

Name of School: Parbold Douglas CE Academy
Date of Audit: 10.11.22
Date of Review: 23.02.23
D/DSL Names: DSL Chris Lawson / DDSL John Coxhead
SLT: John Coxhead (HT), Chris Lawson (AHT), Kate Bixter (AHT) and Jo Mercer (School Business Manager)
Number on roll: 185
Local Authority/MAT: Stand-alone Academy
SENCO: Heather Wainwright

Areas rated **amber** or **red** require action.
 Areas rated **green** demonstrate strong practice.
 Areas rated **blue** demonstrate exemplary practice.

Area	Evidence	Y	N	BRAG	Action / Recommendation
Statutory Guidance					
1. Keeping Children Safe in Education (including Part 5 on Sexual Harassment)	All staff are provided with an updated copy of KCSIE at the beginning of term. A copy is also accessible electronically through the shared drive, and a physical copy accessible in the staff room.	X			
2. Working Together to Safeguard Children	DSLs and relevant staff are aware of this document and copies are available on the staff shared drive.	X			
3. Guidance for Safer Working Practice	This document is given high prevalence across school and has been the focus of recent training and policy development. Staff were familiar with this document and referenced it in practice.	X			
4. The Prevent Duty	There is role relevant awareness of the Prevent duty.	X			
5. What to do if you're worried a child is being abused	This document is accessible to staff electronically via the shared drive. Staff have a good working knowledge of the document.	X			
6. EYFS Statutory Framework	EYFS and SLT staff members have an understanding of this frameworks.	X			
Policies					
7. Effective Child Protection and Safeguarding Policy	The CP / Safeguarding Policy has been adopted and updated by the school. It is fully compliant and reflects the needs of the school, and procedures followed.	X			
8. Above policy is updated annually (as a minimum)	Updated annually.	X			
9. Above policy available publicly either via website or other means	The CP policy is easily accessible on the school's website.	X			
10. Does CP/Safeguarding policy include: 11. Child on Child Abuse 12. CME and vulnerabilities related to attendance 13. Barriers/vulnerabilities relating to SEND and pastoral support offer 14. Low level staff concerns 15. Managing allegations 16. Safer Recruitment	The CP Policy fully references points 10-16.	X			

17. Staff Code of Conduct which includes 18. Reference to Guidance for Safer Working Practice 19. Acceptable use of technologies 20. Staff, pupil, parent relationships and communications including the use of social media	The staff Code of Conduct includes reference to technologies including mobile phone, social media, and staff, pupil and parent relationships and communication expectations. This policy is reviewed with staff on a regular basis to ensure understanding and adherence.	X			
21. Online/E Safety Policy	Online safety policy is in place which contains detailed procedures which are in place/followed.	X			
22. Policy on use of reasonable force/positive handling	Clear reference to the procedures in place relating to reasonable force/positive handling are referenced within the Behaviour Policy.	X			
23. Intimate Care Policy/Support for pupils with medical conditions	Policy on intimate care is in place and accessible via the school website.	X			
24. All above policies are followed by all staff	All policies are adhered to by staff. The staff members we spoke with on the day demonstrated a thorough understanding of the above policies and ensured that the expectations outlined in the policies were consistently displayed in their day-to-day practice.	X			
Governance					
25. All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction and regularly thereafter. This training should be specific to their role as governors and NOT generic safeguarding training	Specific governor safeguarding training has been delivered to all governors.	X			
26. Identified Governor with responsibility for safeguarding	There is an identified governor with safeguarding responsibility. The safeguarding governor has a good understanding of safeguarding cases and procedures in place.	X			
27. Governors should ensure that all staff in their school or college read at least Part one of KCSIE	Governors ensure that all staff read KCSIE Part One. All staff sign to confirm that they have read and understood KCSIE. This information is then relayed to governors via the HT report.	X			
28. Training and Induction	All training and induction are overseen by HT. Training and induction updates are communicated to governors via the HT report.	X			
29. DSL Role	The governors ensure that DSLs are fully supported by meeting on a regular basis and ensuring that adequate support is in place.	X			
30. Local Issues/understanding of school context	DSLs have an excellent understanding of the local area and what issues impact on the pupils. DSLs ensure that the safeguarding governor is aware of any current safeguarding issues at school and in the community. Any issues, updates, or challenges are discussed and recorded in the minutes of the governor meeting.	X			
31. Safer Recruitment	Governors have accessed SRT and fully support the headteacher in ensuring that recruitment procedures are followed effectively and efficiently.	X			
32. Governors ensure that the provider fulfils its statutory duties in relation to the Prevent strategy	Governors provide the necessary assistance to ensure that Prevent statutory duties are fulfilled.	X			
33. Governing bodies are doing all that they reasonably can to limit children's exposure to risks from the school's or college's IT system	Effective blocks/filters are in place, and governors are kept up to date, but this is not formally documented to demonstrate governor oversight.	X			1. Recommend formally documenting online safety checks

Ethos/Culture					
34. Safeguarding enshrined in school ethos	At Parbold Douglas Academy, safeguarding is embedded in all aspects of school life, and there is a very welcoming and friendly atmosphere throughout the school. All staff are confident in their ability to identify any signs of abuse. There are highly effective processes in place to identify, record, and review any concerns. DSLs provide highly effective, well-planned personalised support to pupils and their families. The school has developed strong working relationships with the local authority's children's services and are proactive in seeking advice and support as needed. Pupils demonstrated clear respect for adults and for one another, and they expressed a sense of safety, worth, and support at school.	X			
35. Website	The school website clearly demonstrates the school's ethos and vision. It is simple to use and contains a section for safeguarding that includes contact information, policies, procedures, and the help available.	X			
36. Physical safety/environment	The school had a calm atmosphere, and the children appeared eager to learn and engaged in their learning when in class. Classrooms, corridors, and outdoor areas were clean, bright, and inviting.	X			
37. Staff maintain and demonstrate an attitude of 'it could happen here'	Staff demonstrated a high level of awareness that abuse could happen. There is a culture throughout school that encourages the early identification of those who may be at risk and support is secured in a timely way.	X			
38. Physical indicators of safeguarding ethos	Safeguarding information is visible throughout the school, and DSLs have ensured that it is available and visible in key areas such as the staffroom, shared drive, and school website.	X			
39. Pastoral/Support provision	All children have access to exceptional pastoral care and support. The DSL team has a thorough understanding of the needs throughout school. All children participate in termly wellbeing surveys, which fully capture the child's voice, views, and concerns. All pupils are assigned a key person at school, and regular check-ins are held between pupils and the key person. This level of support ensures that children and their families receive the appropriate assistance/referrals at the earliest opportunity.	X			
40. Positive and respectful relationships	Positive and respectful relationships are demonstrated by all staff and pupils in school. Through conversations with staff, it is clear that the relationships throughout school are rooted in respect and positivity. Leaders have high expectations of children and staff, which are supported by strong, nurturing, and supportive relationships. Staff members we spoke with were extremely positive about the school's culture.	X			
41. Create an environment where bullying, child on child abuse or discrimination are not tolerate	There is a zero-tolerance approach to bullying in school. A whole school approach is taken to raise awareness to and prevent bullying. The children we spoke with demonstrated an understanding that bullying can occur in school and contextually,	X			

	and they stated that if this occurred, they would speak to a trusted adult and felt assured that appropriate action would be taken.				
42. When bullying, child on child abuse or discrimination does occur staff deal with issues quickly and effectively	All staff understand the importance of quickly and effectively challenging any cases of bullying, and that any concerns will be recorded on CPOMS. The school's anti-bullying policy outlines specific procedures for dealing with any such cases.	X			
43. The curriculum and the school's wider work supports learners to know how to keep physically and mentally healthy	All school staff value safety and well-being, and it is fully embedded not only in the curriculum but also in the school ethos and staff practice. Students demonstrated a clear understanding of how to maintain their physical and mental health. They discussed what resources are available at school, and support in place for those who may require additional assistance.	X			
44. A culture of safeguarding that identifies learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation	Parbold Douglas Academy has an excellent safeguarding culture. All staff are confident in recognising and responding to signs that a child is at risk of suffering, and they ensure that DSLs are notified verbally, and informative records are documented on CPOMS. Pupils are provided with a variety of opportunities, such as check-ins with their key person, or utilising the blob tree in class to share their concerns and appropriate support sourced.	X			
45. A culture that helps learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help	All staff have a good understanding of the children and families, which gives them confidence in their ability to identify those who would benefit from early intervention or who may be at greater risk. This culture ensures that appropriate referrals to the relevant agencies are made in a timely manner. Additional support has been bought in by school such as wellbeing coach, confident minds, and parenting support.	X			
46. System in place for children to express their views and give feedback on how safeguarding is dealt with	The pupils' voices are valued highly throughout the school. Effective systems are in place such as students' wellbeing and pupil voice surveys.	X			
47. Special consideration / system in place to ensure pupils with SEND have the same chance to express their views as their peers. Adaptations made as appropriate	DSLs and SENCO ensure that all children with SEND can express themselves and communicate their needs to a trusted adult. PECS cards are used throughout the school, and modifications are made without hesitation to ensure that every child can share their views.	X			
48. There is an environment in which pupils feel safe.	Children expressed they felt happy, safe and supported in school.	X			
49. Inclusive environment that meets the needs of all pupils, irrespective of age, gender, race, religion, or sexual orientation.	Parbold Douglas Academy has a fully inclusive environment, any necessary adaptations would be fully considered and implemented if necessary.	X			
Induction					
50. Induction process that includes: 51. Child protection / safeguarding policy 52. Behaviour policy 53. Staff behaviour policy (code of conduct) 54. Safeguarding response to children who go missing from education (attendance policy) 55. Role and identity of DSLs 56. Part One (or annexe A) of KCSIE 57. Access to other pieces of Statutory Guidance	A thorough induction process is in place for all new staff / students / volunteers, which is completed by the HT and DSL. The induction process is documented and signed by inductee and inductor and record kept on file.	X			

58. Safeguarding training that includes online safety and what to do if a child tells them they're being abused.				
59. Consideration of induction for non-school staff such as supply, kitchen staff, sports coaches etc.	All agency staff / volunteers / ad hoc staff such as sports coaches are provided with role appropriate information with regard to safeguarding.	X		
Training				
60. Appropriate safeguarding and child protection training which is regularly updated.	Whole school safeguarding training is attended annually. Any changes or updates to Statutory Guidance or policies are communicated to all staff via staff meetings.	X		
61. At least annual updates via email, staff meetings etc.	All staff receive regular updates based on any emerging themes identified by the DSLs.	X		
62. Biennial Prevent Training or in line with local safeguarding partnership advice.	Prevent training is accessed by all staff annually and a thorough risk assessment is in place and reviewed/updated regularly. DSLs have accessed additional training for completing referrals.	X		
63. All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.	Safer Recruitment Training has been attended by two staff members and governors. HT is involved in all recruitment processes.	X		
64. Impact of training and induction is evident in practice and is evaluated by DSL/s.	The DSL team monitors and evidences the impact of training and inductions through CPOMS entries, which are reviewed on a regular basis.	X		
65. DSLs have received training every two years to equip them with the skills to carry out the role.	DSLs ensure that their training is updated at least every two years, they ensure that they are up to date with any relevant changes and updates.	X		
66. DSLs have accessed relevant updates at least annually.	DSLs access relevant training and updates annually.	X		
DSL Role				
67. DSLs support staff to carry out their safeguarding duties.	Staff reported that the DSLs are always approachable and extremely supportive regardless of the concern. CPOMS is well used throughout school	X		
68. DSLs should be given additional time, funding, training, resources, and support they need to carry out their role effectively.	DSLs are given the time, funding and training to carry out their role effectively. Additional support/time/funding would be afforded to ensure skills and knowledge were up to date so the right support could be offered to pupils/families.	X		
69. DSLs liaise closely with other services such as Children's Social Care.	The DSLs have excellent links with all partner agencies and localised support. They work closely with any agency who is involved in supporting their pupils.	X		
70. DSLs should consider the context within which incidents/behaviours occur (contextual safeguarding) and provide information to CSC during assessments.	DSLs are aware of local risks and information relating to contextual safeguarding. These are appropriately included in any assessments and referrals when needed.	X		
71. Is there a DSL with specific understanding of safeguarding children with SEND?		X		
72. A DSL should always be available to discuss safeguarding concerns.		X		
73. Referrers should follow up CSC actions if information is not forthcoming.	DSLs are quick to follow up on any referrals if they have not been updated. DSL meetings are held regularly to discuss and review all open cases.	X		

74. Referrers should consider escalation procedures to ensure their concerns have been addressed and until the situation improves.	When a satisfactory resolution cannot be reached, DSLs feel confident and competent in challenging and escalating concerns	X			
75. Understand responsibilities under WTTSC and their role in the new safeguarding partner arrangements.	DSLs understand their responsibilities under WTTSC and are aware of their role in safeguarding partnership arrangements.	X			
76. DSLs are aware of how to respond to low level concerns including a consistent format to document such concerns.	There is a comprehensive policy in place for low-level concerns about professional conduct. All staff understand the referral procedures outlined in this policy, and the HT is responsible for all documentation of concerns.	X			
77. DSLs are aware of the requirement for children to have an Appropriate Adult.	DSLs are up to date with all guidance relating to Appropriate Adults.	X			
Looked After Children					
78. Designated Teacher for LAC to promote the education of LAC pupils.	AHT is LAC's designated teacher. There are currently no LAC pupils on the roll, but AHT is confident in his understanding and ability to promote LAC education if the situation arises.	X			
79. This DT should have appropriate training and the relevant qualifications and experience.	DT is appropriately trained and has all relevant qualifications to fulfil the role	X			
80. DSL has details of the LAC's social worker and the name of the virtual school head in the authority that looks after the child.	There are currently no LAC, however the DT is aware of the role and contact details for the virtual school's head.	X			
81. DSL has details of care leavers Personal Advisor and liaise with them as necessary regarding care leavers.	DT would ensure contact would be made with relevant agencies when required.	X			
82. Are staff aware of Private Fostering and do DSLs understand how to refer to LA.	DSLs are aware of PF, and understand when/how to refer into LA.	X			
Attendance					
83. Who takes a lead and manages attendance on a day to day basis?	HT takes lead on attendance.	X			
84. Clear procedures and defined responsibility for non-attendance: 85. First day response? 86. During the course of the school day? 87. CME? 88. Return from exclusion, medical absence, extended leave?	The attendance policy specifies procedures for first-day response, CME, and returning from exclusion, extended leave, or medical absence. Raising attendance meetings are quickly scheduled with parents and pupils to ensure that assistance in improving attendance can be offered.	X			
89. Does the school hold more than one emergency contact number for each pupil or student, in addition to parents.	The school ensures they have a least two emergency contacts for each pupil.	X			
90. Are there additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.		X			
91. Recognition that Children Missing Education (CME) can be a warning sign of all forms of safeguarding issues, in particular CSE/CCE, neglect, sexual abuse, radicalisation etc.	HT and DSLs understand that CME can be an indicator of a safeguarding issue. Reference to / procedures relating to CME are outlined in the attendance and CP policy.	X			
92. Is early help offered for families with attendance issues?	The offer of Early Help is considered for those families with attendance issues.	X			
Prevent Duty					

93. Prevent Designated Safeguarding Lead who is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.	HT takes lead on Prevent throughout the school. All staff receive annual Prevent training and are supported by the HT and governor in charge of Prevent. All staff understand the procedures for referring Prevent concerns to the HT, and the procedures outlined in the Channel Referral Process would be used to guide any decisions taken by the HT.	X			
94. Risk Assessment and Action Plan regarding risk of radicalisation and measures taken to minimise this risk.	A risk assessment is in place and is reviewed on a regular basis. This fully considers the level and types of risk to which the school is vulnerable to.	X			
95. Awareness of how to make Prevent / Channel referral.	HT is aware of how to make Prevent / Channel referral and would be confident to make this referral if the need arose.	X			
96. Pupils are explicitly taught about FBV and in a way that is accessible and relevant to the child/setting.	FBV's are promoted and displayed around school and clear messages are delivered in assemblies.	X			
97. Pupils accept and engage with FBVs so they develop and demonstrate skills and attitudes that will allow them to participate fully and contribute to life in Modern Britain.	Pupils had excellent age-appropriate knowledge and understanding of FBV's. They are accepting and respectful of people who are different from them including people of different faiths and beliefs.	X			
98. Leaders promote FBV through curriculum, assemblies, wider opportunities, visits, discussions and literature.		X			
Online Safety					
99. The designated safeguarding lead should take lead responsibility for online safety.	The AHT has taken lead responsibility for online safety, and governor with online safety responsibility provides regular support to ensure robust provisions are in place.	X			
100. Appropriate filters are in place to protect children from being exposed to illegal and potentially harmful content.	There are appropriate blocks and filters in place which provide live updates to AHT.	X			
101. What monitoring systems are in place when children are using the internet or devices in school?	Efficient monitoring systems are in place across school. All children and staff have individual log ins for all IT equipment in school. AHT would be immediately notified of any suspicious searches. These would be documented and reported to governors. Staff and pupils are aware that any inappropriate content should be reported.	X			
102. Children are taught about online safety, in a way that is meaningful and accessible to them.	All pupils are aware of the online safety and acceptable use policy in place, and there is a whole school focus of online safety delivered through whole school assemblies, curriculum, and safety awareness days to reinforce online safety measures. Educational discussions are provided to specific cohorts in an age-appropriate manner.	X			
103. Pupils recognise the dangers of inappropriate use of the internet, mobile technology and social media and know how to report any concerns.	Children expressed a clear understanding of online safety. The pupils we spoke with voiced that they felt safe accessing online material at school because of the systems in place, and they were aware of the risks they might face when accessing online platforms at home.	X			

104. Special consideration is given to those pupils who may struggle to understand the implications of online safety and that are more at risk of online grooming.	Any pupils who are considered to be more vulnerable in this area would receive additional assistance to support their understanding.	X		
Procedures and staff awareness				
105. All staff should be aware of their local early help process, understand their role in it and can identify children who may benefit from early help.	Staff understand their local early help offer thoroughly and are confident in identifying signs and symptoms that may indicate a need for early help. Staff were able to discuss how to identify children who might benefit from early help and advised any concerns would be brought to the attention of DSLs and reported on CPOMS. The school has established positive relationships with outside organisations and offers assistance or referrals at the earliest opportunity.	X		
106. Each child in EYFS must be assigned a key person.	Pupils in EYFS are assigned a key person. Regular supervision is held to provide opportunity for all EYFS to discuss key children.	X		
107. All staff should be aware of the process for making referrals to Children's Social Care, along with the role they may be expected to play in assessments.	Staff felt confident in their ability to make a referral into children's social care and are aware of the procedures they need to follow. Contact details for CSC are made available in the Safeguarding and Child Protection Policy. Contact details for CSC are also accessible via the shared drive.	X		
108. Staff should support social workers and other agencies following any referral and allow access for CSC to conduct or consider whether to conduct a section 17 or 47 assessment.	All staff in school would assist any partner/local agency that required support following a referral.	X		
109. All staff should know what to do if a child tells them he/she is being abused or neglected.	All staff we spoke with have a sound understanding of safeguarding and their responsibilities. All staff are confident in their use of CPOMS and any concerns would be recorded in a timely and appropriate manner.	X		
110. All staff should be aware that children can abuse other children (child on child abuse).	Staff have a good understanding and awareness regarding abuse between children. Staff were familiar with child-on-child abuse and reported that any such concerns would be recorded on CPOMS, and that they would also ensure that any such behaviour was challenged appropriately.	X		
111. Teachers are aware that if they discover that an act of FGM appears to have been carried out on a girl under 18, they MUST report this to the police.	Staff were aware of their duties if any such information was brought to their attention	X		
112. Staff understand their responsibility to identify and report low-level concerns in accordance with the school policy.	Staff thoroughly understood the significance of noticing, identifying, and reporting any low-level concerns. Staff reported that they were familiar with the policy and were confident in following the procedures in place.	X		
113. Staff are aware of when to share information and with whom and GDPR is not a barrier to sharing safeguarding information.	Staff understand that information sharing is crucial for the safety of the children in their care, and they had role-appropriate knowledge of when and with whom they should share information. CPOMS is widely used throughout the school as a reporting and information sharing tool. DSLs ensure that relevant information is made available to staff so that they can protect the children in their care, and that this information is handled sensitively and appropriately in accordance with GDPR.	X		

114.All staff should have skills, knowledge and understanding to keep looked after children safe.	Although there are currently no LAC, HT reported that any issues relating to LAC would be made known to staff to ensure they are kept safe.	X			
115.Staff are aware of the role and function of the Local Authority Designated Officer.	Staff were aware of the LADO's role and knew where to find the LADO's contact information if it was required.	X			
116.Staff should be aware of whistleblowing procedures.	Staff had a thorough understanding of whistleblowing procedures and would be confident to follow these if required.	X			
Allegations / Low Level Concerns					
117.It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately.	All staff members were fully aware of and confident to follow the procedures in place for sharing low level concerns. Any concerns about low-level issues would be managed by the HT.	X			
118.All concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.	Concerns about low-level issues, such as supply/agency staff, volunteers, and contractors, would be brought to the HT's attention. This information would be shared with the appropriate agency, and appropriate action would be taken.	X			
119.Staff should refer allegations about staff and volunteers to the headteacher. If concerns are about headteacher, this should be referred to the CoG, Chair of Management Committee or proprietor of an independent school.	Any concerns would be reported to the HT or CoG. Staff advised if this was not appropriate, they would have no hesitation in following whistleblowing procedures	X			
Safer Recruitment					
120.All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.	Two staff members and governors attended Safer Recruitment Training. HT is involved in all school recruitment and ensures that systems are in place to ensure that safer recruitment procedures are followed consistently.	X			
121.The job advert and Application Form should contain relevant safeguarding information that would deter potentially unsuitable applicants from applying.	To deter those who might abuse children, reference to safeguarding is included in all job advertisements and application forms.	X			
122.Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.	For shortlisted candidates, a written signature is obtained during the interview process and is retained on personnel file for successful candidate.	X			
123.Those interviewing should agree structured questions including, motivation, relevant skills and probing any gaps in employment.	All interview questions are arranged prior to interview and are tailored to specific roles. During the shortlisting and interview process, any employment gaps would be addressed.	X			
124.Reference from current or most recent employer with reasons for leaving. If a school, this should be the headteacher.	Written references are requested by the HT prior to interview and are retained in the successful candidate's personnel file.	X			
125.References obtained before interview, scrutinised and followed up either before, or at interview.	Prior to the interview, references are obtained, scrutinised, and any follow-up questions are clarified throughout the shortlisting and interview process.	X			
126.Consider carrying out an online search as part of their due diligence on the shortlisted candidates.		X			
127.Single Central Record that is stored securely.		X			
	128.All staff member's names	X			
	129.Identity check	X			

Single Central Record that includes:	130. Qualifications		X		
	131. DBS check		X		
	132. Barred List check		X		
	133. Prohibition from Teaching check		X		
	134. Section 128 Direction check		X		
	135. Overseas check		X		
	136. Right to Work in the UK check		X		
	137. Supply Staff checks		X		
	138. Date the individual check was undertaken and by whom (date of letter if agency/supply)		X		
Optional:	139. Declaration under the Child Care Act		n/a		
	140. Governors		X		
	141. Volunteers		X		
	142. Professional Visitors		X		
	143. Other		X		
	144. Verification of identity is undertaken.	HT / SBM conduct identity verification, which is recorded, initialled, and dated on the SCR, with a copy kept in the personnel file.	X		
	145. Enhanced DBS check for all persons.		X		
	146. Barred list check for those in regulated activity.		X		
	147. DBS certificate shown to potential employer as soon as received.		X		
	148. If DBS Update Service is used by anyone (staff or supply etc) then original DBS certificate is seen.		X		
	149. Right to work in the UK check.		X		
	150. Overseas CRB check.	Overseas checks would be completed as required.	X		
	151. Verification of professional/essential qualifications.		X		
	152. Section 128 checks.		X		
	153. Disqualification under the Child Care Act declaration.		X		
	154. Procedure for referral to DBS if a person in regulated activity has been dismissed due to safeguarding concerns.	HT is aware of the process and requirement to refer to DBS when required. This referral would be completed by HT if required.	X		
	155. Risk assessments of volunteers.	Completed as part of volunteer induction process.	X		
	156. Schools and colleges should always check the identity of contractors, professional visitors and supply/agency staff on arrival at the school or college.	Letter of assurances are requested	X		2. Recommend to request letter of assurance annually.
	157. Schools should be assured that the visitor has had the appropriate DBS check (or the person's employers have confirmed that their staff have appropriate checks. Schools and colleges should not ask to see the certificate in these circumstances)		X		

158. Where schools and colleges use contractors to provide services, they should set out their safeguarding requirements in the contract between the organisation and the school or college.		X			
159. If an individual working at a school or college is self-employed, the school or college should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.		X			
Supervision					
160. Providers must put appropriate arrangements in place for the supervision of EYFS staff who have contact with children and families.	School leaders place a high value on the assistance provided to staff. Internal EYFS supervision is carried out on a regular basis for EYFS staff in accordance with the EYFS framework.	X			
161. Early Help cases should be kept under constant review and consideration given to a referral to CSC if situation is not improving or is getting worse.	DSLs meet on a regular basis to ensure that EH cases are reviewed on a regular basis and that a referral to CSC is considered if the situation is not improving or worsening.	X			
162. Effective supervision and support is offered to those staff members undertaking a designated safeguarding role.	Staff wellbeing is paramount for leaders in school. A staff wellbeing committee has been introduced in school so that staff can regularly have input to systems and support in place for themselves. All staff members, including DSLs, have regular check-ins.	X			3. Recommend formalising these procedures by implementing a supervision structure.
163. Is there support for staff most affected by challenging behaviour - trainee, supply, NQTs, admin, catering...		X			
Record Keeping					
164. All safeguarding concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.	CPOMS is effectively used for documenting all concerns, discussions, and decisions. The DSLs monitor records and provides feedback, both in terms of actions taken in response to concerns and the quality of entries.	X			
165. Evidence of child's voice, wishes and feelings. Child centred, evidenced based records.	CPOMS records are evidence-based and child-centred. The children's wishes and feelings are appropriately considered and recorded, and entries on CPOMS capture the child's voice.	X			
166. Records of additional measures/support required to ensure there is evidence of SEND pupils' voice.	Additional measures used to capture the voice of SEND pupils would be recorded on CPOMS.	X			
167. Records and analysis of sexual harassment or sexual violence.	Any such issues would be fully recorded on CPOMS. DSLs monitor and evaluate entries on a regular basis, allowing them to identify patterns or emerging themes and respond accordingly.	X			
168. Records and analysis of bullying, discrimination and prejudice behaviour (direct or indirect).	CPOMS would be used to record such incidents, and DSLs would ensure that appropriate action is taken.	X			
169. List of referrals made to the DSL and subsequent referrals to the LA including resolution.	This information is known to DSLs, and incidents are recorded on CPOMS. DSLs would have access to this information if and when it was required.	X			
170. List of pupils who have open cases with children's social care and for whom there is a multi-agency plan.	DSLs maintain an up-to-date list of pupils with open cases. DSL meetings are held on a regular basis to discuss and manage this caseload.	X			
171. Where children leave the school or college (including in year transfers) the designated safeguarding lead should	Child Protection Files are securely transferred within the directed timescales.	X			

ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.				
172. The designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.	DSLs understand the importance of sharing information with other settings/agencies as needed to keep children safe prior to sending official records.	X		
173. Use of reasonable force incidents are recorded appropriately and reviewed by DSLs.	Any incidents involving reasonable force would be appropriately recorded on CPOMS, and DSLs would be notified.	X		
Additional				
174. Working with other agencies and using alternative strategies to reduce exclusion and minimise safeguarding risks to pupils who are excluded.	A positive environment is fostered by the consistent implementation of effective behaviour management systems throughout the school. If necessary, HT would implement exclusion procedures and ensure adequate support was in place to reduce safeguarding risks.	X		
175. DSLs should be notified of all potential or actual EHE children and have an awareness of the vulnerabilities of potential EHE children. Consideration given to meeting with professionals prior to final decision being made about EHE.	AHT is the DSL and attendance lead, therefore is aware of any potential or actual EHE children and is aware of the guidance in place.	X		