

Introduction

Complete the audit online [HERE](#).

When filling in the form:

- Rate whether your school / college is compliant by selecting either "**Fully Met, Partially Met or Not Met**". Select **Not Applicable** as appropriate.
- You will also be asked to provide a **brief explanation** of the evidence supporting your judgment against each standard.

| Leadership and Key Roles | |
|--------------------------|---|
| 1.1 | Our school / college leaders prioritise safeguarding children & young people, have a firm commitment to inter-agency working and understand the different roles and responsibilities of other organisations. |
| 1.2 | We have a named person(s) responsible for safeguarding at senior management level in our school / college. |
| 1.3 | We have a named Governor / Trustee responsible for safeguarding in our school / college. |
| 1.4 | Both a Designated Safeguarding Lead (DSL) AND a Deputy DSL have been appointed. Cover arrangements are in place. |
| 1.5 | The role and responsibilities of all the key safeguarding roles in our school / college are set out within job descriptions and/or supporting documents. |
| 1.6 | Our safeguarding roles have access to specialist advice, information, supervision and support. This includes a recorded system for monitoring and supervising the DSL and Deputy DSL. |
| 1.7 | There is an annual report on safeguarding children prepared and submitted to the relevant governing body / committee for our school / college. |
| 1.8 | Our school / college takes into account the need to safeguard children when planning a new service or considering how to improve a service. |
| 1.9 | We use and encourage innovation to promote the importance of safeguarding children. |
| 1.10 | We have arrangements in place to ensure that organisations commissioned to provide services on behalf of our school / college have regard to the requirements of the CHSCP's minimum standards for commissioning. |
| 1.11 | Where we hire / allow the use of facilities by other organisations working with children, we check the safeguarding standards of these organisations. |
| Induction and Training | |
| 2.1 | We provide an induction to new starters that includes information on safeguarding children. |
| 2.2 | The induction process includes reference to contextual safeguarding, how to respond to extra-familial risk (such as those from friendship circles, neighbourhoods, schools and when online) and where to go for further information. |
| 2.3 | We deliver induction within the first 3 months of employment. |
| 2.4 | We have a clear plan for training our staff and volunteers based on a regular review of training needs. |
| 2.5 | All Governors / Trustees of the school / college have received safeguarding training. |
| 2.6 | All of our staff and volunteers at ALL levels are provided with safeguarding training. |
| 2.7 | Safeguarding training includes information on the signs & symptoms of abuse, local thresholds, information sharing and escalation. |
| 2.8 | Staff and volunteers receive training on contextual safeguarding and the risks that can arise for children and young people in extra-familial contexts (such as through their friendship circles, neighbourhoods, schools and when online). |
| 2.9 | Those in key safeguarding roles have additional / more specialist safeguarding training. |
| 2.10 | Training on safe recruitment practice is provided for those responsible for recruiting and selecting staff and volunteers. |
| 2.11 | An accessible and up to date record is kept of all staff and volunteers who have completed induction and safeguarding training. |

| Safeguarding Policy | |
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| 3.1 | We have a comprehensive Safeguarding / Child Protection Policy. |
| 3.2 | Our policy includes a clear statement on the importance of safeguarding children and their right to be protected. |
| 3.3 | Our policy include reference to relevant, up to date definitions, legislation and guidance. |
| 3.4 | Our policy is jargon free and written in a way that is easily understood. |
| 3.5 | Our policy is approved by the relevant committee / governing body / senior leadership team. |
| 3.6 | Our policy is reviewed at a minimum of every two years (or whenever there is a change in the school / college or in relevant legislation). |
| 3.7 | Our policy / procedures provide step-by-step guidance on what action to take if there are concerns about a child. These include how to handle a disclosure (including non-recent abuse) and how to report and record concerns. |
| 3.8 | Our policy / procedures provide step-by-step guidance on what action to take if there are concerns about someone working or volunteering with children and how to report and record these concerns. |
| 3.9 | Our safeguarding policy / procedures include reference to contextual safeguarding, what this is and what action to take if there are concerns about an individual or groups of children / young people. |
| 3.10 | Our policy references the more detailed policies and procedures that are in place to keep children safe and respond to child protection concerns. |
| Policies, Procedures and Guidance | |
| 4.1 | <p>Are the following areas covered in your policies, procedures and guidance? (Covered / Not Covered / Not Applicable response)</p> <ul style="list-style-type: none"> • Access & Egress to the school / college • Attendance / absence • Away trips, tournaments and tours • Bullying & Behaviour Management • Complaints • Confidentiality • Disciplinary procedures • Escalation, including whistleblowing • Health & Safety • Information Sharing • Injuries & accidents • Inter-agency cooperation with key safeguarding agencies • Lettings / Hiring facilities • Mental Health & Behaviour • Monitoring and recording children subject to CP concerns • Online Abuse (including filtering and monitoring if providing internet connectivity) • Partnership & cooperation with parents / carers • Personal / intimate care needs of children • Providing medication to children • PSHE • Receipt / transfer of school records • Record keeping & retention • Safe Recruitment & Selection • Safe use and management of facilities (i.e. changing room / signage / health & safety) • SRE (Sex and Relationships Education) • Supervision of children • Taking, storing and sharing photographs & images • Violence Against Women and Girls (VAWG) |

| Practice | |
|-----------------|---|
| 5.1 | Staff and volunteers are aware of their responsibilities if they are concerned about a child or young person and know the procedures to follow. |
| 5.2 | There is a clear understanding across all staff and volunteers about their responsibility to share information relevant to safeguarding children. |
| 5.3 | Staff / volunteers are able to identify children who would benefit from additional help and support. |
| 5.4 | The DSL / Deputy DSL (and other key safeguarding roles) are confident to consult with Children's Social Care about any concerns they might have in respect of individual children or groups of children and know how to refer to Children's Social Care if necessary. |
| 5.5 | Key staff know what action to take if a referral leads to no further involvement by Children's Social Care, including the process for escalating concerns if such a decision is made. |
| 5.6 | Following allegations being made against a member of staff or volunteer, immediate consideration is given and action taken to safeguarding children as appropriate (i.e. suspension / restricted working). |
| 5.7 | Parents / carers are proactively given the opportunity to disclose any information about themselves (health or otherwise) that might be relevant to the care of their child or relevant when responding to an emergency. This takes place when a child is first registered and as part of annual updates to records. The arrangements for the safe storage of such information is robust and clearly explained to parents / carers. |
| 5.8 | <p>The school / college provides early help services for pupils.</p> <p>Services Offered:</p> <ul style="list-style-type: none"> • Nurture Groups • Restorative Approaches • PHSE Lessons • Pastoral Support • Counselling Services • Other • Evidence |
| 5.9 | <p>The curriculum provides opportunities for pupils to learn about keeping safe.</p> <p>Themes Covered:</p> <ul style="list-style-type: none"> • Abuse and Neglect • Consent in Relationships • Criminal exploitation • CSE • Domestic Violence • FGM • Fire Safety • Forced Marriage • Mental Health • Online Safety • Peer-on-peer abuse • Radicalisation • Road Safety • Safe Contact • Safe use of social media including addiction • Sexting • Sexual violence and sexual harassment within peer groups and between intimate partners • The impact on mental health and relationships of pornography • Water Safety |

| Safe Recruitment and Support | |
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| 6.1 | <p>Our recruitment process includes:</p> <ul style="list-style-type: none"> • A self-declaration by applicants about previous convictions. • The provision of at least 2 references. • Face to face interviews. • Seeing evidence of identity and any relevant qualifications. • Checks on anomalies or discrepancies. • All staff / volunteers being subject to DBS checks where required. • Repeat DBS checks being carried out every 2 years in line with the CHSCP minimum standards. • A process to risk assess concerns arising from self-declaration forms and criminal checks. • The results of recruitment checks being securely stored. • All Job Descriptions providing clarity of role AND including a statement detailing the post holder's responsibilities towards safeguarding children. • Interview questions include attitudes and values in relation to unconscious bias and anti-discriminatory practice. • Regular review and reflection on recruitment and selection processes to ensure they are equitable. Attempts are made to ensure that the staff and leadership make up is reflective of the wider community, and the school leadership is aware of the impact of an imbalance in this area on issues such as exclusion, safeguarding and well-being. |
| 6.2 | The school /college has a single central record detailing personal information, qualifications, results of DBS checks, references and eligibility to work of both permanent and supply staff. |
| 6.3 | Arrangements are in place to support staff and volunteers after they have experienced a traumatic incident at work. |
| 6.4 | Arrangements are in place to support staff and volunteers when an allegation of abuse or complaint is made against them. |
| Ethics, Behaviour and Equality | |
| 7.1 | There is a code of Ethics / Behaviour either separate of integrated into our Code of Conduct. |
| 7.2 | All of our staff / volunteers sign up to a code promising to uphold the highest standards of personal and professional conduct with regards to safeguarding children. |
| 7.3 | The school / college promotes a culture that ensures children are listened to and respected. |
| 7.4 | We have guidance about the unacceptability of discrimination and inappropriate behaviour. |
| 7.5 | We have guidance about the additional vulnerability of some children caused through issues such as their gender, ethnicity, sexual orientation, religious beliefs and their special education needs and disabilities. |
| Communication | |
| 8.1 | Parents are actively included in school / college life. We also seek the views of children and their parents / carers about safeguarding and how arrangements might be improved. |
| 8.2 | We regularly make children and young people aware of their right to be protected, consulted and treated with respect. |
| 8.3 | Children and young people are made aware of how to report any safeguarding concerns and the actions that will be taken in response. |
| 8.4 | Our DSL / Deputy DSL are known throughout our school / college AND their details are widely publicised. |
| 8.5 | We display information about safeguarding. This includes contact details for Children's Services, the police and emergency medical help. |
| 8.6 | Our policies and procedures are easy to access, publicised and actively promoted to ALL key stakeholders including: staff, volunteers, children and their parents / carers. |
| 8.7 | We use a range of mechanisms to ensure the widest possible distribution of information relating to safeguarding children. |
| 8.8 | The information we provide is age appropriate and available in different formats if required, for example, for those with particular communication needs. |