



The North Yorkshire Safeguarding Children Partnership (NYSCP) School Safeguarding Audit is intended to provide all schools within North Yorkshire a method of assessing their safeguarding and related practices to ensure that adequate arrangements are in place to ensure the safeguarding and wellbeing of children and young people.

All schools (primary, secondary and special), including maintained, academies, free schools, federated school and independent schools are requested to complete the audit which should be approved by their governing board, trustees and other relevant roles and returned to the NYSCP by emailing this completed audit tool in Excel format (**please DO NOT convert to PDF**) to nyscp@northyorks.gov.uk no later than the close of business on Wednesday 31 March 2021.

Unless a specific category of question is not applicable to a phase of education (these will be highlighted as primary or secondary only), all schools are expected to strive to achieve 5 (safeguarding concerns have been fully addressed). When identifying a score it is important for each school to consider whether the minimum standards for addressing safeguarding needs have been achieved. For example, where a school has sufficient safeguards in place to address safeguarding concerns, but action plans are in place to improve or modernise those arrangements, then the school is maintaining compliance and should record their achieved level of compliance as "5". If any planned changes will result in safeguarding concerns, schools should record their level of compliance as level "2", "3" "4" or "5" as appropriate.

It is not appropriate to state that a requirement is not applicable only because the current cohort of children within the school do not fit certain criteria. If a school believes that a requirement is not applicable and selects "1", a full rationale must be provided to explain why the requirement is not applicable. For example, if a

Gradings for each requirement are as follows:

1	2	3	4	5
The requirement does not relate to the operation of the school/Not applicable	No safeguarding controls in operation, previously unidentified risk	Identified Safeguarding Concerns/Weakness to be Addressed however no Agreed Action Plan in place	Identified Safeguarding Concerns/Weakness with an Agreed Action Plan being implemented	Safeguarding Concerns Fully Addressed



Please complete the detail below and in the following sections. Note that where a school is in a federation or a multi-academy trust a separate response is required for every school within the federation/academy trust which has a Department of Education Unique Reference Number.

Name of School	Norton Community Primary school
Unique Reference Number	121456
Audit Completed by and Role	Liz Parker Headteacher
Contact Details	1653692104
Audit Ratified by	Governing Body - Chair Dave Harnan
Date Returned	26th March 2021
Name of Academy Trust (if applicable) or federation	

Section 1 - Safer Recruitment

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required	Action Owner	Timescale
1.1	Do you ensure and evidence that at least one member of every appointment panel has undertaken training in safer recruitment? (maintained schools only)	Regulation 9 of the School Staffing Regulations 2009	5	Headteacher and Business Manager have both completed safer recruitment training.			
1.2	Do you ensure that Enhanced DBS and Barred List checks are carried out on all individuals who meet the definition of Regulated Activity working in your school, and undertake and record a risk assessed approach on DBS checks for all others who work within school, particularly volunteers?	KCSIE 2020 ;page 33-34:: <i>For volunteers, has the Headteacher undertaken a risk assessment taking into account the duration, frequency and nature of contact with pupils and where appropriate undertaken other safer recruitment measures* e.g. Interview; References; Identity checks; Barred list checks can only be made where the volunteer is in Regulated Activity.</i>	5	SCR details dates of checks			
1.3	Is there evidence to show that all school governors are subject to an Enhanced DBS & section 128 check and for Independent Schools and Academies, a section 128 check on all those in a management position?	KCSIE 2020page 36	5	SCR details dates of checks			
1.4	Is there evidence to show that prohibition checks are done on all persons carrying out teaching work?	KCSIE 2020page 37	5	SCR details dates of checks			
1.5	For staff who work in childcare provision, or are directly concerned with the management of such provision, is there evidence to show that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations 2018?	Statutory guidance is available here KCSIE 2020page 39 <i>NB: With effect from 31 August 2018 "Disqualification by Association" no longer applies in schools.</i>	5	SCR details dates of checks			
1.6	Do you ensure that all statutory pre-employment checks are undertaken and jobs are offered conditional upon satisfactory completion of such checks eg. Right to Work, Overseas checks, medical, professional qualifications, references?	KCSIE 2020page 40	5	Personnel files and SCR			
1.7	Is there a Single Central Record (SCR) of itemised recruitment and vetting checks in place for staff and others, including volunteers, who are regularly in your school?	KCSIE 2020 page 44-45	5	Updated and checked by Govs			
1.8	In Independent Schools and academies, all members of the proprietor body must also be on the SCR.		1				
1.9	Does the SCR evidence the statutory checks of: identity, names, addresses, dates of birth, qualifications, right to work in UK, Barred list for children checks, TRA Teacher Prohibition check, enhanced DBS clearance, and further overseas criminal record checks where the person has lived outside the UK?	<i>The date each check was completed needs to be recorded. We recommend that the initials of the person completing them need to be recorded.</i> <i>The Barred list check is included in the Enhanced DBS check for school employees where they meet the definition of Regulated Activity only. It should however be a separate entry on the SCR. A Barred List check cannot be requested if an individual is not working in Regulated Activity.</i>	5	SCR dates of checks and information submitted.			

1.10	In addition for management positions in Academies and Independent Schools, there is the requirement to record the section 128 check.	<p>The TRA Prohibited List for teaching staff is separate from the DBS Barred List. The TRA Prohibited List check is undertaken via Teacher Services system (formerly the employer access system). Since January 2016, this service can also provide details of teacher sanctions or restrictions imposed by European Economic Area regulating authorities.</p> <p>A check for a section 128 direction can be carried out using the TRA Teachers Services' system and where the person is engaged in Regulated Activity, the DBS barred list check will also identify any section 128 direction.</p> <p>It is advised that the checks undertaken in respect of the Childcare Disqualification Regulations 2018 and the S128 check on maintained school governors are recorded on the SCR.</p>	1				
1.11	Is there evidence that the school has obtained written confirmation from any agency, or third-party, they use that the organisation has carried out checks on any individual who has been working at the school or college?	<p>KCSIE 2020 page 47</p>	5	Trainee teachers have checks completed by their institutions and details forwarded to us. Records kept.			
1.12	Has the school done all appropriate checks on freelance staff (e.g. self-employed tutors, coaches etc.) with regular access to children* and recorded these on the SCR?	<p>Such workers should undergo the same checks as staff employed directly by the school.</p> <p>If such staff are supplied by an agency or third party employer, the guidance at 1.8 above applies.</p>	1				
1.13	Where a school places a pupil with an alternative provision provider, is there evidence to show that written confirmation is provided by the AP of the safer recruitment checks carried out on the AP staffing?	<p>KCSIE 2020 page 53</p>	1				
1.14	Where schools arrange work experience placements for pupils under 16 years, is there evidence that consideration is given as to whether the employer should be asked for DBS checks on placement supervisors?	<p>KCSIE 2020 page 53-54</p>	1				
1.15	Are DBS enhanced certificates with barred list information obtained for responsible adults in UK homestays where the school is the regulated activity provider?	<p>KCSIE 2020 page 54 paragraph 207 and Annex E</p>	1				
1.16	Are all staff informed and fully aware of the circumstances whereby they must inform the employer of any police action against them, upon and during the course of their employment?	<p>This should form part of the candidate application form, contract of employment, induction programme and outlined in the staff Code of Conduct. Staff should be expected to inform the school of any cautions, convictions, court orders, reprimands and warnings which may affect their suitability to work with children or any circumstances which could lead to consideration of disqualification.</p>	4	Staff training completed and part of the induction process of new staff.	HT to make sure all staff are fully aware of their duty. This to be written on induction documents and letter of employment. Also added to the top of the Performance Management Proforma from April 2021.	Liz Parker	Sep-21
1.17	Has the school carried out reasonable checks, for example for links with extremism, on, and assessing what will be appropriate supervision of, all visitors who are intending to work with children, learners and /or staff or to address assemblies	<p>Inspecting safeguarding in early years, education and skills settings Annex 1</p>	5	School is aware of the risk when employing people. No visitors are currently coming into school and if they were any risk of extremism would be fully investigated.			

Section 2 - Management of Safeguarding and Actions Taken Where There Are Concerns about a Child

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required	Action Owner	Timescale
2.A MANAGEMENT OF SAFEGUARDING							
2.1	Is there a senior board level lead who takes leadership responsibility for safeguarding arrangements? e.g. nominated governor	KCSIE 2020 page 18 para 61	5	Chair of Governors - Dave Haman is the safeguarding lead for governors.			
2.2	Is there evidence that the school has regard for any guidance that has been issued in relation to COVID- 19 by the Department for Education.	KCSIE 2020 page 3	5	Risk Assessments are updated and school practice amended where required. Staff are then informed of the changes.			
2.3	Is there evidence that the school has an individualised and effective child protection policy which describes procedures in accordance with government guidance and refers to local multi-agency safeguarding arrangements?	KCSIE 2020 page 18 and 19	5	NYCC Policy adopted by school and ratified by Governors.			
2.4	Is this policy updated at least annually?		5	Minutes of meetings and current policy on the website and shared drive for school.			
2.5	Is this policy made available publicly either via your website or other means?		5	Website			
2.6	Is there evidence that this policy is provided to all staff, (including temporary staff and volunteers,) on induction?	KCSIE 2020 page 6 para 13	5	New policy software will show that staff have signed to confirm they have read the policy. Pauline Calvert gives the policy to all new staff as part of their induction.			
2.7	Is there a staff behaviour policy (code of conduct) in place which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media?	KCSIE 2020 page 19	5	All staff are made aware of the policy and new software will record compliance of having read the policies.			
2.8	Have all staff (including temporary staff and volunteers) read, agreed and signed this on induction?	<p>NYCC recommend schools adopt the Safer Recruitment Consortium guidance for Safer Working Practice. (link below)</p> <p>This guidance is intended to ensure that the duty of care towards children and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour. It should assist staff to monitor their own standards and practice.</p> <p>NYSCP Safer Working Practice Guidance And Guidance for Safer Working Practice - Covid addendum April 2020</p> <p>NYCC Online safety guidance for schools which includes model AUP</p>	5	Staff sign to say they have read it. Parago software will audit this and policies will be redistributed in September for electronic signature.			
2.9	Is there evidence of the governing body having put in place appropriate safeguarding responses to children who go missing from education to help identify risk of abuse and neglect including sexual abuse or exploitation	<p>KCSIE 2020 page 19</p> <p>This should encompass where there are concerns about:</p> <ul style="list-style-type: none"> school attendance children missing education missing children children taken off roll to be educated at home <p>Links to National and Local Guidance:</p> <ul style="list-style-type: none"> Guidance on school attendance 2019 Children Missing Education Statutory Guidance CYPS - Children Missing Education Missing From Home and Care Protocol 	5	Mrs Calvert and Mrs Peel track the movement of pupils when they leave school and NYCC are made aware of the pupil.			
2.10	Is there evidence that all policies and procedures and Part 1 of KCSIE have been provided to and read by all staff on induction?	KCSIE 2020 page 6 and page 19 para 64	5	Staff sign to say they have read it. Parago software will audit this and policies will be redistributed in September for electronic signature.			
2.11	Have all staff who work directly with children also read Annex A of KCSIE?	KCSIE 2020 page 12 para 40	5	Staff sign to say they have read it. Parago software will audit this and policies will be redistributed in September for electronic signature.			

2.12	Is there evidence that staff are supported to have a good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'.	What to do if you're worried a child is being abused: Guidance for Practitioners Ofsted Inspecting Safeguarding Guidance	5	CPOMs is used by all staff to record any concerns about children in the school,			
2.13	Is there evidence that everyone is aware of that safeguarding and promoting the welfare of children includes preventing impairment to the mental as well as the physical health of children.	KCSIE 2020 page 5 para 4 Page 11 para 34 – 38 Page 28 para 113 - 116	4	Recently trained 6 mental health first aiders to deal w	Summer Term PDM meetings are building all teachers awareness of mental health and strategies that can be used. Recently the children and parents completed a survey about how they were feeling returning to school.		
2.14	Is there evidence that the Head or Principal ensures that policies and procedures are followed by all staff?	KCSIE 2020 page 20 para 66	5	Safeguarding Training is repeated every 2 years. CPOMs is regularly used by all staff and there is a prominent culture in school around the well being of children.	September 21 is the next one.		
2.15	Have Governors and Proprietors ensured that an appropriate Senior Member of staff from the leadership team has been appointed to the role DSL (Designated Safeguarding Lead)?	KCSIE 2020 page 20 para 67	5	Headteacher is DSL and Deputy Head is also trained as a DSL to ensure policies and procedures are correctly followed on both sites at all times.			
2.16	Are all staff/volunteers aware of the identity and role of the DSL and any deputies?	KCSIE 2020 page 6 para 13	5	Covered in interview and as part of safeguarding training			
2.17	Has the DSL (and any deputies) undergone training to provide them with the knowledge and skills required to carry out the role and is this training updated every two years?	KCSIE 2020 page 20 para 72	5	Regular safeguarding training is completed by the Head and Deputy.			
2.18	Is the role of the post holder explicit in their job description?	KCSIE 2020 Annex B page 97 outlines their role and responsibilities in relation to : Managing referrals : Working with others : Training : Raising Awareness : Child Protection File : Availability	4	No specific job description for safeguarding it is a part of the Headteacher role and responsibilities.	Business Manager to check Headteacher and Deputy Head job descriptions and add recommendations from KCSIE 20 Annex B	Business Manager Helen Piercy	Sep-21
2.19	Does the DSL have appropriate status and authority to carry out the duties of the post?	KCSIE 2020 Annex B page 97	5	Regular meetings with CSC held for a number of children in school			
2.20	Have they been given the time, funding, training, resources, support and supervision allocated to enable them to fulfil their role?	Ofsted Inspecting Safeguarding Guidance	5	Regular meetings with CSC held for a number of children in school			
2.21	Is the DSL always available (during term time school hours) for staff in the school or college to discuss any safeguarding concerns?	KCSIE 2020 page 20 para 71	5	Try to get staff to put all concerns are CPOMs so that they are not lost.			
2.22	Are there adequate and appropriate cover arrangements for any out of hours/out of term activities?	KCSIE 2020 page 20 para 71	5	Headteacher responsible.			
2.23	In addition to their formal training has the DSLs knowledge and skills been updated at regular intervals, but at least annually, to keep up to date with any developments relevant to their role?	KCSIE 2020 page 20 para 72	5	Annual training completed. Last one was on 22nd March 2021 on Sager Recruitment and the Single Central Record.			
2.24	Is there evidence that the DSL(s) are effectively fulfilling their role?	NYSOP Training Offer NSPCC Services & Resources	5	CPOMs will show actions and referrals made to CSC.			
2.25	Governing Bodies and Proprietors recognise the pivotal role the school has to play in multi-agency safeguarding arrangements. They ensure that the school contributes to multi-agency working in line with statutory guidance Working Together 2018.	KCSIE 2020 page 19 para 66 Working Together To Safeguard Children July 2018	5	Safeguarding is part of the Headteacher's Report to Governors once a year. It details hours spent on safeguarding and numbers of pupils.			

2.26	Governing bodies, proprietors, management committees and their senior leadership teams, and especially the DSL, are aware of the local multi-agency arrangements that are in place with the three safeguarding partners.	KCSIE 2020 page 21 para 74 - 81 KCSIE 2020 page 4	5	Regular meetings with Health, Early Help, CSC and the Police to help safeguard all children in our care.			
2.27	The DSL acts as the main point of contact with the 3 safeguarding partners	KCSIE 2020 Annex B page 97	5	Regular phone contact with other agencies.			
2.28	There is evidence that the school works with NYCC Children and Families Service, Police and Health to promote the welfare of children and protect them from harm	KCSIE 2020 page 21 para 74	5	Regular meetings with Health, Early Help, CSC and the Police to help safeguard all children in our care.			
2.29	The DSL is aware of the guidance NSPCC – When to call the police.	NSPCC When to call the police	5				
2.30	The governing body has ensured that processes and principles for sharing information internally and with others are in place and set out clearly	KCSIE 2020 page 22 para 82	5	Aware of CPOMs and safeguarding responsibilities with outside agencies.			
2.31	The governing body has ensured that staff are aware of and have due regard to, the principles of The Data Protection Act 2008 and GDPR and understand that these do not prevent or limit the sharing of information to keep children safe	KCSIE 2020 page 22 para 82-88	4	Most staff are aware but the school has just subscribed to GDPRIS to raise awareness and compliance with all staff	Training for all staff on GDPR in May 21.	Pauline Calvert, Clive Jeffery	May-21
2.32	Is there evidence that sensitive CP records are kept confidential and are only accessible to those who need to know? Are these records retained for an appropriate length of time?		4	Old paper copies are locked away and the new electronic forms are stored in a restricted file.	May need to look at where the electronic forms are saved. CPOMs is secure, but F Drive is not. CJ needs to be consulted about whether they should be put elsewhere electronically to limit access.	Liz Parker	Apr-21
2.33	Is the school compliant with the directive from the Independent Inquiry into Child Sex Abuse that records of child sex abuse should be retained for the period of the inquiry?	Letter to Local Authority CEOs	1				
2.34	Are CP records forwarded to the next establishment when the pupil moves school as soon as possible (separately from the main pupil file), ensuring secure transit and that confirmation of receipt is obtained?	KCSIE 2020 page 23 para 87	5	This is done for in year transfers and end of school transfers. CPOMs also does this automatically if the school subscribes to it.			
2.35	Is there evidence that the DSL has considered where it would be appropriate to share information in advance of a child leaving that would allow the new establishment to have arrangements in place for when the child arrives?	KCSIE 2020 page 24 para 88	5	Recently done with two children. One at Norton College and 1 in year Y1 transfer March 21.			
2.36	Is there evidence that all staff and volunteers undergo safeguarding and child protection training, (including online safety,) at induction which is regularly updated?	KCSIE 2020 page 24 para 89 <i>e.g. NYS CP, NYCC and NSPCC training</i>	5	Parago will track this compliance. Staff currently sign to say they have read the relevant policies or attended training.			
2.37	In addition is there evidence that all staff receive regular safeguarding and child protection updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.	KCSIE 2020 page 24 para 90 <i>e.g. those provided by the NYS CP and NSPCC</i>	5	Office has signatures of updates and or training delivered.			
2.38	Is there evidence that governors have ensured that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material?	KCSIE 2020 page 24 para 92 and Annex C	5	Information on the website. Children are all taught how to report things that they are unhappy about.			
2.39	In addition, does the school have a system for logging online safety incidents, monitoring and responding to the incident?		5	Incidents are dealt with and logged on CPOMs. Parents are made aware.			
2.40	Do governors ensure that children are taught about safeguarding including online safety?	KCSIE 2020 page 24 para 93-95	5	Part of the curriculum that is taught in school.			

	about safeguarding including online safety :	See audit key question 4.1				
2.41	Do governors ensure that they comply with Part 3 of KCSIE Safer Recruitment?	KCSIE 2020 page 25 para 99-100 and Part 3 See Sec 1 of this audit tool	5	Two members of the recruitment panel has completed Safer Recruitment Training. All checks Reported by Headteacher when they occur.		
2.42	Do governors ensure that there are procedures in place for dealing with allegations against staff, volunteers and supply staff that might indicate they pose a risk of harm to children and that these are referred to the LADO?	KCSIE 2020 page 26 para 101-102 and Part 4 Page 15 para 56	5			
2.43	Are staff and volunteers made aware of what they should do if they have concerns about another staff member (including volunteers and supply staff) including arrangements where the allegation is against the Head or Proprietor?	KCSIE 2020 Part 4 Page 15 para 56	5	All staff are aware and reminded as part of their safeguarding training.		
2.44	Are staff and volunteers made aware of how to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures	Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team. The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk.	5	All staff have read the Whistleblowing Policy and there is a strong culture of making sure everyone is kept safe in school - oth children and adults leaving themselves open to questions about conduct.		
2.45	Are all staff and volunteers made aware of the school's policy and procedures with regard to peer on peer (child on child) abuse?	KCSIE 2020 page 26 para 105 - 107 and Part 5	5	All staff have read KCSIE 2020 and signed to say they have understood and read it.		
2.46	Is there evidence that, where there is a safeguarding concern that systems are in place to ensure the child's wishes and feelings are taken into account?	KCSIE 2020 page 27 para 107	5	DSL has a good relationship with all children and tries to convey their wishes in any meetings with parents or other agencies.		
2.47	Where the school has residential accommodation, have any additional factors and requirements been taken into consideration with regard to Safeguarding?	KCSIE 2020 page 28 para 108 and Annex D	1			
2.48	Does the DSL know which children have a social worker?	KCSIE 2020 page 28 para 109 - 112	5	Regular metings / contact with them.		
2.49	Do they use this information to inform decisions on safeguarding?		5	Any concerns are shared with outside agencies,		
2.50	Do the governing body ensure that staff have the skills knowledge and understanding to keep Looked After Children and previously looked after children safe?		5	Headteacher has completed training for these children and attends all meetings for them.		
2.51	Has a Designated Teacher for LAC been appointed and have they had appropriate training, relevant qualifications and experience?	KCSIE 2020 page 29 para 117 - 119	5	Headteacher		
2.52	Is there evidence that the Designated teacher for LAC works with the Virtual School Head?		5	Recently worked with them for Y1 child.		
2.53	Does the school's CP Policy reflect the fact that additional barriers can exist when recognising abuse and neglect for children with SEN and disabilities	KCSIE 2020 page 31 para 126	5	NYCC Policy adopted by school and ratified by Governors.		
2.54	Are there clear leadership and accountable structures in place to meet the school's statutory duties to prevent radicalisation and extremism?	KCSIE 2020 page 89-91	5	Staff use CPOMs to record any concerns. All staff have been trained in extremism, radicalisation, county lines and fgm.		

2.55	Are appropriate reporting and referral processes in place for pupils at risk of radicalisation and extremism and are they being managed effectively?	Prevent Duty Guidance for England and Wales, DfE 2015	5	CPOMs and staff aware of who should report to.			
2.56	Have the staff and leadership team been appropriately trained to implement the school's statutory duties to prevent radicalisation and extremism according to their role?	Prevent Duty for Schools and Childcare Providers, DfE NYSCP Prevent Practice Guidance; Working with Individuals Vulnerable to Extremism in Education Settings NYSCP One Minute Guide Prevent; Extremism and Radicalisation <i>The Home Office has developed three e-learning modules:</i> Prevent awareness e-learning offers an introduction to the Prevent duty Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel	5	Headteacher trained and then staff all trained. Last training was September 2020			
2.57	Does the Governing Body/proprietor ensure that, where school premises are used for the provision of / or commissioning of other services, that the body concerned has appropriate CP policies and procedures and where appropriate will liaise with the school's DSL?	<i>e.g. before and after school clubs, sporting activities, play schemes etc.</i> Guidance on Letting School Premises can be found here Guidance on Risk Management within Extended Services and the Community Use of School Buildings (2010).	5	Part of Lettings checks.			
2.58	Have the Senior Leadership Team and governors identified robust procedures to manage emergency situations should they arise?	NYCC School Emergency Response Guide is reviewed and all emergency procedures are exercised at least annually by school. <i>All staff and governors are fully aware and practised in procedures.</i> <i>The school has identified clear evacuation routes and safe areas away from the school at 100, 200, 400m.</i> Copies of all plans and procedures should be made available on alternate platforms for emergency service response. (The NYCC Resilience and Emergencies Team can provide further assistance for all schools). <i>A school emergency management team has been identified with clear roles and responsibilities.</i> Staff have completed the Action Counters Terrorism (ACT) Awareness e-learning package. Package can be accessed here (need to register as a school but it is free for all schools). <i>The school has a Business Continuity Plan.</i> Staff make use of additional emergency response guidance such as phone apps like Citizen Aid.	5	Regular training to evacuate the building is completed termly. Also Lockdown training (pre covid meaning). Staff aware of reasons why the school may need to Lockdown and these will be revisited termly in training now that the school is fully open again.			
2.59	Does the school have appropriate safeguarding arrangements in place regarding use of images of children within publications, publicity, social media, or on web sites, online/virtual teaching?	Guidance for Safer Working Practice for those working with children & young people in education settings (2019) Page 21 & 22, Para 24. Guidance for Safer Working Practice - Covid addendum April 2020 Page 9 and 10	5	Policies in place and read by all staff.			
2.B ACTIONS TAKEN WHERE THERE ARE CONCERNS ABOUT A CHILD							

2.60	Is there evidence that school staff and volunteers have effectively fulfilled their role to safeguard and promote the welfare of children as set out in Part 1 of KCSIE and, where appropriate has this been with reference to the additional information detailed in Annex A?	KCSIE 2020 Part 1 and Annex A	5	CPOMs			
2.61	Is there evidence that staff are aware of systems which support safeguarding and have appropriately used these to safeguard children?	KCSIE 2020 Part 1	5	CPOMs			
2.62	Is there evidence staff are able to, and have identified children, who may benefit from Early Help?	KCSIE 2020 Annex A	5	Provides pastoral care in school for children and their families. Where we cannot provide sufficient support we will work with Early Help. Equally when they get a referral for support and they cannot meet it they will request that we do.			
2.63	Is there evidence that staff are aware of specific safeguarding issues and have taken appropriate actions where they have concerns about a child's welfare?	KCSIE 2020 page 8 para 21	5	CPOMs can alert staff for things they need to look out for with specific children.			
2.64	Is there evidence that staff are aware that incidents and / or behaviours can be associated with factors outside the school and have they responded appropriately to specific safeguarding issues including contextual safeguarding matters?	KCSIE 2020 page 15 para 56 - 59, Page 17 flowchart, KCSIE 2020 Page 7 para 18-21	5	CPOMs and CP Training.			
2.65	Is their evidence that staff are aware of the legal duties on teachers to report concerns about FGM?		5	Covered in training September 2020			
2.66	Is there evidence that staff understand the escalation procedures and evidence that, for example if, after a referral, the child's situation does not appear to be improving or if procedures have not been followed, that they have taken action?	Ref school escalation procedure and NYSCP procedures	5	Headteacher escalates issues when unhappy with CSC responses or feels a child is at risk.			
2.67	Is there a list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution?	Ofsted School Inspection Handbook Nov 2019 paragraph 53 and 211 <i>Inspectors will evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (and check, for a small sample of these pupils, how the referral was made and the thoroughness of the follow-up), pupils with SEND, children looked after, those with medical needs and those with mental health needs. In order to do this, inspectors will look at the experience of a small sample of these pupils and consider the way the school is working with the multi-agency group to ensure that the child receives the support they need. For pupils with SEND, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.</i>	5	Records kept on CPOMs with minutes or letters from CSC.			
2.68	Is there evidence that staff receive regular supervision and support if they are working directly with children where there are concerns about their safety and welfare?	<i>Regular appraisals and supervision are undertaken for all staff. Training needs analysis undertaken with key staff to establish training needs.</i> Reference to EYFS statutory framework section 3.21 and 3.22					
2.69	Does the school maintain a welfare file for all children known to CSC, LAC, subject to CAF or for whom there are welfare concerns?	Further guidance in School Child Welfare Files September 2013	5	Through CPOMs now as this is securely stored. Not duplicated in hard copy as everything is electronic now. Where there are written reports or paperwork it is kept in a separate pupil file in a locked drawer.			

2.70	<p>Is there evidence that the DSL is competently fulfilling their role as set out in annex B of KCSIE and that they:</p> <ul style="list-style-type: none"> Manage referrals Work with others Undertake training Raise awareness Manage transfer of the CP file (including any mid-year transfers) Are available for staff to discuss any safeguarding concerns 	<p>KCSIE 2020 Annex B</p>	5	Most of my time is spent on child protection.			
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Section 3 - Inclusion, Attendance & Anti-bullying

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required	Action Owner	Timescale
3.1	Does the school provide appropriate policy, training plans and regular support to all staff who work with pupils with SEND and with complex and challenging needs	<i>The school should review its policy and associated guidance each year and should quality assure its policy, guidance and procedures against:</i> SEND Code of Practice: 0 to 25 years (2015), from page 91, chapter 6 Equality Act 2010: Advice for schools (2014), updated June 2018 Public Sector Equality Duty Guidance for Schools in England (2014) DfE guidance on Behaviour and discipline in schools (2016) SEND Mainstream guidance (2017) DfE guidance on the Use of Reasonable Force (2013) KCSIE 2020	5	Regular training and support given to any staff working with SEND children. SENDCo can evidence.			
3.2	Does the school ensure that pupils with complex and challenging needs, have appropriate risk assessment and associated personalised education plans which are reviewed at least each term?	SEND Code of Practice: 0 to 25 years (2015) SEND Mainstream guidance (2017)	5	All staff review plans termly. Risk assessments are managed and completed by appropriate staff and given to the SENDCo.			
3.3	Does the school record, monitor and action following any use of Restrictive physical intervention?	DfE guidance on the Use of Reasonable Force (2013) SEND Mainstream guidance (2017)	5	Recorded.			
3.4	Does the school provide appropriate guidance and support to staff to ensure the safe transition of pupils with complex and challenging needs?	For guidance, see Ladder of Intervention.	5	Excellent working relationships with the two secondary schools that our pupils go to.			
3.5	Does the school have systems in place ensure that all pupils (including those with SEND) know who they can talk to if they have concerns or if they wish to report specific incidents (e.g. bullying behaviour or harassment)?	DfE Guidance on Preventing Bullying SEND Code of Practice: 0 to 25 years (2015) SEND Mainstream guidance (2017)	5	All children are aware of which adults they should talk to when they are worried.			
3.6	Does the school record and analyse type and patterns of bullying and harassment?	DfE Guidance on Preventing Bullying 'NYCC guidance on dealing with prejudiced based and hate incidents in schools'	5	Bullying dealt with and parents informed. Pupils monitored for future problems.			
3.7	Has the school adopted a restorative approach to incidents of bullying and harassment, ensuring the safety of all parties during this process?	<i>As cited in DfE Guidance on Preventing Bullying (bottom of page 16) the Restorative Justice Council includes best practice guidance for practitioners (2011)</i> Ladder of Intervention.	5	Pupils will sit with LP and listen to how they make another person feel by their actions or words. LP will explain if pupil cannot. Talk about how they feel and the other will talk about why they do what they do.			
3.8	Does the school use the LA reporting system and supporting guidance to report, monitor, analyse and respond to prejudiced based, hate incidents/ and hate crimes, such as bullying and harassment of pupils or staff because of their protected characteristics?	Use of LA reporting through on-line SNAP reporting system here.	5	When it occurs.			
3.9	Does the school report hate crimes to the police?	'NYCC guidance on prejudiced based and hate crime incidents in schools' Public sector equalities duties: Guidance for schools page 11 Reporting hate crime	1	Not experienced this yet but would do.			
3.10	Are rigorous systems in place to follow up school absence (including from lessons) and to manage late arrivals at school?	DfE Guidance on School Attendance, page 8 KCSIE 2020 DfE Guidance Children Missing From Education (2016), page 9	5	Regular monitoring of attendance completed by office. Meetings with parents or referrals made to othr agencies if they are supporting the parents.			
3.11	Is the decision making process for deregistering a child from school rigorous and evidenced?	DfE Guidance Children Missing From Education (2016), Annex A	5	Work closely with NYCC to track all children and follow required procedures.			

3.12	Does the school routinely inform the LA when the school/parents de-register their child (children) from the school?	DfE Guidance Children Missing From Education (2016), pages 4, 8, 10, and 15	5	Work closely with NYCC to track all children and follow required procedures.			
3.13	Does the school automatically seek attendance information whenever pupils are educated off site?	DfE Guidance on Exclusion from Maintained Schools and Academies and Pupil Referral Units in England Guidance (2017), pages 25 & 26 Alternative Provision Guidance DfE Guidance on School Attendance, page 9	5	When this is in place we work closely with the provider to check attendance.			
3.14	Does the school know how to respond if a child or young person places themselves at risk by leaving the building /grounds?	DfE Guidance on Children who run away or go missing from home or care (2014) , DfE Guidance Children Missing From Education (2016)	5	Would phone the parent / carer and make the police aware if necessary.			
3.15	Does the school ensure that in the event of needing to exclude a child, the child's is always kept safe and is supervised on school premises until they have been collected by a parent/carer?	DfE Guidance on Exclusion from Maintained Schools and Academies and Pupil Referral Units in England Guidance (2017), page 9, para 7	5	Always.			
3.16	Has a Designated Senior Lead for Mental Health been identified within school in order to oversee a whole school approach to mental health and wellbeing?	Transforming Children and Young People's Mental Health Provision (2017)	5	Julia Ellis has taken on this role and has a team of adults who are trained in pupil mental health first aid to support her.			

Section 4 – Managing Risk

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required	Action Owner	Timescale
4.1	Does the Governing body and proprietors ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum?	<p>KCSIE 2020 page 25 <i>The Government have made Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils) statutory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: Statutory guidance: relationships education relationships and sex education (RSE) and health education</i></p> <p>NYCC PSHE and Citizenship Guidance for all schools key stages 1-4 can be accessed here.</p> <p>Government guidance on Teaching Online Safety in Schools</p> <p>The Prevent Duty: Advice for schools and childcare providers. Page 8.</p> <p>National guidance available here for Prevent. Guidance on resources available here for NYCC Prevent guidance and resources</p>	5	Detailed on website as part of school curriculum and parents kept informed regularly of any ongoing concerns / trends.			
4.2	Have staff received appropriate and relevant continuing professional development to enable them to teach age appropriate and suitably differentiated aspects of safeguarding with confidence?	<p><i>Training needs analysis of staff, records of relevant CPD, sharing of good practice and expertise within the school.</i></p> <p><i>The Government has made Relationships and Sex Education and Health Education Statutory for all schools from September 2020 which includes many aspects of safeguarding. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: Statutory guidance: relationships education relationships and sex education (RSE) and health education</i></p> <p><i>Information about a range of training opportunities can be accessed at NYES. A range of NYCC supporting documents are available here.</i></p>	5	School has followed the statutory requirements of Relationships and Sex Education and Health Education and bought a package to ensure thorough coverage of appropriate issues. Policy has been updated and ratified by Governors. Policy is available on the school website.			
4.3	Does the school have an up to date Relationships and Sex Education (statutory policy), substance misuse policy and a smoke free policy for pupils?	<p>North Yorkshire's guidance for schools on Relationships and Sex Education, substance misuse, and smoke free – are accessible here.</p>	5	Ratified by Governors February 21.			

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required	Action Owner	Timescale
5.1	Does the school have policies and procedures in place outlined in the EYFS Statutory Framework (2017)?	<p>School does not have to have separate policies for EYFS age children, however school policies must reflect the ages and stages of all children. The EYFS puts a duty on schools to ensure that the following are in place for EYFS children:-</p> <p>Use of mobile phones and cameras</p> <p>Equal Opportunities</p> <p>Complaints</p> <p>Administration of Medication</p> <p>Failing to collect children</p> <p>A child going missing</p> <p>Key Person</p> <p>Staff not being under the influence of alcohol or any other substance which may affect their ability to care for children.</p>	5	All policies in place and we are an Early adopter for the new framework which is going well.			
5.2	Does the school have appropriate policies, facilities, and staff with identified responsibilities for delivering intimate personal care to pupils where required?	<p>If a school is taking young children or any child in the EYFS it will need to ensure there are suitable areas for changing nappies and toilet training children. This should afford the child dignity and respect. Appropriate nappy disposal bins, disposable aprons and gloves for staff will need to be provided. Staff should understand that supporting children in their self-care needs is part of the EYFS curriculum. Health and self-care. Intimate personal care should be supported/cared out by the KP. The senior leaders/EYFS should monitor intimate personal care arrangements to</p>	5	All policies in place and staff trained appropriately. Parental permission given.			
5.3	Does the school ensure that children are adequately supervised and that staffing ratios are met at all times specifically when taking children under 3 years?	EYFS Statutory Framework (2017) pages 21-24	1	We do not have any children under 3. All ratios for Early Years are met.			
5.4	Are all staff aware that they must not allow smoking in or on the premises when children are present or about to be present?	EYFS Statutory Framework (2017) 3.56	5	Signage up and all staff are aware.			
5.5	Are all children in the EYFS allocated a Key Person (KP)?	EYFS Statutory Framework (2017) 3.27	5	All children have a Key Worker			
5.6	Is the KP system embedded into practice, i.e. does this KP support the child's PSED and build trusting relationships with the child's family?	EYFS Statutory Framework (2017) 3.27	5	Very good at this throughout school not just EYFS.			
5.7	Does school have a policy place that sets out the arrangements for the taking, storing and use of images of children?	<i>EYFS Statutory Framework (2017) and Appendix F of the School Sample Child Policy 2018 for specific guidance.</i>	5	In place			
5.8	Does the school have policies and procedures in place to follow in the event of a parent / carer failing to collect a child at the appointed time, or in the event of a child going missing at or away from the school?	EYFS Statutory Framework (2017) 3.73	5	Attendance policy in place. Procedures in place for non collection - child would go to After School Club to minimise worry whilst the adult was contacted.			

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required	Action Owner	Timescale
6.1	Are there appropriate policies and procedures in place and available for all relevant staff for educational visits	Link to North Yorkshire's Educational Visits Advisory Service (for subscribing schools) Link to Outdoor Education Advisers' National Guidance Document 3.2a	5	Training updated regularly for all staff . School uses Evolve.			
6.2	Does the school retain the services of an Outdoor Education/Educational Visits Adviser to provide appropriate advice, guidance and training?	Link to Outdoor Education Advisers' National Guidance Document 3.4d	5	Evolve and NYCC support purchased.			
6.3	Is there a designated, trained and updated Educational Visits Co-ordinator in post?	Link to Outdoor Education Advisers' National Guidance Document 3.4j	5	Two staff are trained.			
6.4	Have all staff who lead educational visits, outdoor learning or adventurous activities been approved and copies of their qualifications and/or evidence of competence recorded as required by employer procedures?	Link to North Yorkshire's Educational Visits Advisory Service (for subscribing schools) Link to Outdoor Education Advisers' National Guidance Document 3.2d	5	All required certificates are uploaded onto Evolve. All staff have Visit Leader Theory training.			
6.5	Is risk management which includes appropriate supervision and safeguarding measures in place for all educational visits?	Link to North Yorkshire's Educational Visits Advisory Service (for subscribing schools) Link to Outdoor Education Advisers' National Guidance Document 4.3c	5	All completed			
6.6	Are there appropriate DSL arrangements for safeguarding concerns for any out of hours/out of term activities	KCSIE 2020 _Page 20 Paragraph 71	5	Covered in the risk assessments			
6.7	Are there appropriate safeguarding arrangements for pupils undertaking work experience placements?	KCSIE 2020 Pages 53-54 Paragraphs 202 to 206 Work Experience Organiser Guidance Post 16 Work Experience Guidance	1				
6.8	Are there appropriate safeguarding arrangements for pupils in alternative provision?	KCSIE 2020 Page 53 Paragraph 201 Alternative Provision Guidance	1				

Section 7 - Premises Security

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required	Action Owner	Timescale
7.1	Are arrangements in place to ensure the security of the school site, and of individual school buildings during school hours?	<p>Has the school site and individual buildings been appropriately risk assessed to ensure the safety of CYP and staff. In the event of restrictive practices such as the installation of locks on doors, are the school acting in accordance with the legislative framework relating to restrictive intervention.</p> <p>All designated fire exits must be easily opened from the inside. This can include high level door handles, push pads or door release buttons where necessary to prevent children exiting a building unnoticed.</p> <p>If there are agreements with neighbours over access to boundary hedges/fences to carry out maintenance work or any other agreements re access to the site there should be prohibitions on access during school working hours</p>	5				
7.2	Are measures in place to ensure the school knows the identity and purpose of all visitors so that no persons can gain unchallenged access to staff, pupils or any part of the school site?	<p>Visitors, contractors and others should be clearly directed via good signage to the school reception.</p> <p>Access to all buildings should be via locked doors which can only be opened by school staff.</p> <p>Identity should be checked and all visitors should sign in for even the shortest visits and a 'visitor' badge issued. All contractors should also sign in via the Authorisation to Work on Site Scheme (ATWS).</p>	5	Doors locked and Fob access required.			
7.3	Are measures in place to ensure that pedestrians are safeguarded against moving vehicles on the school site?	<p>Pedestrian access routes should be kept separate from vehicular routes and there should be clear signage at the entrance.</p> <p>In some schools it may be necessary to lock gates at the start and end of each school day to reduce the risk of impact to pedestrians entering or leaving the premises.</p> <p>Please note: If you intend to change arrangements for locking car parks please speak to your HandS Advisor.</p>	5	Time limits in place for car park movement or entry and exit. Locked gates.			
7.4	Does the school have a plan in place to manage the risks from buses, coaches, minibuses and taxis dropping off and collecting children and young people?	<p>There should be a documented traffic management system in place for the beginning and end of the school day which may include drop off zones, parking restrictions, staff supervision and monitoring etc. The Traffic Management Plan needs to cover all areas of risk including potential for impact, excessive congestion, disability access, travel speed, reversing operations etc.</p> <p>Advice is available from your HandS Advisor, Integrated Passenger Transport and Road Safety Team.</p>	1				

7.5	<p>Are measures in place to ensure that pupils remain safe and appropriately supervised during non-structured times of the day or whilst engaged in outside learning?</p>	<p>Foundation stage free flow play areas and nursery areas need to be securely fenced with gates that are locked whilst pupils are using the area and of sufficient height to remove the threat of a snatching. It is recommended that the fencing height is at least 1.5 metres high.</p> <p>It is important that pupils are constantly under visual supervision.</p> <p>Hidden areas which are easily accessible to pupils should be supervised by staff.</p> <p>EYFS states children should be in the sight or hearing of staff. Schools should consider how to deploy staff effectively to keep children safe and also facilitate children's learning both in indoor and outdoor classrooms. Outdoor classroom should be seen as a learning environment.</p>	5			
7.6	<p>Are robust arrangements in place for receiving and handing over pupils at the start and end of the day, including procedures for registering the arrival and departure of children at other times within the school day?</p> <p>These arrangements will change as pupils get older and more independent.</p>	<p>Staff should only hand over a child to an adult who is known to the school as someone permitted by parents/carers to receive the child.</p> <p>Parents should also be regularly reminded that they are responsible for the safety of siblings on school sites and they must remain under close parental supervision.</p>	5	Hand over to known adult or permission given for them to walk home.		
7.7	<p>Are measures in place to reduce the risk from unauthorised persons outside of school hours?</p>	<p>As well as maximising the external security and lighting of the school site, access to school roofs should be made difficult by removing obvious means of access e.g. large bins should be moved to a dedicated bin store, down pipes should be boxed off or have a barrier at the top.</p> <p>Signage preventing unauthorised access should be displayed</p> 	5			
7.8	<p>Are shared access arrangements in place where required e.g. Primary School and Children's Centre etc.?</p>	<p>Risk assessments should take hazards presented by shared premises/access e.g. visitors, trespassers, emergencies, car parks etc. into account. These risk assessments should be shared between different occupiers of the same premises/site. Occupiers of the same site have a legal duty to co-operate and coordinate their shared health & safety responsibilities</p>	5			

Section 8 - Premises H&S

Key Questions	Guidance Notes	Grading	Evidence	Actions Required	Action Owner	Timescale
8.1	Does the school have a Health and Safety Policy?	5	NYCC polipolicy adopted			
8.2	Has the Health and Safety Policy been communicated to all staff and have they signed to say they have read and understood the policy?		4	Policy is issued to all staff. Need to ensure they have signed to say they have read it as part of the new H & S software Parago.	Policy to be inputted to Parago system so staff can sign to say they have read it.	Helen Piercy
8.3	Is there evidence of recent Health and Safety Inspection Reports and Action Plans? Is there evidence of actions being addressed and resolved by governors?	5	Reports from NYCC inspections on file. New H & S software Parago tracks in house checks.			
8.4	Is there a prioritised risk assessment programme covering all areas of the school and including all significant risks?	5	School subscribes to the HandS Service and receives support and checks from NYCC.			
8.5	Is there a Fire Safety File with up to date evacuation records, testing and fire risk assessment?	5	Fire Plans in place. Fire Marshalls have received training. Temly evacuations occur on both sites.			
8.6	Does the school have Asbestos and Legionella Risk Management Plans?	5	File is updated according to survey information.			
8.7	Does the school have evidence of maintenance of equipment?	5	All will be recorded on Parago from March 2021			
			Contractors File			

8.8	Does the school have adequate arrangements for the maintenance of the premises?	<p>If school uses their own contractors they must ensure that they receive risk assessments and method statements from the contractors and if the school is maintained they must inform NYCC Property Services of the proposed work.</p> <p>Grounds Maintenance, Catering, Cleaning, Caretaking, Arboriculture Service etc.</p> <p>NYES Facilities Management</p>	5			
8.9	Does the school have clear written procedures and risk assessments in place to guide staff who may need to work in isolation for periods of time within or outside the school premises?	<p>Generic Lone Working guidance, procedure and risk assessment available from School HandS Service</p>	5	Full subscription to HandS service. Staff are given relevant policies and training. Will be tracked on Parago system from May 21		
8.10	Does the school have a School Medical Policy in place?	<p>Statutory guidance available - Supporting pupils with medical conditions at school</p> <p>Model School Medical Policy available from School HandS Service</p>	5	Policies in place and training given to staff where needed.		
8.11	Does the school have a First Aid Procedure in place?	<p>Guidance on first aid provision is available here, Model First Aid Procedure available from</p>	5	All staff are first aid trained to the appropriate level and this is kept up to date.		

Secondary Phase Only

Key Question	Guidance Notes	Please list any training accessed & specify the delivery method (online, face-to-face etc.)	
<p>In order to assess NYSCB current training offer it would be much appreciated if you could enclose what safeguarding training has been accessed / delivered for governors / teaching staff / non-teaching staff / DSL since the last school safeguarding audit cycle 2016-17?</p>	<p><i>Training could have been accessed / delivered online, face-to-face, 1-2-1, via a private trainer</i></p> <p>See Sample School Safeguarding Policy 2018 appendix P & S</p> <p><i>Safeguarding training and resources can be accessed directly at:</i></p> <p>NYSCB</p> <p>NYES</p> <p>CYPS</p> <p>NSPCC</p>	Training Accessed	Method of delivery

Name of School:

Norton Community Primary school

Section 1 - Safer Recruitment

1.1	Do you ensure and evidence that at least one member of every appointment panel has undertaken training in safer recruitment? (maintained schools only)	5
1.2	Do you ensure that Enhanced DBS and Barred List checks are carried out on all individuals who meet the definition of Regulated Activity working in your school, and undertake and record a risk assessed approach on DBS checks for all others who work within school, particularly volunteers?	5
1.3	Is there evidence to show that all school governors are subject to an Enhanced DBS & section 128 check and for Independent Schools and Academies, a section 128 check on all those in a management position?	5
1.4	Is there evidence to show that prohibition checks are done on all persons carrying out teaching work?	5
1.5	For staff who work in childcare provision, or are directly concerned with the management of such provision, Is there evidence to show that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations 2018?	5

1.6	Do you ensure that all statutory pre-employment checks are undertaken and jobs are offered conditional upon satisfactory completion of such checks eg. Right to Work, Overseas checks, medical, professional qualifications, references?	5
1.7	Is there a Single Central Record (SCR) of itemised recruitment and vetting checks in place for staff and others, including volunteers, who are regularly in your school?	5
1.8	In Independent Schools and academies, all members of the proprietor body must also be on the SCR.	1
1.9	Does the SCR evidence the statutory checks of: identity, names, addresses, dates of birth, qualifications, right to work in UK, Barred list for children checks, TRA Teacher Prohibition check, enhanced DBS clearance, and further overseas criminal record checks where the person has lived outside the UK?	5
1.10	In addition for management positions in Academies and Independent Schools, there is the requirement to record the section 128 check.	1
1.11	Is there evidence that the school has obtained written confirmation from any agency, or third-party, they use that the organisation has carried out checks on any individual who has been working at the school or college?	5
1.12	Has the school done all appropriate checks on freelance staff (e.g. self-employed tutors, coaches etc.) with regular access to children* and recorded these on the SCR?	1
1.13	Where a school places a pupil with an alternative provision provider, is there evidence to show that written confirmation is provided by the AP of the safer recruitment checks carried out on the AP staffing?	1

1.14	Where schools arrange work experience placements for pupils under 16 years, is there evidence that consideration is given as to whether the employer should be asked for DBS checks on placement supervisors?	1
1.15	Are DBS enhanced certificates with barred list information obtained for responsible adults in UK homestays where the school is the regulated activity provider?	1
1.16	Are all staff informed and fully aware of the circumstances whereby they must inform the employer of any police action against them, upon and during the course of their employment?	4
1.17	Has the school carried out reasonable checks, for example for links with extremism, on, and assessing what will be appropriate supervision of, all visitors who are intending to work with children, learners and /or staff or to address assemblies	5
Section 2 - Management of Safeguarding		
2.1	Is there a senior board level lead who takes leadership responsibility for safeguarding arrangements? e.g. nominated governor	5
2.2	Is there evidence that the school has regard for any guidance that has been issued in relation to COVID- 19 by the Department for Education.	5
2.3	Is there evidence that the school has an individualised and effective child protection policy which describes procedures in accordance with government guidance and refers to local multi-agency safeguarding arrangements?	5
2.4	Is this policy updated at least annually?	5
2.5	Is this policy made available publicly either via your website or other means?	5

2.6	Is there evidence that this policy is provided to all staff, (including temporary staff and volunteers,) on induction?	5
2.7	Is there a staff behaviour policy (code of conduct) in place which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media?	5
2.8	Have all staff (including temporary staff and volunteers) read, agreed and signed this on induction?	5
2.9	Is there evidence of the governing body having put in place appropriate safeguarding responses to children who go missing from education to help identify risk of abuse and neglect including sexual abuse or exploitation	5
2.10	Is there evidence that all policies and procedures and Part 1 of KCSIE have been provided to and read by all staff on induction?	5
2.11	Have all staff who work directly with children also read Annex A of KCSIE?	5
2.12	Is there evidence that staff are supported to have a good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'	5
2.13	Is there evidence that everyone is aware of that safeguarding and promoting the welfare of children includes preventing impairment to the <u>mental</u> as well as the physical health of children.	4
2.14	Is there evidence that the Head or Principal ensures that policies and procedures are followed by all staff?	5
2.15	Have Governors and Proprietors ensured that an appropriate Senior Member of staff from the leadership team has been appointed to the role DSL (Designated Safeguarding Lead)?	5

2.16	Are all staff/volunteers aware of the identity and role of the DSL and any deputies?	5
2.17	Has the DSL (and any deputies) undergone training to provide them with the knowledge and skills required to carry out the role and is this training updated every two years?	5
2.18	Is the role of the post holder explicit in their job description?	4
2.19	Does the DSL have appropriate status and authority to carry out the duties of the post?	5
2.20	Have they been given the time, funding, training, resources, support and supervision allocated to enable them to fulfil their role?	5
2.21	Is the DSL always available (during term time school hours) for staff in the school or college to discuss any safeguarding concerns?	5
2.22	Are there adequate and appropriate cover arrangements for any out of hours/out of term activities?	5
2.23	In addition to their formal training has the DSLs knowledge and skills been updated at regular intervals, but at least annually, to keep up to date with any developments relevant to their role?	5
2.24	Is there evidence that the DSL(s) are effectively fulfilling their role?	5
2.25	Governing Bodies and Proprietors recognise the pivotal role the school has to play in multi-agency safeguarding arrangements. They ensure that the school contributes to multi-agency working in line with statutory guidance Working Together 2018.	5
2.26	Governing bodies, proprietors, management committees and their senior leadership teams, and especially the DSL, are aware of the local multi-agency arrangements that are in place with the three safeguarding partners.	5

2.27	The DSL acts as the main point of contact with the 3 safeguarding partners	5
2.28	There is evidence that the school works with NYCC Children and Families Service, Police and Health to promote the welfare of children and protect them from harm.	5
2.29	The DSL is aware of the guidance <i>NSPCC – When to call the police.</i>	5
2.30	The governing body has ensured that processes and principles for sharing information internally and with others are in place and set out clearly	5
2.31	The governing body has ensured that staff are aware of and have due regard to, the principles of The Data Protection Act 2008 and GDPR and understand that these do not prevent or limit the sharing of information to keep children safe	4
2.32	Is there evidence that sensitive CP records are kept confidential and are only accessible to those who need to know? Are these records retained for an appropriate length of time?	4
2.33	Is the school compliant with the directive from the Independent Inquiry into Child Sex Abuse that records of child sex abuse should be retained for the period of the inquiry?	1
2.34	Are CP records forwarded to the next establishment when the pupil moves school as soon as possible (separately from the main pupil file), ensuring secure transit and that confirmation of receipt is obtained?	5
2.35	Is their evidence that the DSL has considered where it would be appropriate to share information in advance of a child leaving that would allow the new establishment to have arrangements in place for when the child arrives?	5

2.36	Is there evidence that all staff and volunteers undergo safeguarding and child protection training, (including online safety,) at induction which is regularly updated?	5
2.37	In addition is there evidence that all staff receive regular safeguarding and child protection updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.	5
2.38	Is there evidence that governors have ensured that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material?	5
2.39	In addition, does the school has a system for logging online safety incidents, monitoring and responding to the incident?	5
2.40	Do governors ensure that children are taught about safeguarding including online safety?	5
2.41	Do governors ensure that they comply with Part 3 of KCSIE Safer Recruitment?	5
2.42	Do governors ensure that there are procedures in place for dealing with allegations against staff, volunteers and supply staff that might indicate they pose a risk of harm to children and that these are referred to the LADO?	5
2.43	Are staff and volunteers made aware of what they should do if they have concerns about another staff member (including volunteers and supply staff) including arrangements where the allegation is against the Head or Proprietor?	5
2.44	Are staff and volunteers made aware of how to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures	5

2.45	Are all staff and volunteers made aware of the school's policy and procedures with regard to peer on peer (child on child) abuse?	5
2.46	Is there evidence that, where there is a safeguarding concern that systems are in place to ensure the child's wishes and feelings are taken into account?	5
2.47	Where the school has residential accommodation, have any additional factors and requirements been taken into consideration with regard to Safeguarding?	1
2.48	Does the DSL know which children have a social worker?	5
2.49	Do they use this information to inform decisions on safeguarding?	5
2.50	Do the governing body ensure that staff have the skills knowledge and understanding to keep Looked After Children and previously looked after children safe?	5
2.51	Has a Designated Teacher for LAC been appointed and have they had appropriate training, relevant qualifications and experience?	5
2.52	Is there evidence that the Designated teacher for LAC works with the Virtual School Head?	5
2.53	Does the school's CP Policy reflect the fact that additional barriers can exist when recognising abuse and neglect for children with SEN and disabilities	5
2.54	Are there clear leadership and accountable structures in place to meet the school's statutory duties to prevent radicalisation and extremism?	5
2.55	Are appropriate reporting and referral processes in place for pupils at risk of radicalisation and extremism and are they being managed effectively?	5

2.56	Have the staff and leadership team been appropriately trained to implement the school's statutory duties to prevent radicalisation and extremism according to their role?	5
2.57	Does the Governing Body/proprietor ensure that, where school premises are used for the provision of / or commissioning of other services, that the body concerned has appropriate CP policies and procedures and where appropriate will liaise with the school's DSL?	5
2.58	Have the Senior Leadership Team and governors identified robust procedures to manage emergency situations should they arise?	5
2.59	Does the school have appropriate safeguarding arrangements in place regarding use of images of children within publications, publicity, social media, or on web sites, online/virtual teaching?	5
2.60	Is there evidence that school staff and volunteers have effectively fulfilled their role to safeguard and promote the welfare of children as set out in Part 1 of KCSIE and, where appropriate has this been with reference to the additional information detailed in Annex A?	5
2.61	Is there evidence that staff are aware of systems which support safeguarding and have appropriately used these to safeguard children?	5
2.62	Is there evidence staff are able to, and have identified children, who may benefit from Early Help?	5
2.63	Is there evidence that staff are aware of specific safeguarding issues and have taken appropriate actions where they have concerns about a child's welfare?	5

2.64	Is there evidence that staff are aware that incidents and / or behaviours can be associated with factors outside the school and have they responded appropriately to specific safeguarding issues including contextual safeguarding matters?	5
2.65	Is their evidence that staff are aware of the legal duties on teachers to report concerns about FGM?	5
2.66	Is there evidence that staff understand the escalation procedures and evidence that, for example if, after a referral, the child's situation does not appear to be improving or if procedures have not been followed, that they have taken action?	5
2.67	Is there a list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution?	5
2.68	Is there evidence that staff receive regular supervision and support if they are working directly with children where there are concerns about their safety and welfare?	0
2.69	Does the school maintain a welfare file for all children known to CSC, LAC, subject to CAF or for whom there are welfare concerns?	5

2.70	<p>Is there evidence that the DSL is competently fulfilling their role as set out in annex B of KCSIE and that they:</p> <ul style="list-style-type: none"> Manage referrals Work with others Undertake training Raise awareness Manage transfer of the CP file (including any mid-year transfers) Are available for staff to discuss any safeguarding concerns 	5
Section 3 Inclusion		
3.1	Does the school provide appropriate policy, training plans and regular support to all staff who work with pupils with SEND and with complex and challenging needs	5
3.2	Does the school ensure that pupils with complex and challenging needs, have appropriate risk assessment and associated personalised education plans which are reviewed at least each term?	5
3.3	Does the school record, monitor and action following any use of Restrictive physical intervention?	5
3.4	Does the school provide appropriate guidance and support to staff to ensure the safe transition of pupils with complex and challenging needs?	5
3.5	Does the school have systems in place ensure that all pupils (including those with SEND) know who they can talk to if they have concerns or if they wish to report specific incidents (e.g. bullying behaviour or harassment)?	5
3.6	Does the school record and analyse type and patterns of bullying and harassment?	5

3.7	Has the school adopted a restorative approach to incidents of bullying and harassment, ensuring the safety of all parties during this process?	5
3.8	Does the school use the LA reporting system and supporting guidance to report, monitor, analyse and respond to prejudiced based, hate incidents/ and hate crimes, such as bullying and harassment of pupils or staff because of their protected characteristics?	5
3.9	Does the school report hate crimes to the police?	1
3.10	Are rigorous systems in place to follow up school absence (including from lessons) and to manage late arrivals at school?	5
3.11	Is the decision making process for deregistering a child from school rigorous and evidenced?	5
3.12	Does the school routinely inform the LA when the school/parents de- register their child (children) from the school?	5
3.13	Does the school automatically seek attendance information whenever pupils are educated off site?	5
3.14	Does the school know how to respond if a child or young person places themselves at risk by leaving the building /grounds?	5
3.15	Does the school ensure that in the event of needing to exclude a child, the child's is always kept safe and is supervised on school premises until they have been collected by a parent/carer?	5
3.16	Has a Designated Senior Lead for Mental Health been identified within school in order to oversee a whole school approach to mental health and wellbeing?	5
Section 4 - Managing Risk		

4.1	Does the Governing body and proprietors ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum?	5
4.2	Have staff received appropriate and relevant continuing professional development to enable them to teach age appropriate and suitably differentiated aspects of safeguarding with confidence?	5
4.3	Does the school have an up to date Relationships and Sex Education (statutory policy), substance misuse policy and a smoke free policy for pupils?	5
Section 5 - Early Years		
5.1	Does the school have policies and procedures in place outlined in the EYFS Statutory Framework (2017)?	5
5.2	Does the school have appropriate policies, facilities, and staff with identified responsibilities for delivering intimate personal care to pupils where required?	5
5.3	Does the school ensure that children are adequately supervised and that staffing ratios are met at all times specifically when taking children under 3 years?	1
5.4	Are all staff aware that they must not allow smoking in or on the premises when children are present or about to be present?	5
5.5	Are all children in the EYFS allocated a Key Person (KP)?	5
5.6	Is the KP system embedded into practice, i.e. does this KP support the child's PSED and build trusting relationships with the child's family?	5
5.7	Does school have a policy place that sets out the arrangements for the taking, storing and use of images of children?	5

5.8	Does the school have policies and procedures in place to follow in the event of a parent / carer failing to collect a child at the appointed time, or in the event of a child going missing at or away from the school?	5
Section 6 - Learning Beyond the Classroom		
6.1	Are there appropriate policies and procedures in place and available for all relevant staff for educational visits	5
6.2	Does the school retain the services of an Outdoor Education/Educational Visits Adviser to provide appropriate advice, guidance and training?	5
6.3	Is there a designated, trained and updated Educational Visits Co-ordinator in post?	5
6.4	Have all staff who lead educational visits, outdoor learning or adventurous activities been approved and copies of their qualifications and/or evidence of competence recorded as required by employer procedures?	5
6.5	Is risk management which includes appropriate supervision and safeguarding measures in place for all educational visits?	5
6.6	Are there appropriate DSL arrangements for safeguarding concerns for any out of hours/out of term activities	5
6.7	Are there appropriate safeguarding arrangements for pupils undertaking work experience placements?	1
6.8	Are there appropriate safeguarding arrangements for pupils in alternative provision?	1
Section 7 - Premises Security		
7.1	Are arrangements in place to ensure the security of the school site, and of individual school buildings during school hours?	5

7.2	Are measures in place to ensure the school knows the identity and purpose of all visitors so that no persons can gain unchallenged access to staff, pupils or any part of the school site?	5
7.3	Are measures in place to ensure that pedestrians are safeguarded against moving vehicles on the school site?	5
7.4	Does the school have a plan in place to manage the risks from buses, coaches, minibuses and taxis dropping off and collecting children and young people?	1
7.5	Are measures in place to ensure that pupils remain safe and appropriately supervised during non-structured times of the day or whilst engaged in outside learning?	5
7.6	Are robust arrangements in place for receiving and handing over pupils at the start and end of the day, including procedures for registering the arrival and departure of children at other times within the school day? These arrangements will change as pupils get older and more independent.	5
7.7	Are measures in place to reduce the risk from unauthorised persons outside of school hours?	5
7.8	Are shared access arrangements in place where required e.g. Primary School and Children's Centre etc.?	5
Section 8 - Premises H&S		
8.1	Does the school have a Health and Safety Policy?	5
8.2	Has the Health and Safety Policy been communicated to all staff and have they signed to say they have read and understood the policy?	4

8.3	Is there evidence of recent Health and Safety Inspection Reports and Action Plans? Is there evidence of actions being addressed and resolved by governors?	5
8.4	Is there a prioritised risk assessment programme covering all areas of the school and including all significant risks?	5
8.5	Is there a Fire Safety File with up to date evacuation records, testing and fire risk assessment?	5
8.6	Does the school have Asbestos and Legionella Risk Management Plans?	5
8.7	Does the school have evidence of maintenance of equipment?	5
8.8	Does the school have adequate arrangements for the maintenance of the premises?	5
8.9	Does the school have clear written procedures and risk assessments in place to guide staff who may need to work in isolation for periods of time within or outside the school premises?	5
8.10	Does the school have a School Medical Policy in place?	5
8.11	Does the school have a First Aid Procedure in place?	5