Audit of Statutory Duties & Associated Responsibilities for Schools
Academic Year 2017/18

This audit and reviews should be formally recorded in school management and governing body meetings so that you can evidence these for Ofsted.

Each school should have:
- a written safeguarding policy and up to date child protection procedures which have been agreed with the governing body - model documents are available at **www.babcock-education.co.uk**
- a Designated Safeguarding Lead (DSL) role established and a deputy or deputies identified
- a nominated governor (preferably not the chair or staff governor) to champion child protection issues
- other safeguarding procedures, including information about dealing with allegations against members of staff and a safer working practice code of conduct
- training at the appropriate level for all staff and volunteers
- Robust staff recruitment and selection processes which safeguard children

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Name of School and if appropriate part of which MAT or Federation: Fort Royal Community Primary

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School DfE number:

Name/s of person/s completing the form and post held: Jane Dibble (SP Safeguarding) Babcock. Lara Collingwood DSL, In Part Dr Andy Mills (Governor).

Observed by Alison Newman (Babcock)

Context:
Fort Royal is a special school for Primary aged children with a Nursery there are 150+ staff and 200 pupils all with varying degrees of need and ability but most being in receipt of an EHCP.
There is Diversity amongst the students and the staff.
The majority of the children do not live close to the school and are transported by County Transport- this has caused some issues with pupils being on the bus for a long journey.
Few governors are in post and there have been recent changes to the board, with an interim chair.
The School commissioned Babcock to undertake this Audit to identify good practice and support improvements.

Lara Collingwood has been in post as whole school DSL for 1 year and the Head teacher has been in post for 3 years.
Date of completion: 8th March 2018

Section 1 Website, policies and procedures

Possible evidence	Comments/considerations/guidance
Prior to visit • The website contain: Safeguarding/CP policy Statement of the school's ethos and values Behaviour policy Complaints policy On arrival: • The car parking is safe. The site manager and staff ensure the buses and cars are directed to the correct areas. Pupils could have access to the car park but they are escorted on and off the bus by transport assistance and school staff. The Car park is clearly marked There is their signage re-safety and use and signage re visitors reporting to reception. There were clear directions to the Reception area. • The gates are locked after the start to the school day and are electronically controlled by the office. • There is a 2 door entry system and you are unable to enter the school building without being buzzed. • I did not have access to pupils or other parts of the site before I signed in. • In the Reception area there was clear identification of the Safeguarding leads. • The school use an electronic signing in system which prints a photo badge. This badge is placed in a lanyard cover – the pupils when questioned were aware of the meaning of the different colours of lanyards. • My identity checked was checked. Were you given any safeguarding information?	It would be advisable to have a separate Safeguarding Tab on the website to enable quick reference for staff, parents and stakeholders to find information and references. There should be information and links re: Online safety use. Link to CEOP, thinkuknow and NSPCC Pants campaign. The Behaviour policy is out of date with a review date of 2015 On arrival at reception I was not advised about visitors use of mobile devices suggest the reception has a set speech which is given e.g. "there is no fire drill planned today so if the bell goes please make your way to ...., the designated leads are .... here is the safeguarding leaflet and please be advised that all visitors phones must be switched off for the duration of your visit or can be left in the office for safe keeping" Suggest a duty statement is put above the photos of the Designated team could read "this is the Safeguarding team who have a DUTY to consult with other agencies regarding safeguarding concerns of pupils and families. They will of course work in partnership with parents and carers whenever possible" The electronic signing in system will have to be adapted to ensure that information of members of staff is not accessible on entry. There is no safeguarding message on the visitor badge which makes it even more important to ensure that the leaflets are given out on entry. There is no reason to record visitor DBS numbers – in the visitor book the office staff should be signing

| | to say they have seen it only. DBS numbers for casual visitors should be destroyed.

The waiting area in within the body of the building but within easy sight of the office staff.

On departure ensure that badges are removed to ensure that reuse isn't possible – suggest numbering the lanyard covers which is recorded against the name of the visitor so it would be easy to identify any badges that haven't been returned. |
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| **1.1 Child Protection Policy** | |
| Policy is up to date in line with the DCFP and LA latest guidance A review date is on the policy. It is personalised to the setting – appendix attached with forms or pathways to referral. All staff have signed to say they have read and understood (linked to Single Central Record). It is clearly accessible to all staff, parents, outside agencies and pupils (including on website). Setting has assured it has taken account of differing needs in imparting this information. Staff are aware of appropriate challenge within the safeguarding arena. Governors have ratified and challenged the effectiveness of this policy and this is minuted. The policy is aligned with other relevant safeguarding policies e.g. pupils health & safety, bullying, drug and substance misuse, intimate care, safe working practice, whistle blowing, etc.… | Links on the policy don't work on the website because of the constant changes in WCC at the moment I would suggest you signpost to the WCC and WSCB websites and reference documents. |
| **1.2 There are clear procedures for Safeguarding** | |
| There is clear accessible guidance for all staff in areas around the setting. Report forms are readily accessible with clear guidance for action needed for all staff. | Ensure that Pupils, parents and visitors are made fully aware of the procedures required within the setting and the system for reporting when the setting is closed.
Staff should be fully informed of their responsibility and action when setting is closed and have Family Front Door and LADO details.
Consider greater use of clear posters and contacts around the setting that are appropriate to children regarding safeguarding e.g. Child-line, Think-u-know, and NSPCC PANTs etc. These could be in the |

	toilets and changing areas and in the main reception for parents and visitors information.

1.3 The school is committed to Safer Working Practices	
• There is a robust Code of Conduct that is linked to the guidance on Safer Working Practices Guidance They have evaluated policy after incident.	Not all the staff have signed to say they have read and understood this policy this is a statutory responsibility and must be addressed.
• The school has clear written procedure and risk assessments in place to guide staff who may need to work in isolation for periods of time within or outside the premises.	There has been no evaluation of staff knowledge. Suggest using scenarios or quiz.
• The school has appropriate facilities and identified staff with responsibility for delivering intimate personal care to pupils.	Intimate care policy in place but the school do not use individual plans this needs to be adapted so where possible the childs' voice can be recorded.
• Plans are developed with pupils, parents/carers and staff including outside agencies if appropriate.	
• School has appropriate procedures in place for providing first aid.	
• Emergency and Paediatric First Aiders are named, and have received appropriate training. Equipment is clearly labelled and well organised and is regularly checked. There is written guidance about notifying parents and the LA where required. There is a locked fridge and each class has a medication cabinet. All medicines are written up by the school nurse and there is a clear procedure for the use of controlled drugs.	The First Aid equipment is checked however this needs to be evidenced.
• There are appropriate facilities and clear expectations that ensure for staff that need to get changed for particular activities can do so out of the sight of pupils.	
• The school has appropriate procedures in place to ensure that any images of children used within publications, publicity, on web sites meet LA guidance and are only used where full parental consent has been obtained.	

1.4 The school is active regarding Pupil Safety and attendance	
• Pupils report that they feel safe and are well cared for, listened to and can approach staff easily should they wish to. The staff are fully aware of the need to identify non-verbal disclosure and know the pupils well which enable them to identify changes in behaviour.	There should be consideration in the Attendance Policy of the uncollected child. This has not been an issue at the school but would suggest it is made

• There are robust arrangements in place for the receiving and handing over pupils at the start and end of the day, including procedures for registration and the arrival and departure of children at other times within the school day.	clear when and who the school would contact in this case. Work through the pupil contacts, if no-one is available set a time that the school would be prepared to wait until and then contact named social worker if the pupil has one or Family Front Door.
• All Pupils who use designated school transport and do not attend are identified by the transport assistance on arrival at school. All the pupils at this school are vulnerable so parents are contacted as soon as the list is given to the office by text. If the parent doesn't ring into the school they are then phoned.	
• There are rigorous systems in place for the prompt follow up of any absence from school or from lessons and to manage late arrivals at school.	
• There are systems in place to analyse data and to respond to patterns and trends in attendance.	
- The attendance is below the national average however there are only 2 pupils who are truly PA as the majority of absences are due to illness and medical appointments.	
• There is evidence that the school is proactive in addressing pupil absence and when necessary challenge poor attendance.	
• The attendance policy is in line with the WCC model policy.	
• The school has support systems and interventions in place that lead to the positive resolution of specific incidents. The school have recently employed a Family liaison worker to provide Early Help and support and will undertake home visits etc.	
- The school ensures that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves and others safe. There are class rules	
• The school ensure that all pupils are aware of who they can talk to both in and out of school if they have concerns or wish to report specific incidents. There is a named point of contact in and out of school.	
1.5 Behaviour and Anti-Bullying	
• The school reviews its policies and associated guidance each year.	Could consider a child friendly/child produced version of the anti-bullying policy – could use the school council.

- The school quality assures its policies, guidance and procedures against LA guidance. WCC and the LADO have been consulted on the behaviour policy. - Antecedents are identified. - Outcomes are evaluated. - All types of bullying are identified. - Anti-bullying report to Governors each term.	

1.6 The school is consistent and cross references procedures	
- There is evidence that all policies and procedures are robustly monitored by the governing body on a regular basis – a planning cycle of policy review is available. - An annual safeguarding audit (section 175) is undertaken by the DSL and reported to the Governing Body. - The school can evidence an action plan being implemented and review points during the year. - This internal audit is returned to the LA by the 31st July each year. - There is clear evidence that the Action Plan is being implemented - Safeguarding Governor informs Governing Body of the implementation and timetabling (minutes).	Consider informing parents/carers via newsletter when policies are due to be reviewed and ask for input – this would evidence stakeholder consultation. Best practice would show that Staff are aware of the Action Plan priorities to ensure they share responsible for improvements and take ownership/responsibility for the implementation of the Action Plan

Section 2 Site use and security	
Possible evidence	**Comments/considerations/guidance**
2.1 The School is aware of responsibilities re premises	
- Measures are in place to reduce the risk from trespassers or those who should not be on site. - The school maximises the use of external security and lighting of the school site. - There is corporate signage in place re private property and trespassing. - Do the school make utilises site risk assessments that are created with SLT and Governance	Ensure that the parents are aware and agree to the use of CCTV in the home school agreement. Governors to give consideration of a Lock down procedure. Governors to check agreements with neighbours over access to boundaries, hedges/fences to carry out maintenance work.
2.2 The Governing body ensures that where school premises are used for the provision of other services that the body concerned has the appropriate CP policies and procedures and where appropriate will liaise with the school's DSL.	

• Lettings Policy (e.g. before and after school Clubs, sporting activities, play schemes etc.) reflects the schools safeguarding expectations and checking of staff. • Guidance on Risk Management within Extended Service and the Community Use of School Buildings, March 2010.	There needs to be information kept on file regarding the DSLs and CP policies of the clubs who use the site and ensure they know who to contact in school with any concerns/incidents.

Section 3 – Training and Induction	
Possible evidence	**Comments/considerations/guidance**
3.1 The school has a Designated Safeguarding Lead (DSL) for child protection who is a member of SLT	
• Safeguarding is on the agenda of SLT meetings • Training dates including refreshers or any additional training/forums attended are in the SEF and noted on the SCR.	DSL Lara Collingwood DDSL: Ed Francis (Refresher due in 2018 & Phil Waugh EY DSL – Lara Collingwood
3.2 The school has a Deputy(ies) DSL	
• All staff knows who the Safeguarding Leads are and there is a clear line of communication. • Training dates for these staff including refreshers of additional training sessions attended.	
3.3 The school has a nominated governor to champion child protection	
• There is a termly audit of CP/CiN/CiC within the setting and Safeguarding is on every Governor Meeting agenda • The DSL reports regularly to Governors re the CP workload to include number of meetings attended. The DSL will need to advise the Governor if the workload becomes difficult to manage. The Safeguarding Governor is a long standing Governor and because of his position in the Health service knows many of the pupils in the school and is aware of the disabilities and the impact on the school. Individual cases are not discussed but strategic conversations take place	Meetings with the Designated team and the Governor need to be recorded on the school chronology to ensure discussions are evidenced.
3.4 The head teacher has successfully completed safer recruitment training (online or a day course).	
• There is an accredited interviewer on all interview panels for all posts. 3 members of SLT and the Business Manager have received SR training • Dates of training attended are recorded on the SCR	No governor currently has undertaken training. Ed Francis is out of date for refresher. Consider if other members of staff given the opportunity to attend this training

• Copies of the certificates are in the SEF.	
3.5 A governor has successfully completed safer recruitment training (online or a day course).	
• Governors assist with short listing for some roles, teachers and SLT only • Governors assist with the interview process – at the discretion of the Head teacher for higher appointments	With Governors only involved with the teaching and SLT appointments does this give the impression that other roles are not so important? The governors have had some training this was undertaken done by previous DSL. Consider using an outside agency to deliver this to ensure compliance.
3.6 Date of most recent 'whole school' child protection training (the statutory requirement is for 'regular' updates)	
• Copy of the training is in the Safeguarding Evidence Folder along with the names of all staff who attended. This is recorded on the Single Central Record. • Sally Mills delivered the training (they take responsibility for staff knowledge). Volunteers are not used in this setting. Student teachers are used – Induction is done on the first day	Some governors attended the whole staff training but not all This is recorded on the SCR Suggest a training audit is carried out including the views of staff, use the questionnaire provided by Babcock. This will also provide an evaluation of training and should inform the training timetable. Because of the requirement in KCSiE(16) training should be regular and frequent – consider a planned cycle of training. The previous WCC presentation was not adapted to identify the difference in this setting to mainstream settings. Look at bespoke training for Special Schools. Concern re the level of training given to drivers and transport assistance – suggest a conversation with county to ask for them all to attend in house training re CP and disability and behaviour management.
3.7 All teaching and non-teaching staff, governors, volunteers and regular visitors know about and use the procedures appropriately. New or temporary staff are given a copy of the safeguarding induction pack.	
• A record is kept of the Induction Pack issue on the SCR. • The Induction Pack is up to date, relevant and robust. – Relevant policies – Procedures – Basic information	

• New staff and volunteers are given Universal training at the first available opportunity by the DSL. • Safeguarding (DSL) contacts are readily available to all visitors to school. _ Are there photographs, ext. numbers etc. • There is evidence that staff are regularly apprised of procedures (staff meeting minutes). This has only been the practice since Lara has been in post. • All categories of abuse are covered. • Evaluation and review of procedure is undertaken and informs action plans. • There is a clear line of accountability and line management.	Updates in staff meetings should be evidence on the School safeguarding chronology.

3.8 All governors are aware of the established child protection procedures and understand their own roles within them.

• Governors have attended appropriate training offered via Governor Services or have attended the Tier 1 training for school staff. See previous note • There is a clear understanding of the role of Governors within Safeguarding. • There is a named Governor for Safeguarding who meets regularly with the DSL (minutes).	Interim Chair: Dr Andy Mills Safeguarding Governor Dr Andy Mills

3.9 The school provides appropriate policy, training plans and regular support to all staff who work with pupils with complex and challenging needs, including restraint.

• Staff have received training from a suitable qualified trainer and should receive support on a regular basis where the risk assessment is judged to be high. Team Teach and every member of staff was given the handbook. This training is refreshed on a 2 year cycle. This training is recorded on the SCR. All members of staff are trained in manual handling. Behaviour Support Plans are in place for all children who have had any physical intervention – Risk Assessment in place • School judges the level of risk on the severity, complexity and frequency of need. _ This information is available in the classroom and in the SEND file. • The school ensures that pupils with complex and challenging needs have appropriate risk assessments and associated Plans which are reviewed at least termly.	Any physical restraint should also be recorded on the pupil chronology to ensure identification of antecedents

• The school is actively working with pupils and their parents/carers to form and maintain good relationship. They are actively involving them in the planning, monitoring and review process. • The school actively involves other services as necessary i.e. Health, BST, EP. • PEPs are clear, consistent and complementary there are clear rewards and sanctions and triggers are identified. • All staff are aware of and follow best advice in a pupil's risk assessment. • All incidents involving positive handling are recorded and behaviour plans are put in place.	

3.10	Child Sexual Exploitation (CSE) is considered as a possible form of abuse	
	• All staff have been made aware; have received training and/or have been given a copy of the Factsheet. • All staff know how to report their concerns. • They have identified the pupils who may be at risk to CSE. .	Because of the level of need within the school it is not possible to state that all Pupils understand the risk of CSE at an age appropriate level. Parents need to be given information regarding vulnerabilities for their children via the newsletter so it can be evidenced.

3.11	The school has due regard to implementing the Prevent Strategy	
	• Vulnerable children have been identified, school consider all the pupils that have unsupervised access to the internet at home. • All staff have been received Prevent training or information. • Presentation is in the SEF. • Staff have identified those pupils who may be at risk to radicalisation. • Lara Collingwood is the name SPOC as DSL although hasn't received training.	There is no-one in the setting who has received the WRAP training. Currently no training is being offered from WCC – Babcock to take this to Denice Hannibal (WCC) School will be informed when a training session is available Because of ability school are unable to say that all Students understand the risk of radicalisation at an age related level. It is usual for the Head teacher to undertake the role of SPOC.

3.12	Staff are given clinical supervision with regard to Safeguarding issues	
	• Clear understanding among staff and governors regarding the benefits of supervision and a willingness to engage. • There is evidence that this supports the DSL and wider team in their role. • Recognised lead for supervision with appropriate training.	Clinical supervision on individual pupils needs to be recorded that it happened on the pupil file with any actions. Supervisor needs to record discussion and advice given.

• Staff are made aware of the importance of listening to children.	

Section 4 – Record Keeping	
Possible evidence	**Comments/considerations/guidance**

4.1 The school maintains Safeguarding files (electronic or paper)	

• The school has child safeguarding files with correct and up to date core data in line with guidance and they are applied consistently.
• All records are kept securely and separately.
• All relevant documentation is included
  – audit to see a CP file
  – Referral paperwork
  – Genogram
  – Chronology
  – Report to meetings
  – Minutes (these need to be in a separated confidential section)
	Files need to have dividers into the different areas and filed chronologically - Need to look at what is being filed some of the information was duplicated.
	
	Advice given on file retention – ensure safeguarding files are retained until the child is 25 years of age – should be stored in a sealed envelope with the initials of the child, date of birth and date of destruction on the outside so the contents do not have to be read before being destroyed.
	Copy the file and send the copy to the new setting along with a receipt of what was included to be kept on your file.
	Consider using genograms with those pupils who are able and maybe with parents for those who aren't.
	
	Currently chronologies are only started when a concern is noted and given to DSL. Chronologies should be started at a much earlier stage to identify Early Help support and to give the class teacher the information needed to work with the child and the family before going to the DSL.
	
	The school are considering an electronic system – if they decide to change this must be reflected in their policy and ensure that staff who wouldn't readily access IT in the school have the means to report.

4.2 The Senior Designated Officer has a safeguarding 'evidence folder', which is kept up to date	
• Safeguarding evidence folder has all relevant documentation and can be easily available to, and is understood by, all staff. • This should include all documentation recognised in this audit. • There is relevant safeguarding information available to all staff in a folder in the staff room.	Threshold tools should be available throughout the setting - ensure this is for all staff and not just teaching staff and the staff should have had training on how to use them

4.3 The school has good Record keeping procedures.	

• The school is reviewing its procedures on recording, retaining and sharing child welfare and child protection concerns against LA guidance, and is amending its procedures accordingly and ensuring that they are applied consistently. • There is evidence that files are crossed referenced e.g. with SEN files and/or siblings' files. • The school is clear regarding the transfer of records and would inform the LA if this were not appropriate. • Archived files are kept securely and for the appropriate length of time. • The school routinely informs the LA when the school/parents withdraw their child, e.g. move to another establishment or decide on elective home education.	There is some evidence that all staff are following the procedures but not all actions and outcomes are recorded against each concern.

Section 5: Single Central Record (SCR), Safer Recruitment & Managing Allegations

Possible evidence	Comments/considerations/guidance
5.1 The school keeps a complete Single Central Record	
• The school has a fully populated Single Central Record which has been completed for all staff, volunteers, supply staff, contractors and governors. • All relevant checks have been made. • Dates for checks have been entered and signed. • Eligibility to work in UK has been checked. • Prohibition checks have been added. • Disqualification by association checks are made when necessary. • There is evidence that the SCR has been checked by the governing body and/or SLT on a regular basis. On governor visit notes – also place on the school safeguarding chronology.	Suggest that Governor does a dip sample of personnel files against the information on the SCR to ensure it can be evidenced.
5.2 Managing Allegations and Whistle Blowing	
• Procedures for the management of allegations are consistent with DfE guidelines and are known by all school staff who know where they are kept if they need to refer to them. • The chair of governors knows what to do if an allegation is made against the head. • All members of staff are aware of the procedure for responding to and managing	

- allegations against staff, and are clear about how to report any concerns they may have.
- The school policy covers staff, volunteers and others working on behalf of the school e.g. transport operators.
- The procedures for dealing with allegations include arrangements for record keeping.
- Staff are confident to challenge and discuss their concerns.
- Recent cases have been used to inform staff of when procedures are not followed.

Section 6: Use of technologies

Possible evidence	Comments/considerations/guidance
6.1 Online safety is covered regularly in the curriculum	
- It is difficult to place breadth and progression but there is differentiation based on the level of understanding. - Some Pupils are aware of online issues and understand and follow the online and acceptable user policies. - The school is trying to be effective in the education and protection of their vulnerable children who may be put at particular risk from their and others' action online. - Pupils talk (at an age appropriate/ability level) with confidence about being safe online and the potential risks and dangers this can pose.	There is no evidence of a planned online education programme that takes place through PHSCE / ICT / other lessons / assemblies and across the curriculum for all children in all years and is regularly revisited. Outside agency support needs to be advertised in school and in the newsletter for parents.
6.2 The school has a procedure for responding to online safety concerns and incidents reported by pupil, staff or parents. The school has a system for logging online safety incidents. The school has a policy for the use, by staff, other adults and pupils of mobile phones, cameras and other hand held devices. The school has an Acceptable User Policy for use of the internet by pupils, staff and other adults in school and all parties asked to sign it.	
- Staff have signed to say they have read and understood the schools acceptable user policy. - All stakeholders know who they can report these to and are encouraged to do so. - Users understand their responsibilities to report online incidents. - Reports are logged and regularly audited and monitored. - The school actively seeks external support e.g. from local authority - The school are encouraging all stakeholders to recognise grooming and identify those vulnerable students who may be at risk.	An audit of online training needs should be undertaken which will also inform the training programme.

• The school (including children) has clearly understood and accepted policies relating to the use of mobile phones etc. • Staff are fully aware of the potential risks in using their own devices for school purposes. • Staff have clear guidance about the use of social media and the expected boundaries between home and school including their own security settings. • Online training is an integral part of CP/Safeguarding training and vice versa. • Online training is included in the induction programme for new staff and is recorded. • The school's internet service is provided by a fully accredited ISP and accredited filtering is in place. • The school has monitoring in place to complement the filtering and applies sanctions for misuse.	

Action Plan		
What	**By Whom**	**By When**
Undertake a staff questionnaire to evaluate staff knowledge – Jane to supply draft to consider	J.Dibble	March
Jane to supply One Minute Guide for staff safeguarding folder Information on CSE.	J.Dibble	March
Jane to supply Induction Powerpoint – this will need personalising to the setting and will ensure all new members of staff are given safeguarding information during the first week of employment. Send scenarios to use in staff meetings	J.Dibble	March
Jane to supply credit card sized information to distribute to all staff.	J.Dibble	March
Jane to supply Government guidance on Lock down procedure. Model file contents Sample Chronology Self-declaration form	J.Dibble	March
Comments		