="checkbox"/>	<b>2</b>
<b>d</b>	As above, and in addition the establishment has regularly refreshed staff understanding of 'safer working practice' in a staff briefings or meetings.	<input type="checkbox"/>	<b>1</b>
<b>Evidence</b> <ul style="list-style-type: none"> <li>Policy available?    Yes <input type="checkbox"/>    No <input type="checkbox"/>    Location:</li> <li>Policy includes staff/pupil/learner relationships and communications, including use of social media?    Yes <input type="checkbox"/>    No <input type="checkbox"/></li> <li>Whistle blowing procedures reflected in policy and staff briefings/meetings?    Yes <input type="checkbox"/>    No <input type="checkbox"/></li> <li>Published on school website or via other means?    Yes <input type="checkbox"/>    No <input type="checkbox"/></li> <li>On induction all staff have been given a copy of the staff behaviour/professional conduct policy, have read and understood it and signed to this effect?    Yes <input type="checkbox"/>    No <input type="checkbox"/></li> <li>Safer working practices are regularly discussed in staff meetings or briefings?    Yes <input type="checkbox"/>    No <input type="checkbox"/> <ul style="list-style-type: none"> <li>How is this achieved?</li> </ul> </li> </ul>			

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 10

Procedures for Managing Allegations of Abuse Made Against Staff, including Volunteers			
		✓	Score
a	Not all members of the Senior Leadership Team, including the Designated Governor, are aware of the <a href="#">DSCB procedure</a> on how to respond to allegations of abuse made against staff	<input type="checkbox"/>	4
b	All members of the Senior Leadership Team are aware of the <a href="#">DSCB procedure</a> for managing allegations against members of staff.	<input type="checkbox"/>	3
c	All members of staff are aware of the procedure for responding to and managing allegations against staff, and are clear about how to report any concerns they may have. The Head/Principal, Designated Safeguarding Lead and Designated Governor have attended appropriate Managing Allegations training.	<input type="checkbox"/>	2
d	As above, and in addition information about the school/college allegations policy is displayed in staff rooms. Where there have been allegations about adults working in the establishment, there is evidence that the procedure for managing these has been properly used by the establishment, with allegations being reported to the Local Authority Designated Officer (LADO) and clear records kept as required.	<input type="checkbox"/>	1

**Evidence**

- School managing allegations against staff policy, including duty to refer to DBS? Yes ☐ No ☐ Location: \_\_\_\_\_
- All staff have a copy of and understand the written procedures for managing allegations of causing harm to a child? Yes ☐ No ☐
- Evidence that staff and volunteers know how to make a complaint and how to manage whistle blowing or other concerns about the practice of adults, poor or unsafe practice or potential failures within the establishments safeguarding regime, in regard to the safety and protection of children?
- Evidence that concerns about poor or unsafe practice and potential failures in the establishments safeguarding regime are taken seriously by the Senior Leadership Team?
- Any allegations about a member of staff, including volunteers, during the current academic year? Yes ☐ No ☐
- Is there a list of referrals and record of discussions with LADO, including the person who reported the allegation, copy of the [LADO referral form](#), any follow up with LADO and actions taken by the school/college? Yes ☐ No ☐
- '[Duty to refer](#)' to DBS procedures in place and referrals made when criteria met? Yes ☐ No ☐
- Case studies: \_\_\_\_\_

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 11

Safeguarding Record Keeping Processes			
		✓	Score
<b>a</b>	The establishment does not yet have a defined process on recording, retaining and sharing records of child welfare and child protection concerns.	<input type="checkbox"/>	<b>4</b>
<b>b</b>	The establishment has a process on safeguarding record keeping, but this has not been reviewed in line with the Data Protection Act (DPA) 2018 and General Data Protection Regulation (GDPR) to ensure that personal information is processed fairly and lawfully and kept safe and secure and where appropriate is shared to support the safeguarding of children and individuals at risk.	<input type="checkbox"/>	<b>3</b>
<b>c</b>	The establishment has reviewed its process on safeguarding record keeping (including recording outcomes for each concern) assisted by the DSCB Derby Education Providers Safeguarding/Child Protection File guidance; the establishment has a pro-forma for recording child welfare and child protection concerns and uses the DSCB Child Protection Records Transfer form.	<input type="checkbox"/>	<b>2</b>
<b>d</b>	The establishment has a defined process which is reviewed and is effective, in that all staff are aware of the process, and concerns, the decisions made and reasons for them as well as the outcomes are routinely and clearly recorded, including any actions and outcomes.	<input type="checkbox"/>	<b>1</b>

**Evidence**

- Defined safeguarding record keeping processes consistent with [DPA 2018 and GDPR](#) outlined in safeguarding/child protection policy? Yes ☐ No ☐
- [DSCB Derby Education Providers Safeguarding/Child Protection File guidance](#) available? Yes ☐ No ☐
- Safeguarding recording processes reviewed as part of safeguarding/child protection policy annual (as a minimum) review? Yes ☐ No ☐
- How do you know all staff are aware of and understand the process? Yes ☐ No ☐
- Records kept securely away from main pupil/learner files? Yes ☐ No ☐
- Who has access to these records?
- Who manages the records in the absence of DSL?
- Records of all concerns, discussions and decisions made and reasons for the decisions made in a timely way? Yes ☐ No ☐
- Demonstrate records shared appropriately and where necessary, with consent?
- The Designated Safeguarding Lead ensures safeguarding/child protection files are securely transferred to the new establishment as soon as possible, using the [DSCB Child Protection Records Transfer form](#), separate to main file and confirmation of receipt obtained? Yes ☐ No ☐
  - Number of Students/learners with safeguarding/child protection files who have transferred to a new school or college:
  - Number of safeguarding/child protection files transferred and confirmation of receipt obtained:
- Demonstrate where the DSL has also considered if it would be appropriate to share any information with the new education provider in advance of the child leaving and what action was taken:



## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 12

Effective Approaches to Online Safety/ E-safety: Policy/Filters and Monitoring			
		✓	Score
<b>a</b>	There is no online safety/e-safety policy and appropriate filters and monitoring systems are still to be established.	<input type="checkbox"/>	<b>4</b>
<b>b</b>	The setting is in the process of establishing a policy. Filters and monitoring are in place however these are not fully effective.	<input type="checkbox"/>	<b>3</b>
<b>c</b>	The establishment has a policy, which is aligned with national, regional and local authority/DSCB policies and also includes the use of mobile technology and cameras in the school/college. Appropriate filters and monitoring systems are in place.	<input type="checkbox"/>	<b>2</b>
<b>d</b>	As above and there is a whole school/college approach to online safety to address the 3 areas of risk content, contact and conduct. The policy has been developed in consultation with a wide range of staff and Students/ students and is reviewed annually. The school/college is doing all it can limit children's exposure to risks from the settings IT system; appropriate filters and monitoring systems are in place which do not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. Leaders and governors receive regular monitoring reports.	<input type="checkbox"/>	<b>1</b>

**Evidence**

- Policy available? Yes ☐ No ☐ Location:
- Reviewed annually? Yes ☐ No ☐ Date of last review:
- Demonstrate how staff and Students/learners were consulted in the development of the policy:
- How do you know that all staff are aware of and understand the policy?
- What filtering and monitoring systems are in place?
  - How are concerns raised and addressed?
- Does the establishment use any self-review systems that support assessing wider online safety policy and practice? Yes ☐ No ☐
  - What system or systems are in place?
  - Demonstrate effectiveness:

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 13

Effective Approaches to Online Safety/E-safety: Teaching			
		✓	Score
<b>a</b>	There is no planned programme of online safety/e-safety education.	<input type="checkbox"/>	<b>4</b>
<b>b</b>	A planned programme of education is being developed.	<input type="checkbox"/>	<b>3</b>
<b>c</b>	A planned education programme takes place through PHSE/ICT/other lessons and is regularly revisited. Students/learners are aware of e-safety issues and are empowered to stay safe. Appropriate online safety/e-safety resources are used. The establishment is aware of the need to educate and protect vulnerable children and young people who may be put at particular risk from their and others' actions on-line.	<input type="checkbox"/>	<b>2</b>
<b>d</b>	A planned education programme takes place through PHSE/ ICT/other lessons and across the curriculum and is regularly revisited. Students/learners are aware of e-safety issues, including sexting/'youth produced sexual imagery' and understand and follow the online safety/e-safety, use of mobile technology and acceptable use policies. The establishment is effective in the education and protection of vulnerable children/young people who may be put at particular risk from their own and others' actions on-line. The effectiveness and impact of online safety/e-safety resources is regularly evaluated.	<input type="checkbox"/>	<b>1</b>
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Do all staff understand the risks posed by adults/young people/children who use technology, including the internet, to bully, groom, radicalise or abuse children, young people and vulnerable adults? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></li> <li>What steps have been taken to help staff understand these issues?</li> <li>Demonstrate how school/college staff are kept up-to-date about the safe use of internet/ social media and are aware of where they can go for expert advice:</li> <li>What strategies are in place to keep children safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe, including online bullying, sexting or 'youth produced sexual imagery', safe use of the internet and social media?</li> <li>Is the safe use of technology, electronic and social media by staff and learners overseen? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></li> <li>Is action taken immediately when there are concerns about bullying, risky behaviours, sexting/'youth produced sexual imagery' or children's well-being? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></li> <li>Case studies:</li> </ul>			

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 14

Missing Children			
		✓	Score
<b>a</b>	The Governing body are yet to put in place appropriate procedures for children who go missing from the school, particularly on repeat occasions.	<input type="checkbox"/>	<b>4</b>
<b>b</b>	The Governing body have put into place effective procedures for missing children which is compliant with the departmental advice about school attendance and statutory guidance on children missing from education and /or from home or care and the local Children Missing from Education policy and Runaway and Missing from Home or Care (RMHC) protocol; including families who go missing. This is known by the Senior Leadership Team.	<input type="checkbox"/>	<b>3</b>
<b>c</b>	All above is known by all staff and volunteers, everyone in the establishment understands the risk and some action is taken to minimise these.	<input type="checkbox"/>	<b>2</b>
<b>d</b>	Procedures for missing children are known, understood and followed consistently by all staff. Children missing from school and/or home or care, particularly on repeat occasions, receive well-co-ordinated responses that reduce the harm or risk of harm to them. Records are held and shared with relevant agencies to help protect children.	<input type="checkbox"/>	<b>1</b>
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Staff are aware of, understand and follow the school procedures for dealing with children who go missing from education and/or home or care, particularly on repeat occasions. <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></li> <li>Staff understand and identify the risks, including sexual and criminal exploitation/county lines for both boys and girls, to children who runaway or go missing from education and /or home or care? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span> <ul style="list-style-type: none"> <li>How do you know?</li> </ul> </li> <li><a href="#">Children Missing from Education policy</a> available? <span style="margin-left: 20px;">Yes <input type="checkbox"/> No <input type="checkbox"/></span> Location: _____</li> <li><a href="#">RHMC protocol</a> available? <span style="margin-left: 20px;">Yes <input type="checkbox"/> No <input type="checkbox"/></span> Location: _____</li> <li>Staff aware of and understand the <a href="#">statutory</a> and local guidance (as above) on children who run away or go missing from education, home or care? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span> <ul style="list-style-type: none"> <li>How do you know?</li> </ul> </li> <li>Outline and evidence procedures and actions, including recording processes for missing children, including those who stop attending the setting or who do not attend regularly:</li> </ul>			



## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Section 15

Parental Responsibility and Private Fostering			
		✓	Score
<b>a</b>	Parental responsibility is not routinely asked about or recorded for each pupil/learner. Staff are unaware of private fostering arrangements and their responsibilities.	<input type="checkbox"/>	<b>4</b>
<b>b</b>	Parental responsibility is routinely asked about and recorded for each pupil/learner, but this is not consistent. Some staff know about private fostering arrangements and how to report it within the establishment and to Social Care.	<input type="checkbox"/>	<b>3</b>
<b>c</b>	The establishment routinely asks, records and maintains up-to-date records of who has parental responsibility for each pupil/learner. Where reasonably possible the setting holds more than one emergency contact number for each pupil/learner. All staff are aware of what private fostering arrangements are and how to report it within the establishment. Social Care are consistently informed when a pupil/learner is in a private fostering arrangement.	<input type="checkbox"/>	<b>2</b>
<b>d</b>	As above, plus who has parental responsibility for each pupil/learner is known by relevant staff and are updated at least annually. Parental responsibility and private fostering arrangements are included in safeguarding training and/or discussed at a staff meeting.	<input type="checkbox"/>	<b>1</b>
<b>Evidence</b> <ul style="list-style-type: none"> <li> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 70%;"> <p>● All staff and volunteers are aware of and understand parental responsibility and <a href="#">private fostering</a>?</p> <p style="margin-left: 20px;">○ How do you know?</p> </div> <div style="width: 30%; text-align: right;"> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> </div> </div> </li> <li> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 70%;"> <p>● Parental responsibility, emergency contact numbers and private fostering are routinely asked about, recorded and up to date records maintained?</p> </div> <div style="width: 30%; text-align: right;"> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> </div> </div> </li> <li> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 70%;"> <p>● Social Care are routinely informed about children in private fostering arrangements?</p> <p style="margin-left: 20px;">○ Number of children Social Care informed about:</p> <p style="margin-left: 20px;">○ Relevant staff liaise with Social Care?</p> <p style="margin-left: 20px;">○ Case studies:</p> </div> <div style="width: 30%; text-align: right;"> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> </div> </div> </li> </ul>			

## Safeguarding Audit Tool

### Part 1 Safeguarding Practice, Summary

Additional Comments on Part 1 Safeguarding Practice

Final Self-Assessed Level			
Given the grades/scores you have assessed in the areas above, now indicate below what level you think your establishment is working at overall.			
4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To complete your establishment's safeguarding audit, please complete Part 2: Mandatory Information section on the following pages:

- A. Leadership and management
- B. Safeguarding and promoting the welfare of children



<ul style="list-style-type: none"> <li>Does the Governing Body have awareness of local arrangements and timelines for the transition to the local safeguarding partnership arrangements? <ul style="list-style-type: none"> <li>What steps will be taken when arrangements are published, to ensure there is a good understanding of the school/college role in the new safeguarding partner arrangements:</li> </ul> </li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Does the Governing Body understand the local <a href="#">Threshold document</a> which sets out the criteria for action and the <a href="#">local protocol for assessment</a>?</li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>What steps have been taken to ensure that: <ul style="list-style-type: none"> <li>Arrangements are in place that set out clearly the process and principles for sharing information within the school/college, with the Derby Safeguarding Children Board and other agencies and practitioners as required?</li> <li>There is awareness and due regard to the obligations of the Data Protection Act 2018 and GDPR to ensure that personal information is processed fairly and lawfully and kept safe and secure and where appropriate is shared to support the safeguarding of children and individuals at risk?</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Written reports to Governors about safeguarding matters at each full Governing Body meeting? <ul style="list-style-type: none"> <li>Last three reports and evidence of any actions:</li> </ul> </li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Annual safeguarding audit undertaken by Governing Body? <ul style="list-style-type: none"> <li>Safeguarding action plan?</li> <li>Reviewed?</li> </ul> </li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Demonstrate audit, review and plan with any actions taken:</li> </ul>		

3. Exploitation		
<b>Local Evidence</b>		
<ul style="list-style-type: none"> <li>Identified management lead for child exploitation? <ul style="list-style-type: none"> <li>Name of management lead:</li> </ul> </li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Identified exploitation Champion? <ul style="list-style-type: none"> <li>Name of Champion:</li> </ul> </li> </ul>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Demonstrate how the Exploitation lead and Champion work together to advise and support others within the setting:</li> </ul>		

Additional Comments on Part 2 Mandatory Information, Section A

## Part 2: Mandatory Information

### Section B. Safeguarding and Promoting the Welfare of Children

Please provide the following information relating to the current academic year; this should include understanding and reflecting Derby City Council Children Services Assessment Protocol, the DSCBs Thresholds document, Escalation policy, Child Protection Conference Dissent policy and appropriate information sharing as outlined in national and local guidance documents. See DSCB [Local Safeguarding Children Policies, Procedures and Guidance](#) webpage.

#### 1. Concerns about Children's Welfare

##### Evidence:

- How many concerns about individual Students/ learners welfare, including low level, emerging needs, complex/serious needs or child protection concerns, did the establishment record during the current academic year?
  - o Of these concerns, did any relate to Students/learners with disabilities/ special educational needs? Yes ☐ No ☐ If yes, how many?
  - o Of these concerns, did any relate to Students/learners where there were concerns about radicalisation? Yes ☐ No ☐ If yes, how many?
- Demonstrate how children are supported, protected and informed about what action the adult is taking to share their concerns:
- Demonstrate how parents are made aware of concerns and consent sought according to local procedures:

#### 2. Early Help

##### Evidence:

- For how many of these concerns have you used an [early help assessment](#) as part of your early help offer to prevent child protection concerns developing (where it was appropriate)?
- Staff member liaising with other agencies, setting up inter-agency assessment and where appropriate undertaking lead professional role, supported by the Designated Safeguarding Lead? Yes ☐ No ☐
  - o Do all of these have a written plan in place? Yes ☐ No ☐
  - o Are cases kept under constant review and is consideration given to a referral to Social Care if the child's situation doesn't appear to be improving? Yes ☐ No ☐
- Case studies outlining school/college involvement:

##### Exploitation

- How many of these concerns involved children where there were indicators of exploitation?
  - o [CSE risk assessment matrix](#) (from Derby and Derbyshire CSE Toolkit) completed for each child? Yes ☐ No ☐  
(please note the CSE toolkit is currently undergoing update to cover all forms of exploitation)
- Case studies outlining school/college involvement and action taken:

## 2. Early Help

- Evidence that staff have an understanding of when to make referrals when there are issues concerning sexual and/or criminal exploitation, peer on peer abuse, radicalisation and/or extremism or that they have sought additional advice/support:

## 3. Referrals to Social Care

### Evidence:

- For how many of the total number of concerns recorded, did the establishment make a complex/serious needs or child protection referral to Children's Social Care?
- Demonstrate safeguarding/child protection concerns are immediately shared with the Local Authority, where referrals are made by anyone other than the Designated Safeguarding Lead, that the DSL is informed as soon as possible afterwards and in all cases a record of discussions, decisions and referral retained:
  - Referrals are followed up in writing within 48 hours using the [Derby Children's Social Care referral form?](#) Yes ☐ No ☐
  - For how many of the referrals do you have a record of the outcome?
- Risks associated with children offending, misusing drugs or alcohol, self-harming, going missing, have experienced or are at risk of FGM or being vulnerable to radicalisation or being exploited are known and shared with Social Care or other relevant agency? Yes ☐ No ☐
  - Are plans in place to reduce the risk of harm, which are regularly reviewed? Yes ☐ No ☐
  - Evidence that the risks are kept under review and their impact is being minimised? Yes ☐ No ☐
  - Evidence there is regular and effective liaison with other agencies where appropriate? Yes ☐ No ☐
- Evidence DSL role effective in pursuing concerns, where appropriate pressing for re-consideration and protecting children throughout all safeguarding processes, including the use of the Escalation policy and Child Protection Conference Dissent policy:

### Child in Need

- How many children in the establishment currently have a Child in Need plan?
- Case studies outlining school/college role, actions and participation in working in partnership with external agencies, the child and their family regarding the concerns:

### Child Protection

- How many children in the establishment currently have child protection plans in place?
- For these children, what are the categories of concern?
  - Physical:
  - Sexual:
  - Emotional:
  - Neglect:
- [Child Protection Professional Dissent policy](#) known about and understood by relevant staff? Yes ☐ No ☐

### 3. Referrals to Social Care

- Case studies outlining school/college role, actions and participation in working in partnership with external agencies, the child and their family regarding the concerns:



#### 4. Looked After Children (LAC)/Children in Care (CiC)/Previously Looked After Children

##### Evidence:

- Designated Teacher for Looked After Children with the appropriate training, relevant qualifications and experience appointed? Yes ☐ No ☐
- Designated Officer for LAC name and job title:
- Are there any Looked After Children/previously Looked After Children in your establishment? If yes; Yes ☐ No ☐
  - How many children are currently Looked After?
  - How many children have been previously Looked After?
- Are educational arrangements in place with the Local Authority where the child resides for each of these children? Yes ☐ No ☐
- Case studies outlining school/college role, actions and participation in working in partnership with the virtual school head (maintained schools and academies only), external agencies and the child:

#### Additional Comments on Part 2 Mandatory Information, Section B

## Safeguarding Children Audit Tool Summary

### Part 1 Safeguarding Practice and Part 2 Mandatory Information

<b>Summary of audit findings</b> You may want to raise any child protection issues, or comment on this audit process.

<b>Issues to be brought to the Governing Body's attention</b>

#### Signed by:

- Principal's name:

Signature:

Date:

- Designated Child Protection Governor's name:

Signature:

Date:

#### Confirmation of Audit Completion

In order to fulfil its statutory functions DePS has agreed that all education settings:

Following the completion of the Safeguarding Children Audit Tool, please confirm that the audit has been completed by taking part in the following by signing this document

Staff Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature:

If you wish to provide feedback on the content of the Safeguarding Children Audit Tool for the school please send an email to [info@deiraprivateschool.ae](mailto:info@deiraprivateschool.ae)