

**Nottinghamshire Safeguarding Children in Education: Self-audit tool 2020-2021**

This guidance supports completion of the annual safeguarding in education self-audit 2020-2021 and reflects the statutory requirements within DfE Keeping Children Safe in Education KCSiE 2020.

In order to complete the safeguarding self-audit, you may find it helpful to consult DfE Keeping Children Safe in Education 2020, which will come into force on the 1st September 2020 and replace KCSiE 2019.

**Please note:**

* KCSiE 2020 provides a reference to Covid-19 with in the ‘Summery’ section on page 3 and an electronic link to their non- statutory interim guidance on ‘safeguarding in schools, colleges and other providers during the pandemic’.

* KCSiE 2020 sets out what schools and colleges should and must do to safeguard children and Annex H (pages 115 to 118) inform of the substantive changes from KCSiE 2019. These have been included within this year’s self-auditing tool kit.
* The guidance in KCSiE 2020 has been further strengthened to make clear the roles and responsibilities of all staff but particularly those with Designated Safeguarding Lead (DSL) responsibilities, Head teachers and Governing bodies.

It remains a requirement for all staff to read and understand KCSiE 2020 Part One, Annex A and Part Five, and for the Snr Designated Safeguarding Lead to ensure members of the senior leadership team, staff and governors understand the content of DfE KCSiE 2020 in full, to ensure the schools ‘safeguarding arrangements’ are compliant with all statutory requirements and all actions are taken to keep children safe.

Link: [https://www.gov.uk/government/publications/keeping-children-safe-in- education--2](https://www.gov.uk/government/publications/keeping-children-safe-in-%20education--2)

During the current pandemic it will remain essential for the Head teacher, Snr Designated Safeguarding Lead and Governing body or Trust to ensure they remain up to date with any changes that may come in to force should DfE KCSiE 2020 be revised further or any other safeguarding guidance be published throughout the 2020 to 20201 academic year.

**Completing the NCC & NSCP SiE Annual Audit for 2020-2021**

To support clarity, we have highlighted which questions are a ‘statutory requirement’ and must be in place, and those which are ‘best practice’ and should be in place or considered from NSCP or Local Authority advice or policy and practice guidance. This self-audit guidance references the relevant paragraphs and appendices from KCSiE 2020 to the 27 audit questions in the annual SiE Self Audit Form for 2020-2021 and including all new requirements from KCSiE 2020.

**Evidence**

The SiE annual self-audit provides space for supporting evidence to be detailed, you may have other evidence to add in addition to the examples we have provided for each question. The evidence gathered will also support a robust response to checking whether you school or academy is compliant with the ‘safeguarding arrangements required within KCSiE 2020. When your setting’s safeguarding practices are inspected, either by Ofsted, or as part of an external safeguarding review, this recording of evidence will be helpful.

The audit form has some new areas highlighted in green type font for you to seek ‘*evidence’* and which reflects the revisions made to KCSiE 2020 and set out in Annex H.

Governing bodies, Academy Trusts and Management Committees should take an active role in understanding how statutory requirements are managed within their school or academy, and how these arrangements are reflected within the whole school child protection policy. Where any shortfalls in policy or practices are identified through the self-audit, settings are advised to generate an appropriate Safeguarding Action Plan (SAP).

**Q1. GOVERNOR SAFEGUARDING LEAD** (KCSiE 2020 Part Two Leadership and Management & paragraphs 60 - 130)

This question reflects guidance in KCSiE 2019 that there are mechanisms in place to help staff to understand what they need to do to ‘discharge their roles and responsibilities’. They must have regard to [KCSiE 2020](file:///C%3A/Users/ccs1/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/IPN7Q8Z0/201718%20Safeguarding%20in%20Education%20Audit%20GUIDANCE%20NOTES.odt) to ensure that the policies, procedures and training in their setting are effective and comply with the statutory requirements of the law at all times. Every Governing body or Trust has a responsibility to nominate a Safeguarding Governor who will champion the schools or academies ‘safeguarding arrangements’ and who will need to work closely with the Head teacher, Snr Designated Safeguarding lead and DSL team.

The Governing body or Trust has a collective responsibility to ensure the schools safeguarding arrangements are appropriate, reflect statutory safeguarding guidance and in a position to remedy any concerns, should they arise.

Governors are encouraged to attend the school or academy’s whole school child protection/safeguarding training. Training for the Chair of Governors and Named Safeguarding Governor is available at venues around the County and can be booked through Governor Services, NCC Learning and Workforce Development or through on-line training provided by Nottinghamshire Safeguarding Children Partnership (NSCP) or through other bespoke commissioned arrangements.

In my role as SCIEO, I along with Steve Baumber NSCP Partnership Manager will be offering Safeguarding Governors and Chairs of Governing bodies/Trusts the opportunity to engage with a newly established Governors Safeguarding Focus Group Network meeting. Information has already been circulated to Governing bodies and is on Governor Hub. We hope to rearrange are first meeting early in the autumn term, Covid-19 procedures allowing.

**Q2. WHOLE SCHOOL CHILD PROTECTION POLICY** (KCSiE 2020 Part One Safeguarding Information for All Staff & paragraphs 13, 30, 37, 43,60 to 66, 80,91,106 & Annex B page 99) The school or academy should have an effective child protection policy that has been agreed by the Governing Body or Trust and is available to parents on request and published on the school website. As a minimum the policy should be updated annually, and the policy should reflect:

* The Education Act 2002
* HM Working Together to Safeguard Children 2018
* DfE KCSiE 2020 which came into force from 1st September 2020
* The NSCP guidance
* NCC Pathway to Provision version 8 (revised March 2019)

A template policy with additional guidance and entitled ‘Whole School Child Protection Policy’ is available on the safeguarding section of NCC School’s Portal, and a copy is also available on the NSCP website: [www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp)

**Q3 SAFEGUARDING POLICIES AND PROCEDURES** (KCSiE 2020 Part One Safeguarding Information for All Staff & paragraphs 1 to 66, 62 to 66, 91,101 to 130 & Annex B). As a minimum, all staff (teaching and non-teaching) should be provided with, read and understand Part One and Annex A of KCSiE 2020. All newly appointed staff should be provided with a copy at their induction and before being asked to work with children. Supply staff and volunteers are also required to be conversant with what to do should they be concerned about a child’s wellbeing, or when abuse or harm is disclosed to them. The Snr DSL is required to ensure that all staff have suitable training and are kept up to date with any changes to statutory guidance, or to the schools own safeguarding arrangements.

All school staff should be aware of the arrangements which support safeguarding, including the child protection policy, the staff behaviour policy (code of conduct) and all other statutory policies. To ensure safeguarding is effective and managed well all staff must understand and the role and responsibilities held by the snr designated safeguarding lead and deputy DSL’s. The staff behaviour policy should include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. All staff should be aware of the ‘whistle blowing’ policy and procedures and how to escalate concerns.

**Q4 CHILD PROTECTION PROCEDURES** (KCSiE 2020 Part One Safeguarding Information for All Staff and staff roles and responsibilities identified throughout this guidance). The child protection policy should describe procedures which are in accordance with government guidance KCSiE 2020 and should refer to locally agreed inter-agency procedures put in place by the Nottinghamshire Safeguarding Children Partnership (NSCP). The policy must be reviewed and updated annually (as a minimum), and be available publicly, either via the school or college website or by other means.

The policy should be specifically tailored to reflect the individual setting’s particular safeguarding arrangements, and the setting’s child population.

DfE KCSiE 2020 broadened the guidance to include ‘specific vulnerable groups. This was to reflect the emerging threats and concerns found within communities (both off and online). These safeguarding factors also include incidents involving behaviours associated with factors outside of the school and family home and is referred to as ‘contextualised safeguarding’. All staff, but especially the DSL’s should consider when such incidents and behaviours occur.

Schools and academies are encouraged to adopt the Nottinghamshire Safeguarding Children Partnership Inter-agency Safeguarding Children Procedures [NSCP safeguarding procedures](http://nottinghamshirescb.proceduresonline.com/). These procedures are available in electronic format only; it is advised that these should not be downloaded and printed off as they are regularly subject to change.

Staff should have the opportunity to contribute to reviewing and revising school policies and procedures and in particular the child protection policy.

**Q5 DESIGNATED SAFEGARDING LEADS FOR CHILD PROTECTION**

(KCSiE 2020 paragraphs 10,11,21, 37,43,45 to47, 54,59, 67 to 73, 87 to 88, 109 to 112, Annex A & Annex B).

The Snr Designated Safeguarding Lead must be a senior member of staff from the school or academies leadership team, who takes lead responsibility for safeguarding and child protection. The role of all DSL’s should be explicit in the role-holders job description. The Snr DSL should receive appropriate supervision from the Head teacher or Exec Head teacher/ Principal including CPD.

There should be at least one Deputy DSL and they must be trained to the same standard as the Snr DSL. Schools and Academies are responsible for determining how many DSL’s they need to ensure children are kept safe and all safeguarding actions and support are effective, this will largely be dependent on the size of the school or academy and the number of child protection and safeguarding concerns held. Whilst activities can be delegated, the ultimate lead responsibility for safeguarding a child remains with the Snr DSL and this responsibility must not be delegated. The Snr DSL and any Deputy DSL should liaise with the Local Authority and safeguarding agencies as informed by KCSiE 2020 and HM Working Together to Safeguard Children 2018 and our local NSCP Policy and Practice guidance

**Q6 COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD** (KCSiE 2020 paragraphs 10, 11, 33, 43, 47, 67 to 73 & Annex A & B and the Covid-19 non statutory interim guidance during the pandemic). KCSiE 2020 provides clarity on the role and responsibility for the Snr Designated Safeguarding Lead and any cover arrangements necessary. During term time the Snr DSL and/or a Deputy DSL’s should always be available (during school hours) for staff in the school or academy to discuss any safeguarding concerns. It is a matter for individual schools, academies and the respective Snr DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. Training should be undertaken by those with designated safeguarding lead status before taking on the responsibility. See KCSiE 2020 paragraphs 67 to 73, 89 to 91 Annex B for DSL training.

**Q7 DESIGNATED SAFEGUARDING LEAD TRAINING** (KCSiE 2020 paragraphs 67 to 73, 89 to 91 & Annex B).This question reflects the requirement for the Snr DSL and all deputy DSL’s to update their knowledge and skills at least annually for example through e-bulletins or meeting other safeguarding leads, research, training and safeguarding partnership opportunities, to provide them with the knowledge and skills required to carry out the role. The more formal DSL training should be refreshed within every two years.

Many opportunities exist for DSL’s to access face to face and on-line training.

The half -termly DSL Focus Group meetings also provide opportunities to keep up to date with new safeguarding information from partner safeguarding agencies and network with other County DSL’s.

We advise all schools and academies should maintain a data base or record of all safeguarding training accessed and completed for all staff but most importantly the DSL team. Copies of certificates from training should also be kept to evidence training compliance.

**Note:** Evidence provided for questions 5, 6 and 7 is combined and should be documented within the linked SiE Annual Training Form for 2020/2021. This will also support NCC and NSCP collation of data to inform arrangements for future training needs.

**Q8 CHILD PROTECTION TRAINING** (KCSiE 2020 paragraphs13 to 49, new paragraph at 28 for CCE, 32 for contextualized safeguarding, paragraphs 89 to 91, 113 to 116 & Annex A, B and C). There is a requirement for all staff members to receive child protection training and regular safeguarding updates. These must be as a minimum annually but should be on a regular basis. All staff members should undergo safeguarding and child protection training at induction and before working with children.

**Access to NCC & NSCP training:**

**Safeguarding Children -** The role of the Designated Safeguarding Lead and whole schools training can be accessed via: <https://www.nottinghamshire.gov.uk/education/for-schools/safeguarding-in-schools-training>

**The NSCP provide a variety of safeguarding training through face to face and online learning courses -** There is no booking form. For face to face and on-line E Learning go to the login page at NCC My Learning My Career Page, where you will then be directed to the NSCP.

After the event you can complete an on-line evaluation form and then print off the course certificate yourselves, at any time.

You will be able to view your own Training Record to see what NSCP training you have attended/E Learning completed and when.

You will be able to cancel your place yourself if unable to attend and re; book onto another event.

**You will need to have a Learning Pool Account:** If you have already accessed our E learning (since May 2018) you will have an account, so just need to login as usual and you will see all our Face to Face & E Learning courses.

**If you** **don’t have an account** – you will need to create one. Go to <https://nottscc.learningpool.com/login/index.php>

Click on *Create new Account (green bar).* You then need to complete: your e mail address/set up a password and insert your organisations Registration Key. Then please click *More Details* – you ONLY need to complete Managers Name/phone/ email in this section. Then click *Request Account*.

**The Registration Key for NCC Maintained Schools** is **719283** and for **Academies** is **525232** (You will only need to use the key the first time you register, then after this you can just log in with your username and password).

**NCC Whole school training.** This can be accessed via safeguarding.training@nottscc.gov.uk or telephone: 01159 772347

**The Designated Safeguarding Lead Focus Group meeting**: is held half termly and provides an opportunity for DSLs to network and access presentations from key safeguarding leads, guest speakers and organisations and agencies linked to safeguarding. The DSL Focus Group is organised by the Safeguarding Children in Education Officer.

**NOTE: Evidence for all safeguarding training should be included with in the SiE Training Form, part of the SiE Annual Self-Check Audit toolkit for 2020/2021**

**Q9 CONCERNS ABOUT PRACTICE/WHISTLE BLOWING** (KCSiE 2020 paragraphs 50 to 59, 211 and Part Four Allegations of abuse made against teacher and other staff now including supply teachers and volunteers’ pages 56 to 62). There should be a culture where all staff are able to raise concerns about poor or unsafe practice, and for all concerns to be taken seriously by the leadership team and Governing body or Trust. Appropriate whistleblowing policy and procedures, which are suitably reflected in staff training and staff behaviour polices, should be in place to enable this.

The whistle blowing policy should point staff to which member of the leadership team they can report or raise concerns and should include reference to the NSPCC whistleblowing helpline for staff who do not feel they can raise concerns internally.

 [Whistleblowing advice line NSPCC](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/)

**Q10 LOOKED AFTER CHILDREN** (KCSiE 2020 paragraphs 117 to 125 & Annex A).

All staff should have the information they need in relation to a child’s looked after legal status, including contact arrangements and Parental Responsibility (PR), including the level of authority delegated to the carer by the Local Authority.

Every school or academy must have a named Designated Teacher for LAC who should take the lead for liaising with the child’s social worker and members of the Virtual School. The Designated Teacher for LAC should have an appropriate understanding and training to be able to carry out the responsibilities to ensure the educational achievement of children who have LAC status is promoted.

The Designated Teacher for LAC should work with NCC Virtual School team to discuss how Pupil Premium plus funding can best be used to support the progress of looked after children in the school, with the aim of meeting the needs identified in the child’s Personal Education Plan (PEP).

Revisions to KCSiE 2019 also inform the Designated Teacher for LAC that they should liaise with the Aftercare Advisor when required and for children with LAC status who have left Local Authority care.

The Snr DSL for safeguarding should work very closely with the Designated Teacher for LAC if not the same person.

**Q11 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES** (KCSiE 2020 paragraphs 18, 48, 82, 109 to 116, 126 to 130). The child protection policy should reflect the additional barriers that exist for children with SEND when recognising abuse and neglect.

The child protection policy should reflect the additional barriers for this vulnerable group and staff are conversant with the Early Help offer and the NCC Pathway to Provision v 8 2019.The school or academies child protection policy should describe and refer to the additional pastoral support which should be put in place for children with SEND.

**Q12** **VULNERABLE GROUPS** (KCSiE 2020 paragraphs 18, 27 to 49, 105 to 119, & Part 5, Annex A, C, E and H). All staff should be fully conversant with the statutory requirements for responding to children with specific vulnerabilities and know when mandatory referring, or reporting is required. **Note:** New from September 1st2020: Relationship, Sex and Health Education (RSHE) becomes mandatory, see paragraph 94. In addition, a new section has also been added to raise the profile and encourage schools and colleges to make a link between mental health and safeguarding, see paragraphs 113 to 116.

The vulnerable groups include children subject to:Private Fostering,Honor based violence,Child criminal exploitation; County lines, Female Genital Mutilation (FGM), Forced Marriage,Missing Children, Children Missing Education**,** Young Carers,Looked After Children, Care leavers,Children in the Court system;Children with family members in prison,Contextual Safeguarding, Peer on Peer Abuse.

All schools and academies must have policies and procedures in place to reflect how the school or academy will safeguarding children from these vulnerable groups and referenced in the school or academies whole school child protection policy.

All policies must be communicated widely to all staff, volunteers, parents and agencies and agreed and signed off by the Governing body/Trust in order to keep children safe, and free from harm and ab

Copies of policies including the whole school child protection policy must be made available on the school or academy website.

**Q13 COMPLAINTS (**KCSiE 2020 Paragraphs 101 to 104 & Part Two the Management of Safeguarding).

The school/college should have a Formal Complaints Policy which is made known and available on the school or academy website. All schools and academies, should have a comprehensive system in place for children and families to make complaints, so that parents/carers and children know that they will be listened to and their concerns robustly addressed. A review of the number of complaints made during previous academic year 2019/20 should be made to check whether similar complaints raised reflect a pattern of concerns which needs to be addressed at a systems level within the organisation. The leadership team and Governors or Trust should robustly review any complaints which have been made by parents, carers, members of the school community to Ofsted, these are known as Ofsted Qualifying Complaints.

On occasions when complaints are not addressed, parents will refer concerns directly to Ofsted and could result in an early inspection or Local Authority involvement, especially if linked to a safeguarding or child protection concern.

**Q14 SAFER RECRUITMENT** (KCSiE 2020 paragraphs 56 to 59, 99 to 100 & Part Three Safer Recruitment, NCC HR or your learning environments own HR). Safer Recruitment, is an integral part of safeguarding and must continue to remain high on every schools or academies agenda.

All schools must create a culture of safe recruitment and safe working practices, and adopt recruitment procedures that help deter, reject or identify people who might abuse or harm children. Schools and academies should have written recruitment and selection policy and procedures which makes clear all appropriate checks are carried out on staff and volunteers who work with children. This should be evidenced through the maintenance of a Single Central Record. KCSiE 2019 clarifies that anyone who is undertaking ‘teaching’ work must have had a prohibition check. However, in academies, teaching can be undertaken by unqualified teachers and Prohibition Orders can be made on anyone not just qualified teachers. Further advice and guidance is provided by NCC Schools HR via the NCC School HR Duty Desk Tel: 0115 9774433 and on the HR School’s Portal.

**Q15 SAFER RECRUITMENT TRAINING** (KCSiE 2020 paragraphs 99 to 100 & Part Three and NCC HR Schools’ Portal or your own learning environments HR). The School Staffing (England) Regulations 2009, Part One, paragraph 9 states that with effect from 1st January 2010 the Governing body must ensure that at least one person on any appointment panel has undertaken safe recruitment training. This can be accessed through:

* On-line [NSPCC safer recruitment training](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/) at the time of writing is at a cost of £35, and the anticipated time to complete the course is four hours.
* The NSCP has an online safer recruitment course but NCC HR have reviewed this and advised it is only suitable for refresher training.

NCC maintained schools should continue to access safer recruitment training through the NSPCC, on-line courses, considered robust to stand up to scrutiny.

**Note:** Best Practice, Governing bodies are advised to review the school Single Central Register as a ‘critical friend’ to ensure ‘safeguarding compliance’ and support your school remaining a safe environment for children, and staff and in not falling short during Ofsted inspections,

It remains the Head teacher’s responsibility whether they choose to wholly undertake this piece of work. However, the Head teacher should regularly undertake the work undertaken on their behalf to ensure it remains compliant.

If the Head teacher and Governors elects to nominate somebody to undertake tis work on their behalf, they must ensure that person can access the relevant training and support to enable them to undertake these duties.

**Q16 & Q17 MANAGING ALLEGATIONS** (KCSiE 2020 paragraphs 57 to 59, 101 to 104, 211, 214 to 217 Part Four & NCC HR Schools Portal or your learning environments HR). There is a duty to fully investigate allegations and concerns about members of staff or volunteers. There must be procedures in place to do this which comply with KCSiE 2020 and the NSCP procedures. The NSCP criteria are slightly different to the DfE guidance which recognises that personal concerns about those who work with children should be responded to. The NSCP procedures make it more explicit that concerns about a person’s private life can have implications for their work life, for example if there is domestic violence, or if their own children become subject to child protection concerns.

**Note**: KCSiE 2020 Paragraph 211added a fourth bullet point under the behaviour which covers where an individual has behaved or may have behaved in a way that they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but may have an impact on their suitability to work with children. For example, a member of staff may have been involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in school trigger the same reaction, and therefore be put at risk.

**Note:** KCSiE 2020 Paragraphs 214 to 217 has been added to provide further guidance as to how schools and colleges should ensure allegations against supply teachers are handled.

The procedures must also to consider the scenario where allegations are made against the Head teacher or Principal. The Chair of Governors would generally be the lead governor if this arose, and they would link with the Local Authority. All allegations must be discussed with the Local Authority Designated Officer (LADO) on the day the allegation is made known to the school or within 24 hours, and advice sought from the LADO and HR Services.

**Q18. CHILDREN MISSING FROM EDUCATION** (KCSIE 2020 paragraphs 27,28, 62 to 64 & Annex A page 83). KCSIE 2020 continues to reinforce the need for schools and academies to have at least two telephone contact numbers available for responsible adults. All staff should be aware of and follow the procedure relating to children missing from education, and children missing from home or care. All staff should know how to contact the NCC Children Missing Officer to report concerns, and know they are able to report concerns independently from the DSL, however, the Snr DSL should be informed at the earliest opportunity. Children missing education, home and care can be at significant risk of harm and or abuse.

**Q19 CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT** (KCSIE 2020 paragraphs 27, 29 to 30, 105 to 106 Part Five & Annex A pages 92 to 94). The DfE published ‘Sexual Violence and Sexual Harassment between children in schools and colleges; Advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads in December 2017. It included detailed advice to support schools and colleges in having clearer awareness and understanding of the impact of sexual violence and sexual harassment on children and young people. It provides guidance on how to address incidents, concerns and how to support the children involved. Reference to child on child sexual violence and sexual harassment should be included in the school’s child protection policy. The statutory guidance advises that DSL’s should take the lead role within the school in this area, and work closely with other agencies. This guidance is extensive and training should be accessed to support the DSL’s understanding. Further advice can be accessed through the DfE on-line resources and from the NSCP and TETC section of the Schools Portal.

**Q20 CHILD PROTECTION AND CONFIDENTIAL FILE AUDIT Best Practice** (KCSIE 2020 paragraphs 50,54,55,82 to 88, 274 & Annex B pages 99 to 101). By completing the Child Protection and Confidential File Audit, the named Governor for Child Protection & Safeguarding or Chair of Governors confirms that the school/academy maintains appropriate record keeping in relation to vulnerable children (Children subject to Child Protection Plans, Child in Need Plans, safeguarding concerns or children who have Looked-After status). The toolkit including guidance for the child protection and confidential file audit are available on the safeguarding site of the Schools Portal and the NSCP website in the section *Resources, Schools.* The audit tool was revised in January 2020 to reflect the learning from two local Serious Case Reviews and revisions made to Working Together 2018.

The audit can be undertaken by the Head, Deputy Head, Snr Designated Safeguarding Lead or Deputy Designated Safeguarding Lead with the Chair of Governors, lead governor for safeguarding, or any combination of these people.

The Governor should not read through all the documents, reports and confidential records, but should check the school or academy has in place appropriate management and recording practices and processes to keep children safe.

The aim of the audit is to learn how effective the school’s record keeping is in relation to children of concern and ensure all actions are taken in accordance with national and local child protection guidance. It is equally important to ensure recording include the impact on the child and family and evidence that the child’s voice has been listened to, heard and included in decision making processes. Lessons from the audit should be used to improve future practice.

NCC and NSCP advice is to continue to complete this audit annually (during the spring term) to demonstrate and evidence good quality ‘safeguarding arrangements’ are in place to maintain pupil records, especially in relation to child protection and confidential files. The audit can still be used by those schools, academies and college that use electronic recording systems, such as *CPOM’s or My Concerns* but will need to be adapted to reflect the electronic management of the files.

The auditing of individual children’s child protection and child in need files should evidence: the child and family’s story; the journey they have taken through safeguarding procedures; the support and interventions they have received with agencies and staff in school; and what actions have been taken over a period of time to support the and keep them safe.

The Child Protection and Confidential File Audit tool reflects current NSCP safeguarding guidance and has been formulated from ‘best practice’ principles and should support you in ensuring you and you’re school or academy is maintaining an essential oversight for the child, its siblings and family, especially when statutory services have closed cases.

Please note; recent Ofsted inspections have demonstrated a greater focus by inspectors making a ‘deep dive’ into the management and processes being used to keep children safe, and how individual children’s well-being is being supported and addressed. Head teacher and Governors should ensure the responsibilities carried out by the DSL team are robust including actions in maintaining, recording and reporting concerns, as well as how aware and confident all the staff are in keeping children safe and reporting concerns.

**Q21 TRANSFER OF CHILD’S CHILD PROTECTION, CHILD IN NEED, LAC OR CONFIDENTIAL FILE** (KCSIE 2020 Paragraphs 54, 55,82 to 88 Annex B page 100-101). And acts in accordance with the transfer of file procedures written in the school/academy’s child protection policy). The statutory guidance to support this area of work, in HM Working Together 2018 and KCSiE 2020, has been revised and considers the revised Information Sharing guidance and GPDR. The introduction of GPDR does not prevent information sharing when dealing with child protection and safeguarding issues, however it is essential that schools, academies and colleges maintain practices which reflect the revised guidance and reaffirms a child’s welfare remains of paramount importance.

KCSiE 2020 makes clear the DSL’s statutory responsibility to share information and ensure the child’s wellbeing and safeguards in place through transfer of information and files.

Where children leave the school or academy, the setting should ensure that the child’s confidential/child protection file is transferred to the new school or academy as soon as possible. The confidential file should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt of the file should be obtained. It would be good practice, wherever possible, for the file to be hand delivered to the Senior Designated Safeguarding Lead with a discussion taking place.

Schools and academies should not keep a copy of any child protection or safeguarding records unless if there is any ongoing legal action or where DSL’s or staff are involved in ongoing case work or providing evidence. All information must be transferred at the same time a child leaves or transfers to another school. If the school or academy does decide to keep a copy of the CP file or information, it must be clearly be marked as a duplicate file, with a case record clarifying the reason for duplication and maintenance and be in accordance with the schools or academies retention policy and GDPR guidance

**Q22** **INFORMATIOIN SHARING** (KCSIE 2020 Part Two the Management of Safeguarding Paragraphs 55, 82 to 88 & Annex A and B). Information sharing is vital in identifying and tackling all forms of abuse, and effective sharing of information between practitioners and safeguarding agencies is essential for the early identification of need, assessment and service provision. Concerns about information sharing should not be a barrier to stand in the way of the need to promote the welfare, and protect the safety of children, which must be of paramount concern. See: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

* HM Working Together to Safeguard Children July 2018 page18,
* HM Information Sharing- advice for practitioners providing safeguarding services to children, young people, parents and carers,
* DfE Keeping Children Safe in Education 1st September 2020
* Nottinghamshire Safeguarding Children Partnership PPG’s

All staff, especially the DSLs, should be fully conversant with Information sharing protocols and the requirement to protect children and keep them safe.

**Q23 SPECIFIC SAFEGUARDING ISSUES** (KCSiE 2020 Part One Safeguarding Information for All Staff, Part Five & Annex A pages 82 to 96). This question refers to the specific safeguarding issues and concerns which all schools, and academies need to be aware of. Governing bodies and Trusts must ensure they have appropriate policies, procedures and guidance in place to respond effectively to address and support all these areas of vulnerability that impact on children, families and within the community.

All staff should have an awareness of these specific safeguarding issues, including that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via such as peer on peer abuse and all forms of exploitation. This is most likely to include, but not limited to: bullying (including on-line), gender based violence/sexual assaults and sexting.

All staff and volunteers should be clear as to the school or academies policy and procedures with regards to peer on peer abuse.

NCC LA have made available a Peer on Peer Abuse Policy template policy for schools and academies to consider, however, if used it must be tailored to the school or academies own processes for managing peer on peer abuse and referenced within to the whole school child protection policy.

Teaching RSHE (mandatory from 1st September 2020) should be beneficial in helping to inform children how to keep themselves safe and where to access, advice, support and intervention.

Copies can be access from the TETC section of the schools portal and the NSCP schools section of the website.

DSLs should access additional training to ensure that they know how to respond to specific safeguarding concerns, how to provide support to others, and be able to take appropriate actions in accordance with statutory guidance to keep children safe.

**Q24 OPPORTUNITIES TO TEACH SAFEGUARDING** (KCSiE 2020 paragraphs 93 to 95, 106, Annex A & Annex C On-line Safety page 102). This question emphasises the responsibility of schools and academies to be a key part of teaching children in an age appropriate ways about specific safeguarding issues, including risks of child sexual exploitation.

The NSPCC provides the ‘Child-Line’ and ‘Stay Safe’ Programme free of charge for all Nottinghamshire Primary Schools.

Additional support and resources are available from NCC Tackling Emerging Threats to Children Team.

**Q25 ONLINE SAFETY** (KCSiE 2020 Paragraphs 92 to 95, 106, Annex A page 83,84 & 85 and Annex C).

This question relates to safeguarding children from potentially harmful and inappropriate material when working on-line. Governing bodies and Trusts should ensure appropriate filters and appropriate monitoring systems are in place. All schools should ensure all pupils are taught about how to appropriately use the World Wide Web and how to safe on-line, see KCSiE 2020 Annex C for clear detailed advice and guidance including electronic links.

**Note:** a new paragraph was added in Annex C to address risks related to children who are are being asked to learn on-line from home has the schools provided advice, guidance and risk assessments for children to do this safely especially during Covid-19 pandemic see Annex C page 104.

**Q26 FEMALE GENITAL MUTILATION** **(FGM)** (KCSIE 2020 paragraph 33 & Annex A page 88). It is illegal under the FGM Act 2003 and is a form of child abuse. Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) introduced a mandatory reporting duty for Teachers to report ‘known’ cases of FGM from 31st October 2015 directly to the police. In such cases there should be discussion with the Designated Safeguarding Lead, and a referral to the MASH, in line with usual safeguarding practice. Failure to report known cases to the police will lead to employee disciplinary processes and regulatory body scrutiny. Procedural information can be found here: [Mandatory reporting of FGM procedural information](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)

FGM on-line training can be access from the Home Office website

**Q27 RADICALISATION** (KCSIE 2020 paragraphs 18, Annex A pages 89 to 90) All schools and academies are subject to the ‘Prevent Duty’ under the Counter Terrorism & Security Act 2015. School staff must have due regard to the need to prevent people from being drawn into terrorism. Paragraphs 57-76 of the [Revised Prevent duty guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf) are specifically concerned with schools. There is separate guidance for colleges [Prevent duty guidance for further education institutions](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445915/Prevent_Duty_Guidance_For_Further_Education__England__Wales_-Interactive.pdf)

Essentially, the guidance for schools confirms the need to ensure that the Prevent Duty is incorporated into existing safeguarding policies, and advises against standalone policies. It is not intended to be burdensome and builds on existing responsibilities.

Schools and academies are expected to assess the risk of children being drawn into terrorism. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. All schools, academies and education settings should ensure their ‘safeguarding arrangements’ take into account NSCP policies and procedures. Schools and academies and places where children access learning and alternative education must ensure that children are safe from terrorism and extremist material when accessing the on-line content in education settings.

All those who work with children in either a paid or voluntary capacity should understand when it is appropriate to make a referral to the named Designated Safeguarding Lead for support to make a Prevent or Channel programme referral.

Online Prevent training can be accessed through the Home Office website.

**Note:** KCSiE 2020 Annex A pages 90 and 91 refers to additional information being provided on what terrorism looks like and more information and guidance on Channel, and includes Home Office links to further information, guidance, referrals forms and opportunities to access e-learning courses.