

Barnet Safeguarding
Children Board

School Safeguarding Audit

To assist schools in evaluating their
procedures for safeguarding and Child
Protection (revised November 2014)

School

Date carried out

By

www.barnetscb.org



SAFEGUARDING and CHILD PROTECTION
An audit for school governors, headteachers and staff

This audit has been designed to assist schools in ensuring that they have the evidence to show that their procedures are sound and to identify any actions needed to make improvements.

Please read and have regard to the following statutory guidance with regard to safeguarding:

- [Working Together To Safeguard Children 2013](#)
[Keeping Children Safe in Education 2014,](#)
[Keeping children safe in education: information for all school and college staff](#)
[Keeping children safe in education: childcare disqualification requirements - supplementary advice](#)
[Supervision of activity with children](#)

In addition, the [London Child Protection Procedures 2013](#) have been revised and updated in accordance with Working Together 2013 and other developmental practice.

1	Senior Designated Person for Child Protection	Evidence	Actions	By
1.1	Who is the Senior Designated Person for Child Protection and safeguarding in your school?			
1.2	When did your Senior Designated staff last receive Level 3 CP Training? (i.e. attendance at a Barnet safeguarding Board child protection training event)			

1.3	Have you informed the LA of any changes in your Senior Designated personnel? (Judith Gainsborough)			
1.4	Who deputises when the Senior Designated Person is not available?			
1.5	Are all the staff in the school aware of the designated people and are their names displayed around the school so adults know who to talk to if they have a concern?			
2	Information to Staff	Evidence	Actions	By
2.1	Is there whole staff Child Protection training every three years?			
2.2	<p>Does the school have a Child Protection Policy (in line with the Education Act 2002 and London Child Protection Procedures, 5th Edition 2013) which ensures robust arrangements for child safety in the school? DfE guidance - Keeping Children Safe in Education 2014 link:</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/keeping-children-safe-in-education • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/372753/Keeping_children_safe_in_education.pdf • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354151/Keeping_children_safe_in_education_Information_for_staff.pdf • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362919/Keeping_children_safe_in_education_childcare_disqualification_requirements_-_supplementary_advice.pdf • http://www.londonscb.gov.uk/ 			

2.3	Does the school staff handbook include information about the Child Protection Policy and London Child Protection Procedures 2013, (5 th Edition) and who to contact in the school? http://www.londonscb.gov.uk/			
2.4	Do staff and other adults working in the school receive briefing on child protection and the school's child protection procedures on their first day, including agency staff?			
2.5	Does your school have a policy on staff conduct including professional behaviour, physical intervention and whistle-blowing? <ul style="list-style-type: none"> • https://www.gov.uk/whistleblowing/overview • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339092/Restrictive-Physical-Intervention_Final-U.pdf 			
2.6	Does your policy on staff conduct include reference to staff conduct and behaviour outside school which might compromise child safeguarding issues or bring the school into disrepute?			
2.7	How are updates on safeguarding procedures communicated to staff?			
2.7	Does the school have robust procedures for the secure handling of sensitive data by all members of staff?			
3	Pupils	Evidence	Actions	By
3.1	What measures are in place to ensure your school is one in which children and young people are always valued, respected, listened to and taken seriously?			

3.2	How do staff create and use opportunities to encourage children and young people to communicate about issues that concern them?			
3.3	What support is available within the school for children and young people, including any who are at particular risk or who have disclosed abuse?			
3.4	How do you know that all pupils in your school feel safe?			
3.5	Is there a designated teacher for Looked After Children? Who is it? https://www.gov.uk/government/collections/statutory-guidance-schools			
4	Risk Assessment	Evidence	Actions	By
4.1	Are systems in place to ensure that all Health and Safety guidelines are met? (H&S policy regularly reviewed) <ul style="list-style-type: none"> https://www.gov.uk/government/publications/health-and-safety-advice-for-schools 			
4.2	Is there a system in place for carrying out risk assessments for individual pupils, when they are needed? Is there a template to use?			
4.3	How do you ensure pupil safety in off site education and work placements?			
4.4	Are there robust procedures in place to ensure the safe use of the internet and other electronic media in school? Have staff received e-safety training? <ul style="list-style-type: none"> https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/372753/Keeping_children_safe_in_education.pdf http://www.dcsf.gov.uk/byronreview/pdfs/Final%20Report%20Bookmarked.pdf 			
4.5	How are children briefed on safe use of electronic media ie the internet, social networking, mobile phones? (e-safety) <ul style="list-style-type: none"> Are pupils aware of how to report misuse of social media? 			

	<ul style="list-style-type: none"> • Do pupils know what to do if they see something on a computer screen that they are not happy with? • Would you know whether someone in your setting is being bullied, radicalised or groomed via a social media? • Do you ensure children are clear about what a 'friend' is? 			
4.6	<p>Does the school have a robust anti-bullying policy and is it reviewed with pupils?</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/preventing-and-tackling-bullying 			
4.7	Has the school got strong systems in place for revising this policy?			
4.8	<p>How do you insure that incidents of homophobic and racist behaviour are challenged?</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf 			
4.9	Does your staff receive regular training opportunities on racism and homophobia?			
4.10	How do you ensure that incidents of bullying and racism are logged and trends in behaviour are analysed?			
4.11	Does the school report the racist incident log termly to the Governors?			
4.12	Does the school carry out an annual survey of pupil's view on bullying in school and beyond the school gates?			
4.13	<p>Does the school identify children who are young carers and assess their needs?</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299270/Young_Carers_pathway_Interactive_FIN_AL.pdf 			

5	Record Keeping	Evidence	Actions	By
5.1	What is the system for recording confidential child protection information? Are all staff aware of the school's system? Do they follow it?			
5.2	Does the school ensure that the electronic transfer of confidential information is secure?			
5.3	Is the school using the Common Assessment Framework ?			
5.4	Has the SENCO or DCP lead been on CAF training in the last 2 years?			
5.5	How does the school ensure that confidential Child Protection information on a pupil is transferred (having been copied) when the pupil transfers to or from another school?			
5.6	Does the school keep copies of documents in staff files verifying identity, right to work in the UK, qualifications etc? <i>Note: DBS certificates should not be retained any longer than six months.</i>			
6	Parents	Evidence	Actions	By
6.1	Does the school include in the prospectus information for parents about the school's role in child protection and safeguarding? Is the school's CP policy on the school's website?			
6.2	How do staff create and use opportunities to encourage parents and carers to communicate about issues that concern them, including parents from BME communities?			
6.3	How does the school inform parents of support available within the school and the community?			
6.4	How do you gather information from parents about their views on children's safety?			

6.5	Does the school offer regular briefing on e-safety for parents?			
6.6	Is there information on the school website to inform parents of what to do if they are concerned about E-SAFETY?			
7	Curriculum	Evidence	Actions	By
7.1	How does the school promote child protection and the safeguarding of children through the National Curriculum? (i.e. issues of personal safety, self-esteem, anti-bullying, racism, homophobia, sex and relationship education, access to the internet etc.)			
8	Child Protection Conferences	Evidence	Actions	By
8.1	How do you ensure the appropriate member of staff represents the school at child protection conferences?			
8.2	How do you ensure that the school provides a report for child protection conferences, if required?			
8.3	How do you ensure the appropriate member of staff represents the school at Child In Need meetings?			
8.4	How do you ensure that the school provides a report for Child In Need meetings and completes the CAFs appropriately?			
9	Governors	Evidence	Actions	By

9.1	<p>Has the governing body designated a governor with responsibility for safeguarding and child protection, who attends Level 3 training?</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/working-together-to-safeguard-children 			
9.2	Does the Senior Designated Person make an annual report on Safeguarding and child protection to the Governing Body?			
9.3	Is time set aside for the governing body to review policies and procedures regarding safeguarding and child protection?			
9.4	Has the governing body considered all members of the governing body undertaking training about safeguarding and child protection?			
9.5	How do Governors monitor that child protection arrangements are adequate and that deficiencies or weakness are remedied without delay?			
9.6	Do all governors understand that they should not get involved or know details of individual cases (except in relation to their disciplinary functions regarding allegations against members of staff)?			
9.7	How do governors know if pupils feel safe and pupils know which adults to approach if they have any concerns?			
10	Recruitment and Selection of Staff	Evidence	Actions	By
10.1	<p>Is the schools recruitment policy in line with all guidance on safer recruitment practice? Is this followed?</p> <ul style="list-style-type: none"> • http://publications.teachernet.gov.uk/eOrderingDownload/Final%206836-SafeGuard.Chd%20bkmk.pdf • https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions 			

10.2	Does the school have the single central record of staff and other adults working in the school, as advised in DfE guidance - Keeping Children Safe in education 2014			
10.3	Have at least the head and one governor undertaken safer recruitment training?			
10.4	If 'friends' of staff or relatives of staff are employed do the same robust interview process take place and are these documented?			
10.5	Is it clear on the school website that there are robust systems of recruitment so it deters inappropriate adults from applying for jobs? What does the school have in place to deter an abuser from applying for a job in that setting and prevent an abuser from being recruited?			
11	Allegations against Staff	Evidence	Actions	By
11.1	Are you aware of the procedures the school must follow when an allegation of abuse has been made against the head teacher or a member of the school staff, volunteers, visitors or governors?			
11.2	Does the Governing Body have procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that comply with guidance from the LA and locally agreed inter- agency procedures? (Barnet Safeguarding Board website) <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/keeping-children-safe-in-education • http://www.barnet.gov.uk/bscb/info/40000/parents_and_carers 			
11.3	Is a member of the governing body designated to follow the procedure in the event of an allegation against the headteacher?			
11.4	How do you ensure that your procedures for reporting such allegations to the LA are compliant with All London procedures? <ul style="list-style-type: none"> • • http://www.londonscb.gov.uk/http://www.barnetscb.org/ 			

11.5	Are you satisfied that the school's arrangements do as much as possible to reduce the likelihood of allegations against staff?			
12	Links with other Agencies	Evidence	Actions	By
12.1	Is the school pro-active and effective in its links with relevant agencies, particularly Education & Skills, Social Care and Health?			
12.2	How does the school ensure good communication with other relevant agencies and services?			