Elvington Church of England Primary School Safeguarding Audit

Name of auditor: Andrew Buttery

Date of audit: September 2024

We are a welcoming, caring and stimulating school.
We inspire a love of learning by nurturing potential, fun and happiness.

TRUST
FRIENDSHIP
THANKFULNESS
PERSERVERANCE
RESPECT
HOPE

We celebrate our success as we achieve high standards in all aspects of life; allowing children to grow spiritually, morally and socially within a strong Christian ethos.

Elvington Church of England Primary School
"I have come in order that you may have life – life in all its fullness"
John 10:10

DSL and other safeguarding roles

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have a designated safeguarding lead (DSL) who takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). They are a senior member of staff from the leadership team	• Staff list • Safeguarding statement		
In terms of availability: • Our DSL (or a deputy) is always available during school hours to discuss safeguarding concerns • There are arrangements in place for someone to cover the DSL role, including during out-of-hours or out-of-term activities	• Staff list (including names of deputy)		
Our DSL (and deputy) has their role made explicit in their job description	• Job descriptions		
Our DSL has made links with the local safeguarding partners to make sure staff are aware of training opportunities and local policies	• www.elvingtonprimary.org.uk/safeguarding-statement • Contact details of local partners • Correspondence between the school and partners • Messages sent out to staff informing them of training opportunities and local policies		
Our DSL (and deputy): • Has completed training that provides them with the knowledge and skills they need	• Training logs • Certificates from courses • Dates of training courses		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
• Receives updated training every 2 years • Has their skills and knowledge updated at least annually (e.g. via e-bulletins, meeting other DSLs, taking time to read and digest developments) • Has completed training on the Prevent strategy • Has completed training in online safety • Has a good understanding of harmful sexual behaviour • Understands that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search • Understands the filtering and monitoring systems and processes in place	• Subscriptions to e-bulletins • Records of recent safeguarding developments • School specific policies - www.elvingtonprimary.org.uk/school-information/key-information/school-policies		

Our DSL (and deputy):
• Understands the importance of information sharing with other schools on transfer
• Understands that this should happen as soon as possible, to allow the new school/college to have support in place when the child arrives, and within:
    ○ 5 days for an in-year transfer, or within
    ○ The first 5 days of the start of a
	• Child protection files (CPOMS)
	• UK GDPR / information security policies and procedures		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
new term • Ensures information in child protection files is kept confidential and stored securely			
We have a designated teacher to promote the educational achievement of looked-after and previously looked-after children, and they've received appropriate training	• Staff list • Training logs		
We have appointed someone at senior board level to take leadership responsibility for our safeguarding arrangements (e.g. a link governor), and this person has the knowledge, skills and expertise needed to fulfil this role	• Designated Safeguarding & Child Protection Governor		

NON-STATUTORY MEASURES	EVIDENCE	AREAS FOR IMPROVEMENT	RAG
For situations where our DSL (or deputy) is not on site, we have a senior leader in place who's responsible for: • Co-ordinating safeguarding on site • Liaising with our off-site DSL/deputy • Updating and managing access to child protection files • Liaising with children's social workers	• Staff list		

Staff training

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
All staff receive: • Appropriate child protection training at induction, which is regularly updated and in line with advice from local safeguarding partners • Updated training regularly (e.g. an annual INSET session) that is integrated, aligned and considered as part of our whole-school safeguarding approach • Safeguarding and child protection updates (e.g. via emails) as required, but at least annually	• Training logs • Certificates from courses • Dates of training courses • Examples of updates given		
Our regular safeguarding training has regard to the Teachers' Standards, with the expectation that teachers manage behaviour effectively for a safe environment	• Training resources that address this area		
At induction, there is an explanation of our safeguarding systems, including: • Our child protection policy • Our behaviour policy • Our staff behaviour policy/code of conduct • The safeguarding response to children who are absent from education • The role and identity of our DSL and any deputies	• All relevant policies and procedures are shared as part of staff induction. Additional support is provided if required.		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
At induction, staff receive: • A copy of the above policies • A copy of **either** Part 1 of KCSIE (if they work regularly with children) **or** the condensed version of Part 1 found in Annex A (if they don't work directly with children)	• Copies of policies – email trails.		

Training also covers:
• The early help process, staff members' role in it and the importance of sharing information with other practitioners
• The process for making referrals to children's social care
• The process for statutory assessments and the role staff may play in these
• What to do if a child tells a staff member they are being abused, exploited or neglected, including how to:
   o Maintain an appropriate level of confidentiality
   o Involve only those who need to be involved (e.g. the DSL, children's social care)
   o Reassure victims they're being taken seriously, supported and kept safe
   o Avoid making the victim feel ashamed or like they're causing a problem
• The indicators of abuse and neglect, including for specific safeguarding issues,
	• Records of training given
	• Resources from training addressing these topics
	• Results from a staff audit demonstrating understanding and confidence in these topics		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG

such as child criminal and sexual exploitation
 	
• Expectations around child-on-child abuse, including:
 	
    ○ Maintaining an attitude of 'it could happen here'
 	
    ○ The indicators of different types of child-on-child abuse, and how to identify incidents
 	
    ○ Understanding that child-on-child abuse may be taking place, even if it's not reported
 	
    ○ How to manage a report of child-on-child sexual violence or harassment
 	
    ○ The importance of challenging inappropriate behaviour between peers
 	
    ○ Understanding that child-on-child abuse can happen inside and outside of school, and online
 	
• Behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one
 	
• Online safety, highlighting that technology is a significant component in many safeguarding and wellbeing issues
 	
• Roles and responsibilities around filtering and monitoring systems
 	
• Specific safeguarding issues, such as radicalisation, serious violence, child			

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
sexual exploitation and children missing education • The reporting requirements for known cases of female genital mutilation (FGM) • The risk factors that increase the likelihood of involvement in serious violence • How safeguarding issues may overlap with one another • The importance of considering the wider context within which safeguarding incidents and behaviours occur			
We take a proportionate, risk-based approach to deciding the level of information we give to temporary staff and volunteers	• Evidence of information provided to temporary staff and volunteers • Procedures for deciding how much information to provide		
Staff receive regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time	• Records of reviews and knowledge/skill audits		
Governors and trustees receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge on safeguarding	• Records of training given		

Child protection policy

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our policy is updated annually	• Date of last review, February 2024		
Our policy is publicly available on our website	• www.elvingtonprimary.org.uk/wp-content/uploads/2024/02/Child-Protection-and-Safeguarding-Policy-February-2024.pdf		
Our policy describes procedures that are in accordance with government guidance	• Please the aforementioned policy		
Our policy contains references to locally agreed multi-agency arrangements put in place by our local safeguarding partners	• Please the aforementioned policy		
Our policy is individual to our school and features relevant information unique to our school's context	• Please the aforementioned policy		
Our policy includes a statement outlining a zero-tolerance approach to abuse and ensures staff are clear about the important role they play in preventing abuse	• Please the aforementioned policy		
Our policy reflects the fact additional barriers can exist when recognising abuse and neglect among children with special educational needs and/or disabilities (SEND)	• Please the aforementioned policy		
Our policy features guidelines specific to the EYFS and reflects the requirements of the EYFS statutory framework, including covering the use of mobile phones and cameras	• Please the aforementioned policy		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG

Our policy covers our whole-school approach to child-on-child abuse, including:
 	
• Procedures to minimise the risk of child-on-child abuse
 	
• The reporting systems in place (which are well promoted, easily understood and easily accessible)
 	
• Recognition that child-on-child abuse may be taking place even if it's not being reported
 	
• How allegations of child-on-child abuse will be recorded, investigated and dealt with
 	
• Clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported
 	
• A clear statement that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'
 	
• Recognition of the gendered nature of child-on-child abuse (i.e. that it's more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously
 	
• The different forms child-on-child abuse can take, such as:
 	
   ○ Sexual violence and sexual harassment (including upskirting)
 	
   ○ Physical abuse such as hitting, kicking, shaking, biting, hair pulling,
	- Please the aforementioned policy		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
or otherwise causing physical harm - o Abuse in intimate personal relationships between peers (sometimes known as 'teenage relationship abuse') - o Sexting (also known as youth produced sexual imagery) - o Causing someone to engage in sexual activity without consent - o Initiation/hazing type violence and rituals - o Online abuse such as abusive, harassing and misogynistic messages, non-consensual sharing of indecent images and videos, and sharing of abusive or pornographic content to those who don't want to receive such content			
Our policy covers our approach to online safety, including the use of the internet on mobile phones, and this includes: - A risk assessment that considers and reflects the risks our pupils face - How our school approaches filtering and monitoring on school devices and school networks - An annual review of our approach to online safety	- Please the aforementioned policy		

Recruitment and the single central record (SCR)

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our job adverts include: • The safeguarding requirements and responsibilities of the role • Our commitment to safeguarding and making clear that safeguarding checks will be undertaken • Whether spent convictions and cautions need to be disclosed	• Job adverts		
Our application packs include: • A statement informing applicants that it's an offence to apply if they're barred from engaging in regulated activity relevant to children • A copy of our child protection policy and practices • A copy of our policy on employing ex-offenders	• Application forms and packs		
Shortlisted candidates are asked to complete a self-declaration of their criminal record/information that would make them unsuitable to work with children	• Self-declaration form		
We seek references for shortlisted candidates prior to interview	• References		
We inform shortlisted candidates that we might conduct an online search as part of due diligence checks to help identify any issues that are publicly available online	• Recruitment records and search history		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We keep clear records of information provided during the recruitment process, and of our decision-making	• Recruitment records		
At least 1 of the people conducting any interview has completed safer recruitment training	• Training records • Interview records • Procedures for making sure this happens		
We complete all necessary pre-appointment checks on staff, governors, volunteers and contractors	• SCR • Recruitment and selection policies and procedures • Personnel files		
If any staff member moves from a post that is not in regulated activity into a post that is, we carry out the relevant checks for regulated activity	• SCR • Recruitment and selection policies and procedures		
We obtain DBS certificates as soon as practicable after appointment, including when using the DBS Update Service	• Personnel files • SCR		
Our SCR is updated regularly, and details of individuals no longer working at the school are removed	• Date of last review – September 2023		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our SCR covers: • All staff who work at our school (including teacher trainees on salaried routes and supply staff, even if they only work for 1 day)	• Your SCR and staff list		
We: • Destroy copies of DBS certificates after 6 months, where we choose to keep them • Keep copies of other documents used to verify a successful candidate's identity, right to work and required qualifications on their personnel file	• Record disposal records • Personnel files		
Our SCR shows the following checks have been carried out/certificates obtained, where required and the date each check was completed/certificate was obtained: • Identity check • Barred list check • Enhanced DBS check • Prohibition from teaching check • Any further checks on people who've lived or worked outside the UK that we think appropriate • Check of professional qualifications, where required (e.g. qualified teacher status) • Check to establish the person's right to work in the UK • Section 128 checks	• SCR • Records of any specific SCR audit carried out		

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Our SCR shows the following for supply staff: • Whether written confirmation was received that the agency/business employing the staff member has carried out the relevant checks/obtained the relevant certificates • Whether an enhanced DBS certificate has been provided in respect of the member of supply staff	• SCR • Records of any specific SCR audit carried out		
When a member of supply staff arrives for work, we make sure they are the same person on whom checks have been carried out	• Written procedures outlining how this happens • Evidence of reception/office staff being aware of these procedures		
We check the identity of contractors and their staff when they arrive at the school	• Written procedures outlining how this happens • Evidence of reception/office staff being aware of these procedures		

Admission register

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We enter pupils on the admission register at the beginning of the first day we've agreed, or been notified, that they will attend our school	• Admission register		
We monitor pupils' attendance through our daily register	• Attendance register		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We: • Inform our local authority (LA), within 5 days, when we add a pupil to the admission register at a non-standard transition point, and • Provide our LA with all the information held within the admission register about the pupil	• Procedures in place to support this and tell relevant staff to do this		
When a pupil is to be removed from the admission register at a non-standard transition point, we provide the following to our LA: • The pupil's full name • The full name and address of any parent/carer with whom the pupil lives • At least 1 telephone number of a parent/carer with whom the pupil lives • The full name and address of the parent/carer the pupil is going to live with and the date they're expected to start living there, if applicable • The name of the pupil's destination school and expected start date there, if applicable • The grounds for deleting the pupil's name from the register	• Procedures in place to support this and to tell relevant staff to do this		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We inform our LA of any pupils who fail to attend school regularly, or who have been absent without the school's permission for 10 schools days or more, at intervals agreed with the LA	• Procedures in place to support this and to tell relevant staff to do this		
When a pupil is to be removed from the admission register due to continuous absence, we will only delete them if we've failed to establish their whereabouts after making reasonable enquiries jointly with our LA	• Procedures in place to support this and to tell relevant staff to do this		
When a parent/carer notifies us that a pupil will live at another address, we record: • The full name of the parent/carer with whom the pupil will live • The new address • The date from when it is expected the pupil will live at this address	• Admission register		
When a parent/carer notifies us that a pupil is registered at another school or will be attending a different school in future, we record: • The name of the new school • The date when the pupil first attended or is due to start attending that school	• Admission register		

Record keeping and responding to disclosures

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our staff are aware that:	• Training logs		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
- They should act on any concerns immediately, rather than waiting for a child to make a disclosure - They can ask children outright if they've been harmed, and what the nature of the harm was - Certain children may face additional barriers to making a disclosure (e.g. because of vulnerability, disability, sexual orientation or language barriers). These factors may cause them to feel embarrassed, humiliated or threatened, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the DSL - Certain children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful - A disclosure may only be the first incident reported, rather than a single incident - Trauma can impact memory, so children may not be able to recall all details or the timeline of abuse - They can confiscate devices if necessary for evidence - They shouldn't give victims the impression they're creating a problem by reporting any form of abuse or neglect - Children can be at risk of harm inside and outside of the school, inside and outside of their home, and online - Harmful sexual behaviour can occur online and/or face-to-face or simultaneously between the two	Child protection policy		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
• Children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and it's important they're offered appropriate support • Children with SEND are 3 times more likely to be abused than their peers			
Our DSL (and deputies) know what the local early help process is and how and where to access support	• Training logs		
We have clear record-keeping procedures in place, and these include: • Recording all concerns, discussions and decisions made in writing • Use of the child's own language • Ensuring all records include: o A clear and comprehensive summary of the concern o Details of how the concern was followed up and resolved o A note of any action taken, decisions reached and the outcome	• Written procedures (CPOMS)		
Our DSL conducts a risk and needs assessment in response to any reports. This considers whether there have been any other victims	• Risk and needs assessments		
We have clear procedures for next steps following a disclosure, and these include: • How to balance the victim's wishes against our responsibility to protect other	• Other related policies • Written records		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
children • Thinking about other related issues and the wider context – for example, whether there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether extra teaching time and/or staff training could minimise the risk of it happening again • Keeping the victim and perpetrator(s) a reasonable distance apart on school premises, including during before and after-school activities • Considering school transport as part of our risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s) • Supporting children who have witnessed sexual violence, especially rape and assault by penetration • Doing all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed • Being aware that social media is very likely to play a central role in the fall-out from any incident/alleged incident, including for potential contact between the victim, alleged perpetrator(s) and harassment by or of friends from either side • Regular reviews of the actions taken, including updating policies with lessons learnt • Keeping up-to-date written records of follow-up actions			

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
• Making it clear to all victims that the law on sexual violence and sexual harassment is there to protect them, not criminalise them • Considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment • Looking out for potential patterns of concerning, problematic or inappropriate behaviour, and deciding on a course of action where we identify such a pattern • Taking any necessary disciplinary action against the alleged perpetrator(s)			
Our DSL (and deputies) know how and where to seek support for victims of abuse	• Training logs		

Handling allegations against members of staff

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have procedures in place for reporting and handling concerns about or allegations against staff members (including the headteacher, supply staff and volunteers), including 'low level' concerns	• Written procedures (child protection policy)		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our procedure sets out: • The process • Timescales for investigation • What support and advice will be available to individuals against whom allegations have been made	• Written procedures (child protection policy)		
We have procedures in place to: • Confidentially share low-level concerns • Inform the local authority designated officer (LADO) of all allegations of abuse made against staff within 1 working day • Consult with the LADO if we are in any doubt as to whether a low-level concern meets the harm threshold • Allow staff to directly report to the LADO where there may be a conflict of interest in reporting to the headteacher • Refer historical allegations to the police • Carry out an assessment of transferable risk, where appropriate	• Written procedures (child protection policy)		
We have procedures in place to make a referral to the DBS as soon as possible if a person meets the following criteria: • We believe the individual has engaged in relevant conduct; or • The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a relevant offence; or • The 'harm test' is satisfied in respect of	• Written procedures (child protection policy)		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and • The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left			
We have an effective support system in place for staff against whom allegations are made	• Written procedures (child protection policy)		
We have procedures in place to deal with the outcomes of allegations, such as: • Having alternatives to suspending a member of staff, such as moving the child to a different class (if appropriate) • Not sharing information about the member of staff involved with other staff or parents/carers not directly involved • Referring unsubstantiated, unfounded, false or malicious allegations to the DSL to decide next steps • Considering disciplinary action in line with our behaviour policy for reports found to be deliberately invented or malicious	• Written procedures (child protection policy)		
Where the accused is a teacher, we abide by our confidentiality obligations under legislation and ensure that other parties (including parents/carers) also understand these	• Written procedures (child protection policy)		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We keep a clear and comprehensive summary of all allegations (except those found to be malicious) on the confidential personnel file of the accused, including: • How the allegations were resolved • What action was taken • What decisions were reached	• Templates to include in personnel files		
We preserve records that contain information about allegations of sexual abuse for the IICSA, for the term of the inquiry	• Evidence of awareness from office staff		
We retain all other records of allegations at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer	• Evidence of awareness from office staff		

Other safeguarding-related policies and procedures

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have a staff behaviour policy/code of conduct which covers: • Acceptable use of technologies (including the use of mobile devices) • Relationships between staff and pupils • Communication, including the use of social media • Low-level concerns • Allegations against staff • Whistle-blowing	• www.elvingtonprimary.org.uk/wp-content/uploads/2022/04/Staff-Behaviour-Policy-Feb-2022.pdf		
We have a behaviour policy that includes measures to prevent bullying, including: • Cyber-bullying • Prejudice-based and discriminatory bullying	• www.elvingtonprimary.org.uk/wp-content/uploads/2023/09/Behaviour-in-Schools-Policy-September-2023.pdf		
We have recruitment and selection policies and procedures, which cover safer recruitment checks	• Part of child protection policy		
We have a whistle-blowing procedure	• www.elvingtonprimary.org.uk/wp-content/uploads/2020/04/Whistleblowing-Policy.pdf		
We have procedures for ensuring visitors to school are appropriately supervised, and where appropriate, have ID and DBS checks completed	• Part of child protection policy		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have procedures for ensuring that visiting speakers to the school are suitable and appropriately supervised	• Part of child protection policy		
We have procedures to keep children safe from the dangers of radicalisation and extremism	• Part of child protection policy		
We have procedures in place for protecting children at risk of radicalisation	• Part of child protection policy		
We have a policy on the use of mobile technology in our school, as part of our whole-school approach to online safety	• Part of child protection policy		
We have procedures in place for responding to children who are absent from education, to help identify the risk of abuse and neglect, and minimise the risk of them going missing in future	• Part of child protection policy		
We have procedures in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems	• Part of child protection policy		
We have policies on special educational needs and/or disabilities (SEND) and supporting pupils with medical conditions, and these reflect our safeguarding policy	• Part of child protection policy		

Pupils' experience of safeguarding

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We have systems in place for children to express their views and give feedback about the measures in place to protect them	• ELSA sessions		
All children have a safe space to speak out and share their concerns with members of staff, especially those who are at more risk from harm – for example, those who are LGBTQ+	• Part of child protection policy		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We deliver preventative education in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. This is underpinned by: • Our behaviour policy • Our pastoral support system • Our RSHE curriculum, which is fully inclusive, delivered regularly and age-appropriate, and tackles issues such as: o Healthy and respectful relationships o Boundaries and consent o Stereotyping, prejudice and equality o Body confidence and self-esteem o How to recognise an abusive relationship (including coercive and controlling behaviour) o The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support o What constitutes sexual harassment and sexual violence, and why they're always unacceptable	• RSE and RHE curriculum		
We always take the child's wishes and feelings into account when determining what action to take and what services to provide in response to a safeguarding concern	• Record of this being covered in training		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We teach pupils about safeguarding, including online safety, as part of the curriculum (and this is adapted as appropriate for vulnerable children, victims of abuse and some children with SEND)	• Curriculum plans • Pupil work produced during these lessons • Pupil feedback on these lessons		

Communicating with parents/carers

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
When communicating with parents/carers, we reinforce the importance of online safety, including making parents/carers aware of what we ask children to do online (e.g. sites they need to visit and who they'll be interacting with online)	• Records of communications with parents/carers if/when required		
We inform parents/carers about any incident (unless this would put the victim at greater risk)			
We engage with both the victim's and alleged perpetrator's parents/carers when there's been a report of sexual violence (this might not be necessary in relation to sexual harassment, but we will decide this on a case-by-case basis)			
We think carefully about what information we provide to parents/carers about the other child(ren) involved, and when. We work with relevant agencies to make sure that our approach to information sharing is consistent			

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We meet with the victim's parents/carers to discuss what's being put in place to safeguard the victim, and understand their wishes in terms of support they need and how the report will be progressed			
We meet with the alleged perpetrator's parents/carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim, and how we will support them. We will explain the reason behind any decision			

Protecting vulnerable children

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
While recognising that **any** child may benefit from early help, we are particularly alert to the potential need for early help for a child who: • Is disabled or has certain health conditions and has specific additional needs • Has SEN (whether or not they have a statutory education, health and care (EHC) plan) • Has a mental health need • Is a young carer • Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups • Is frequently missing/goes missing from care or from home • Is at risk of modern slavery, trafficking or exploitation • Is at risk of being radicalised or exploited	• Evidence of monitoring children in these categories		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
• Has a family member in prison, or is affected by parental offending • Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse • Is misusing drugs or alcohol themselves • Has returned home to their family from care • Is at risk of 'honour'-based abuse such as FGM or forced marriage • Is a privately fostered child • Is persistently absent from education, including persistent absences for part of the school day			
We assess the risk of pupils being drawn into terrorism, including support for extremist ideas	• Part of child protection policy		
We have suitable internet filtering and monitoring systems in place to keep pupils safe from terrorist, extremist and other inappropriate material while at school	• Part of child protection policy		

For looked-after children:
• We give appropriate staff the information they need, including the child's:
   ○ Legal looked-after status
   ○ Contact arrangements with birth parents or those with parental responsibility
   ○ Care arrangements and the levels of authority delegated to the carer
	• Records of social worker and virtual school head contact details
	• Correspondence or meetings with virtual school head		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG

by the authority looking after them
 	
• Our DSL has details of each looked-after child's social worker and the name of the virtual school head at the LA that looks after them
 	
• Our designated teacher works with the virtual school head to:
 	
   o Discuss how pupil premium funding for looked-after children can be best used to support the progress and meet the needs of these pupils
 	
   o Promote the educational achievement of previously looked-after children			

For care leavers, our DSL: • Has details of the local authority personal adviser appointed to support them • Liaises with the personal adviser regarding any issues of concern	• Records of contact details • Correspondence or meetings with personal advisers		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our DSL helps to promote educational outcomes by sharing relevant information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced, with teachers and leaders as appropriate. For example, they: • Make sure relevant staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them • Support teaching staff to identify the challenges that children might face and the additional academic support they could give, and adjustments they could make, to support them	• Applied as required		
Where pupils have a social worker, our DSL always considers this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it informs decisions about: • Responding to unauthorised absence or missing education where there are known safeguarding risks • The provision of pastoral and/or academic support	• Applied as required		
All staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe	• Details of any relevant training given • Results of staff audits		
If we become aware that a pupil under the age of 16 (or 18 if they have a disability) may be in a private fostering arrangement, we ensure the LA is notified	• Awareness of this practice among relevant staff		

NON-STATUTORY MEASURES	EVIDENCE	AREAS FOR IMPROVEMENT	RAG
We have procedures in place to protect vulnerable children who are at home because they're following clinical and/or public health advice (e.g. if they're self-isolating)	• Written procedures (might be included in your updated child protection policy or an addendum to it)		
We have members of staff who are responsible for maintaining safe arrangements for our IT systems (such as filtering and monitoring systems), and we have contingency arrangements in place in case our IT staff are unavailable	• Staff list		

Multi-agency working for safeguarding

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We co-operate with the published arrangements of our local safeguarding partners	• Policies and procedures that align with published arrangements		
We contribute to multi-agency working in line with Working Together to Safeguard Children	• Policies and procedures that align with this guidance		
We allow access to the school by children's social care to conduct, or consider whether to conduct, statutory assessments	• Applied as required		
We have arrangements clearly setting out the process and principles for sharing information within our school/trust, and with local safeguarding partners and other organisations, agencies and practitioners as required	• Policies and procedures in place, such as privacy notices		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
Our DSL: • Transfers child protection files as soon as possible to a child's new school when they leave our school • Does this transfer securely and separately from the main pupil file • Obtains a confirmation of receipt from the new school • Considers whether it would be appropriate to share any information (additional to the child protection file) with the new school in advance of a child leaving • Discusses the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues, if required, to prepare the school's policies (especially the child protection policy) and responses • Is confident that they know what local specialist support is available to support all children involved (victims and alleged perpetrators) in sexual violence and sexual harassment, and is confident with how to access this support	• Details of the system for doing this transfer (CPOMS) • Receipts from new schools		
We are particularly alert to the importance of sharing information when a child moves to another LA	• Applied as required		
We have due regard to the data protection principles that allow us to share personal information, and the processing conditions that allow us to store and share information for safeguarding purposes	• Applied as required		

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
(including 'special category' data)			
When a decision is made to share or withhold information, we record who has been given the information and why	• Applied as required		

Work experience and host family placements

REQUIREMENT	EVIDENCE OF COMPLIANCE	AREAS FOR IMPROVEMENT	RAG
We consider the need for those supervising children under 16 on work experience placements to undergo DBS checks with barred list information	• Records of this being considered • Evidence of DBS checks		
We ensure placement providers have policies and procedures in place to keep pupils safe on work experience placements	• Examples of providers' policies		
Where our school arranges a host family placement, we request an enhanced DBS check with barred list information for the adult(s) who will be looking after the child. For placements abroad, we check whether equivalent checks for the country in question have been or could be undertaken	• Evidence of DBS and other checks		

Sources

The requirements in this audit are based on statutory safeguarding guidance Keeping Children Safe in Education. They also draw on:

> Working Together to Safeguard Children

> Prevent duty guidance

> Children missing education guidance

> EYFS statutory framework