

**NCC & NSCP Safeguarding Children in Education: Annual Self-audit tool 2021-2022**

**NAME OF YOUR SCHOOL/ACADEMY: ……………………………………………**

This self-audit tool has been designed to support schools and colleges to undertake their own quality assurance of safeguarding arrangements in their setting, and by detailing evidence, to demonstrate compliance with statutory requirements. Nottinghamshire’s maintained schools’ Governing Bodies are expected to use the self-audit tool to support the quality assurance and reporting of safeguarding arrangements at the Autumn Term meeting 2021. The self-audit tool reflects the statutory requirements within Keeping Children Safe in Education (KCSiE 2021 as of 1 September 2021).

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| **AUDIT FOR ACADEMIC YEAR 2021/2022***‘Evidence’* provides the opportunity to demonstrate compliance with statutory safeguarding requirements. The person completing the self-audit should ensure that they have seen the evidence before confirming and signing off the annual self-audit prior to it being presented to the full Governing Body for sign off during the autumn term 2021.The examples of ‘evidence’ outlined below is often the evidence sought by Ofsted during the HMI’s inspection of the school’s ’safeguarding arrangements’. |  **Yes** |  **No** |
| **1** | **GOVERNOR SAFEGUARDING LEAD (statutory requirement):** A member of the Governing Body/Trust has been nominated to take leadership responsibility for ensuring the school discharges its duties appropriately in relation to safeguarding (KCSiE 2021Summary Page 4. Part Two Leadership and Management & paragraphs 79 - 175). |  |  |
|  | *Evidence**Name of Safeguarding Governor:**Date appointed:**Governors have read and understood KCSiE 2021 and confident in carrying out safeguarding responsibilities* |  |  |
| **2** | **WHOLE SCHOOL CHILD PROTECTION POLICY (statutory requirement):** The school/college has in place an effective individualised child protection policy that has been agreed by the governing body and is available to parents on request and published on the school’s website. The policy reflects DfE KCSiE 2021 statutory guidance and reflects NSCP local safeguarding arrangements. The policy must be reviewed and updated at least annuallyNew The policy makes clear how the school responds to Peer on Peer (child on child abuse) and all staff are aware of the important role they have in preventing and responding to concerns where a child may be at risk.(KCSiE 2021 Part One Safeguarding Information for All Staff & paragraphs 19, 20 to 30, 31 to 45, 46 to 60, 61 to 77,123 to 130, 139 to 143, 144 to 145. Annex A and B). |  |  |
|  | *Evidence**Date when policy was reviewed and tailored to reflect the school/academy’s individual ‘safeguarding arrangements’:* *Date when the policy was signed off by the Governing Body:**Date when staff were briefed regarding with the content of the school’s child protection policy and access to the child protection policy for 2021-2022* |  |  |
| **3** | **SAFEGUARDING POLICIES AND PROCEDURES (statutory requirement):** All school staff (teaching and non-teaching, volunteers, and supply teachers) are aware of arrangements in place which support the protection and safeguarding of all children. These have been explained as part of all staff induction and before working with children. They are part of the school/academy or colleges safer working practice. This includes: * The child protection policy which includes the policy and procedures to deal with peer on peer abuse (child on child) and how the school, academy or college will manage and action incidents of sexual violence and sexual harassment between children.
* The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
* On-line safety (inside and outside of school/college)
* The staff behaviour policy (code of conduct including low-level concerns),
* What to do when children go missing.
* The management of allegations and whistleblowing,
* The early help process, and
* The role of the Designated Safeguarding Lead (DSL) and any deputies.
* KCSIE 2021 Part one, Annex A and B and Part five.

All staff are confident in being able to identify concerns early, provide help to children and prevent concerns from escalating. All staff must know who to report concerns to and the response that will be made and maintain an attitude of’ **it could happen here’** where safeguarding is concerned. Always acting in the ‘**best** interests of the child’.The Governing Body has ensured that all staff have read Part One and Annex A of KCSiE 2021 and has ensured mechanisms are in place to assist staff to understand and discharge their role and responsibilities. All staff receive appropriate safeguarding and child protection updates to provide them with the relevant skills and knowledge to safeguard children effectively. (KCSiE 2021 Part one Safeguarding Information for All Staff and or Annex A, B and Part). |  |  |
|  | *Evidence**New Date All teaching staff have been given a copy of Part One (or Annex A, if appropriate)of KCSiE 2021 at staff induction and annually and time to read it and check out any questions which arise and link to the schools individual policies, procedures and ‘safeguarding arrangements’.**The Snr DSL has provided a quiz or other alternative to confirm individual staff understanding of the school’s ‘safeguarding arrangements’ and confident in raising and carrying out actions needed to inform and refer concerns.**DSL’s provide regular staff updates/ bulletins or notices on staff notice board provide examples* *New The Head teacher, Governors or Trust have carried out regular checks to ensure staff receive regular safeguarding updates, briefings, and training.**New All staff know who the designated safeguarding lead are in school and what to do if they are not available in an emergency.**Best Practice The school maintains a register of staff having received and read the policies at induction and on a regular basis throughout the academic year.**Staff meetings/ briefings have a standard safeguarding item.* |  |  |
| **4** | **CHILD PROTECTION PROCEDURES (statutory requirement):** The child protection policy details the setting’s own individual ‘safeguarding arrangements’ and clearly describes procedures which are required by DfE KCSiE 2021, referring to locally agreed inter-agency safeguarding procedures put in place by Nottinghamshire Safeguarding Children Partnership (NSCP). The whole school child protection policy is specifically tailored to the school’s child population and includes. Other statutory safeguarding policies are in place and are referred to within the child protection policy. The policy describes procedures to be followed by **all** staff, volunteers, and supply staff where there are cases of suspected abuse and neglect. (KCSiE 2021 Part one Safeguarding Information for All Staff and staff roles and responsibilities identified throughout this guidance including Annex and Part two The management of safeguarding- responsibilities of governing bodies, proprietors, and management committees). |  |  |
|  | *Evidence should include reference to the following:** New The child protection policy which includes the policy and procedures to deal with peer on peer abuse (child on child).
* The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
* New On-line safety policy, remote learning, and policy on the use of mobile and smart technology
* *The staff behaviour policy (code of conduct). To include low-level concerns*
* *The attendance policy which informs of actions to address children who go missing from home, school, or education.*
* *New The role of the designated safeguarding lead and deputies and the cover arrangements throughout the year.*
* *Information Sharing including powers to hold and use information when promoting children’s welfare.*
* *Peer on Peer Abuse policy (takes into account KCSIE 2021 Part Five ‘sexual violence and sexual harassment between children in schools and colleges and stand- alone Government guidance).*
* ***New*** *Serious Violence – all staff being aware of the indicators and risk factors. Procedures are reflected in the school’s management of safeguarding and linked into the child protection policy.*
* *Safer Recruitment and Safer Working Practice*
* *Management of Allegations and Whistleblowing (including response to low-level concerns).*
* *Physical Intervention policy.*
* ***New*** *statutory requirements to teach safeguarding, online safety, Relationship Education for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools.*
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| **5** | **DESIGNATED SAFEGUARDING LEAD FOR CHILD PROTECTION** **(statutory requirement):** There is a Designated Safeguarding Lead (a senior member of staff from the school or college leadership team) to take lead responsibility for safeguarding and child protection. DSL role and responsibilities are explicit in the role-holder’s job description. There is at least one deputy designated safeguarding lead and they have been trained to the same standard as the Snr DSL.The DSL role and responsibilities are written into the DSL’s job description. The designated safeguarding leads liaise with the LA and other agencies.New The Snr DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see page 147. New *The Snr DSL along with the Designated Teacher can inform the Governing body and Head teacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children’s circumstances so that they can provide the right support to them and help them succeed.**Deputy DSL’s are trained to the same standard as the Snr DSL.* *DSL’s should always provide reports to Child Protection and Child in Need conferences and reviews during the academic year and attend unless exceptional circumstances arise. Communication between schools and social care remains paramount to keep children safe.**The Head teacher and Governing body ensures the DSL(s) have sufficient time to carry out the functions of the role and undertakes the required training to the same level as the Snr DSL.**The Governing body ensures the DSL team are supported to carry out their role effectively as set out in Annex C.*(KCSiE 2021 paragraphs 10,11, 21, 33, 37, 43,45 to 47, 54, 59, 67 to 73, 87 to 88, 109 to 112, Annex A & Annex C Role of the Designated Safeguarding Lead pages 145 to 155). |  |  |
| **6** | **COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD (statutory requirement):** During term time the designated safeguarding lead and/or a deputy are always available (during school or college hours) for staff in the school or to discuss any safeguarding concerns.The Head teacher will be available to support staff in the absence of the DSL. There is adequate and appropriate DSL cover arrangements in place for any out of hours/out of term activities throughout the academic year and this is communicated to all. (KCSIE 2021 Part one paragraph 21, 47, 55 to 60 Part two Annex A & Annex C Role of the Designated Safeguarding Lead pages 145 and 146). |  |  |
| **7** | **DESIGNATED SAFEGUARDING LEAD TRAINING (statutory requirement):** The senior designated safeguarding lead and deputies undergo formal training every two years. In addition, their knowledge and skills are updated at least annually. (KCSiE 2021 Part one paragraph 13,14, Part two 117 to 118 & Annex C Role of the Designated Safeguarding Lead pages page 149).**Please complete the Training Form below to evidence compliance of training attended. This will also support NCC and NSCP collation of data to inform arrangements for future training needs**. |  |  |
| **5/6/7** | *Evidence for questions 5,6 and 7 (additional information can also be found on SiE Training Form linked).**The school/academy adopts and tailors the NCC & NSCP whole school child protection policy template to the schools ‘safeguarding arrangements?**The school/academy adopts the Family or Trust’s whole school child protection policy template.**The Snr DSL is a member of the school’s leadership team and given appropriate status and authority within the schools or college.**The DSL role and responsibilities are written into each named DSL’s job description.**The DSL has time, resources, and training to confidently carry out the role and responsibilities of DSL.**The Head teacher, SLT, DSLs DT Staff and Governors/Trusts are conversant with HM Working Together to Safeguarding Children 2018 guidance.**New The Snr DSL /DSL Team is taking part in the County DSL Supervision Pilot starting Autumn 2021.**New The head teacher, designated safeguarding leads and governing body /trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.* |  |  |
|  **8** | **CHILD PROTECTION TRAINING (statutory requirement):** **New areas of vulnerability** All staff members have received regular child protection training and updates (updated as a minimum three yearly). This includes, the indicators that a child may be at risk of different types of abuse, e.g. from sexual violence and sexually harmful behaviour, CSE, CCE including gang and anti- social or criminal behaviour, forced marriage, honour-based abuse, domestic harm/abuse, FGM and Prevent (radicalisation and or exploitation),modern day slavery or trafficking including sexual or criminal exploitation, up skirting, peer on peer abuse (child on child abuse), serious violence and children who require mental health support. Contextualised safeguarding and County Lines, Sexual Violence and Sexual Harassment.Children who are vulnerable through mental health concerns for themselves or their family and SEND.**New** All staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the schools or college and can occur between children outside of these environments.Extra- familial harms take a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.Peer on Peer Abuse (child on child) can take the form of abusive harassing, misogynistic messages, the non-sharing of indecent images, especially around chat groups, the sharing of abusive images and pornography to those who do not want to receive such content. Staff should be alert to this and always speak to the DSL or deputy without delay. Zero tolerance to incidents of sexual violence and sexual harassment and should be always applied as informed by KCSiE 2021 paragraph 450. There is the opportunity for staff members to receive safeguarding and child protection updates at least annually by face to face training and regularly through staff meetings, bulletins and staff notice boards. There is opportunity provided to staff to contribute to safeguarding arrangements and development of the child protection policy. (KCSiE 2021 Part one paragraphs13 to18,19 to 31, 32,33 to 50, 50 to 54, 55 to 60 114 to 143, 144 to 146, and 450 Part Five Sexual Violence and Sexual Harassment and Annex A and G). |  |  |
|  | *Evidence (additional information can also be found within the Training Form).**A register is maintained of all safeguarding and child protection training.**Staff are consulted about the ‘safeguarding arrangements’ in place.**New The Head teacher and Governing body are informed of incidents involving sexual harassment and sexual violence and actions taken are in accordance with the schools ’safeguarding arrangements’ and policies.**New The Head teacher, SLT and Governing body maintain an overview of the safeguarding and child protection training provided to all staff and take up opportunities to join in training where appropriate to maintain a whole school or college approach to safeguarding.**New The Head teacher, SLT, DSL team and Governors understand their responsibilities and can action concerns for incidents of SVSH inside and outside of school or college.*  |  |  |
| **9** | **CONCERNS ABOUT PRACTICE/WHISTLE BLOWING (statutory requirement):** There is a culture that all staff can raise concerns about poor or unsafe practice and that concerns are taken seriously by the leadership team. Appropriate whistleblowing procedures are reflected in staff training, and staff behaviour polices are in place for staff to raise concerns about safeguarding practices. NewKCSiE 2021 Part four **–** Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors. The Government haveadded contractors to this list and a new section on low-level concerns. KCSiE 2021 Part four is now in into two sections: 1. Allegations that may meet the harms threshold.
2. Allegations/concerns that do not meet the threshold i.e. low-level concerns. This includes what a low-level concern is, making the link between low-level concerns, staff code of conduct and safeguarding policies.

Schools are required to have their own procedures for dealing with concerns and or allegations against those working in or on behalf of schools or colleges. These procedures should be consistent with local safeguarding procedures and practice guidance. Low-level concerns should be linked to either the staff behaviour policy or code of conduct.(KCSiE 2021 Part one paragraphs 74 to 77 and Part four Allegations of abuse made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors).  |  |  |
|  | *Evidence**Date when whistleblowing policy was signed off by governing body:**When was it last shared with you staff:**New Does your policy and arrangements include allegations against supply teachers, and contractors?**New Do your safeguarding arrangements include where and individuals’ behaviours indicate they may not be suitable to work with children and or low level- concerns have been raised?**New**Have you liaised with your Governing body, Trust and HR team to agree your policies?**New Have your staff been informed of how low-level concerns will be managed and have access to the school or colleges staff behaviour policy/ code of conduct?* |  |  |
| **10** | **LOOKED AFTER CHILDREN (statutory requirement):**There is a Designated Teacher for Looked After Children who has received appropriate training and or networking opportunities to work effectively in this area. All staff have the relevant information regarding a child with looked after status and know when to share concerns for individual children.New The Snr DSL(DSL team) and DT meet to discuss the arrangements in place to keep call children with looked after status safe and agree how to raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see page 147(KCSiE 2021 paragraphs 175 to 184, & Annex A and Annex C). |  |  |
|  | *Evidence**Where schools/academies have LAC children on roll, the Designated Teacher works with staff from the Virtual School to discuss how best to use Pupil Premium funding for the child.**The DST contributes to and attends LAC meetings for children with LAC status.**Date of DT’s LAC specific training**New Governors and Trusts ensure staff have the knowledge, skills and understanding to keep children looked after safe.**New The Designated Teacher and Snr Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.**New The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.**Date of LAC specific training* |  |  |
| **11** | **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (statutory requirement):**The child protection policy reflects the additional barriers for this vulnerable group of children with additional needs.All staff are conversant with the Early Help Offer and the NCC Pathway to Provision version 9 2021.The setting has put in place extra pastoral support for children with SEN and disabilities. New All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges.(KCSiE 2021 Part one and paragraphs 19, 38, 82,123 to130, 152 to 154 157 to 158,185 to187 Annex A and B). |  |  |
|  | *Evidence**There is a dedicated section within the child protection policy which refers to this group of children and confirms the SEND provision and support that is in place.**New The child protection policy reflect the facts that additional barrier can exist when recognising abuse and neglect for children with SEND and can are more prone to peer group isolation or bullying ( including prejudice-based bullying) and other safeguarding risks than other children and may not always show outward signs and may have communications barriers and difficulties in reporting challenges.**Does the SENCO contribute to reports for children subject to safeguarding and child protection concerns?* *Does the school/academy put in place additional pastoral support for any children with SEND?**Does the SENCO regularly meet with the DSL team to share any concerns?* |  |  |
| **12** | **VULNERABLE GROUPS (statutory requirement):**All staff are fully conversant with the statutory requirements for responding to children with specific vulnerabilities and know when mandatory referring or reporting is required by receiving training, through DSL updates or briefings.All staff have received training and understand the term contextualised safeguarding and child criminal exploitation and understand the impact for individual children and communities:Private Fostering date:Honour Based Violence date:Child Criminal Exploitation; County Lines date:Sexual Violence and Sexually Harmful behaviour date:Female Genital Mutilation (FGM) date:Forced Marriage date:Missing Children, Children Missing Education date:Young Carers date.Criminal exploitation, gangs, and knife crime date:Prevent/ WRAP/Channel training date:Looked After Children/Care leavers date:Extra Familial Harm and Abuse (Contextual Safeguarding) date:Serious Violence:Peer on Peer Abuse (child on child) date:New RSHE (statutory from 1st September 2020 onwards) The Government have out in place a one-stop shop for teachers to include training modules. New Children who attend alternative education often have complex needs, it is important that governing bodies and Trusts ensure children are fully supported and the alternative setting is aware of any additional risks of harm that pupils maybe vulnerable to.(KCSiE 2021 Part one paragraphs 19 to 54, 119 to 122, 123 to 135, 144 to 145, 157 to 158, 159 to 187. Part 5 Sexual Violence and Sexual Harassment, Annex A, B and G). |  |  |
|  | *Evidence* *In-house training or briefings have been provided by the Snr DSL and DSL team dates:* *Staff have completed in house or on-line training or through NCC partner safeguarding leads NSCP etc dates:* *Case Records are maintained for cases in which mandatory reporting is required, which evidence information shared, actions taken, and outcomes achieved in-line with KCSiE 2021 paragraph 71 to 73 and 105 to 113.* *Have all staff following appointment and before working in school received safeguarding training as part of their induction:**Staff aware of RSHE becoming compulsory and conversant with teaching resource KCSiE 2021 paragraph 121.**Staff are conversant with teaching resources and are available to teach safeguarding in-line with KCSiE 2021 paragraphs 119 to 122.**New All staff receive regular safeguarding updates and can access additional training to ensure they can carry out their responsibilities to keep children safe including supply staff, volunteers who work within the school/college or on behalf od the school/college with children.**New The Governing body/Trust is aware of the cohort of children who access alternative provision and ensure they are fully supported and remain supervised by the alternative setting whilst on the role of the school or college.* |  |  |
| **13** | **COMPLAINTS (statutory requirement):** The setting has a Formal Complaints’ Policy which has been reviewed annually and is made known and available on the school/academy website. A comprehensive system is in place for children and families to make complaints and receive a response.New KCSiE 2021 Part four is made up of two parts the Second part includes low- level concerns, these concerns could transfer into formal complaints and will need to be considered under Part four Section two Concerns that do not meet the harm threshold. Schools, colleges, and trusts will need to review their staff codes of conduct or staff behaviour policies to take into account the new requirements set out in Part four paragraphs 406 to 427. Complaints can escalate to contacts with statutory agencies such as the NCC/LA, NSCP, NSPCC or Ofsted. Creating a culture in which all concerns are dealt with promptly and appropriately is critical in defusing situations and addressing concerns and complaints.(KCSiE 2021 Part two The Management of Safeguarding, Part four Section two). |  |  |
|  | *Evidence**The Complaints’ procedure is available on the school’s website. It is referred to so parents/carers and children know they will be listened to and concerns robustly addressed.**New The staff Code of Conduct or Staff Behaviour Policy provides a response to how low- level concerns involving staff will be managed in agreement with your HR Service and has been shared with all staff.**Date the complaints’ procedure was last reviewed.* |  |  |
| **14** | **SAFER RECRUITMENT (statutory requirement):** A culture of safer working practice is created as part of the adoption of safer recruitment procedures. There is a Single Central Record (SCR) that includes information on identity check, barred list/enhanced DBS check, prohibition from teaching check, qualifications check, further checks if lived or worked outside the UK, Section 128 check (for management positions of independent schools (including free schools and academies). Pre-appointment checks are made in accordance with statutory guidance.A staff Code of Conduct has been adopted and signed off by the Governing Body/Trust. Written recruitment and selection policies and procedures are in place. All maintained school governors have had an enhanced DBS check.New The Education and Training (Welfare of Children) Act 2021 has been added, which extends safeguarding provisions to Post 16 education.New Governors should determine whether staff read Part one and Annex A or if not working directly with children just Annex A (a shorter vision of Part one).All new staff should be provided with KCSiE 2021 Part one or Annex B on induction and should be informed of the role and responsibilities of the designated safeguarding lead and how to make contact with them.(KCSiE 2021 Part Three Safer Recruitment, NCC HR or your learning environments own HR). |  |  |
|  | *Evidence**Date when Single Central Record was last reviewed:**Has the Head teacher and Governors reviewed the SCR to ensure it is up to date and complaint with KCSIE 2020 Part Three and your school’s HR processes?**Date when the Safeguarding Governor was appointed and when meetings have been held with the Snr DSL and deputies, to maintain an overview of the school’s management arrangements for safeguarding and the ‘safeguarding arrangements’ in place.*  |  |  |
| **15** | **SAFER RECRUITMENT TRAINING (statutory requirement):** Safer Recruitment Training has been completed as required.(KCSiE 2021 Part three. NCC HR Schools’ Portal or your learning environments own HR). |  |  |
|  | *Evidence**Dates for safer recruitment training by leadership members.**Head teacher and Chair of Governors.**Date the school or college induction checklist was last reviewed.**Dates for when Chair of Governors/ Governing body reviewed the Single Central Record:* |  |  |
| **16** | **MANAGING ALLEGATIONS (statutory requirement):** Procedures are in place for dealing with allegations of abuse against members of staff and volunteers which complies with the KCSIE 2021, HM Working Together to Safeguard Children 2018 and the NSCP local procedures. This includes having a named strategic lead who is conversant with how to contact NCC Local Authority Designated Officer (LADO)Part Four has been revised to include allegations of abuse made against teachers, including supply teachers, other staff, volunteers, and contractors. In addition, an additional bullet point has also been added which covers where an individual may have behaved in a way that indicates they may not be suitable to work with children.New KCSiE 2021 Part four is made up of two parts the Second part includes low- level concerns, these concerns could transfer into formal complaints and will need to be considered under Part four Section two Concerns that do not meet the harm threshold. Schools, colleges, and trusts will need to review their staff codes of conduct or staff behaviour policies to take into account the new requirements set out in Part four paragraphs 406 to 427.(KCSiE 2021 Part one paragraphs 73 to 77. Part four Allegations of abuse made against teachers, and other staff, including supply teachers, volunteers and contractors & NCC HR Schools Portal, or your learning environments HR). |  |  |
|  | *Evidence**Name of strategic lead within the school/academy for managing allegations if not the Head Teacher:**Date training completed:**Contact details for NCC LADO known and available.**The school/academy whole school child protection policy informs where advice and reports of concerns or allegations should be made and includes the contact details for the LADO, MASH and Police.* *Records are maintained and can evidence all concerns, actions and outcomes from referrals made to LADO.**New The schools or college has clear policies and procedures for responding to low-level concerns, that has been approved by the Governing body or trust and shared with all staff, volunteers, supply staff and contractors.*  |  |  |
| **17** | **MANAGING ALLEGATIONS against the Head Teacher, Principal or Trust member (statutory requirement):** A member of the Governing Body/Trust (usually the Chair) is responsible for responding & liaising with the local authority in the event of an allegation being made against the Head Teacher. (KCSiE 2021 Part one paragraph 73 to 77 Part Four Allegations of abuse made against teachers, other staff, including supply teachers, volunteers, and contractors). |  |  |
|  | *Evidence*Name of Governor or Trust member who has responsibility for managing allegations:Date Managing Allegations Training was completed:*New Do your safeguarding arrangements include where and individuals’ behaviours indicate they may not be suitable to work with children (KCSIE 2021 Part four sections one and seconds two to include low-level concerns).**Have you made supply agencies and staff aware of the schools ’safeguarding arrangements?*  |  |  |
| **18** | **CHILDREN MISSING FROM EDUCATION (statutory requirement):** All staff are aware of, and follow the procedure relating to children missing from home, school, education or care.The school/academy has at least two telephone contact numbers available for responsible adults for each child on roll.Staff know how to contact the NCC Children Missing Officer to report concerns.The NSCP provides on-line training course for children missing. (KCSIE 2021 Part one paragraph 31. Part two Management of safeguarding and paragraphs 164 & Annex A and B). |  |  |
|  | *Evidence**Statutory requirement: Information has been shared with staff,* *The Children Missing flow chart is on the staff noticeboard/made available to all staff, especially pastoral leaders.**Missing Children and CME training attended face to face or virtual date:* |  |  |
| **19** | **CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT****(statutory requirement)**:New The DSL is aware of national and local guidance regarding how to respond to incidences of child on child sexual violence and sexual harassment.All staff do adopt the view that ‘it can happen here’ and can occur inside and outside of schools/college and online.All staff are provided with raining and guidance and know how to respond to incidents including how to support children involved in incidents. (KCSIE 2021 Part one paragraphs 23 to 24, 32 to 39, 51 to 54,144 to 147. New Part Five & Annex A, Annex B, and the stand-alone Government guidance SVSH published 06/07/2021 referred to in the accompanying letter to this SiE toolkit).New The school or colleges child protection policy includes information on peer on peer abuse (child on child) and sexual violence and sexually harmful behaviour between children.New The Head teacher and DSL’s are all fully conversant with how to respond to incidents of SVSHB in accordance with revised guidance and continue to maintain an up to date knowledge and training.  |  |  |
|  | *Evidence**All those with DSL status are conversant with the Child Sexual Violence and Sexual Harassment guidance published 6th July 2021.**DSL’s have ensured all staff know the indicator and how to respond to incidents of SVSH in accordance with KCSiE 2021 paragraphs 428 to 436 441 to 442.* *The stance on Zero Tolerance at paragraph 450.**All staff are signposted to where to seek further information about harmful sexual behaviour in schools or college and signposted to sources of support, including KCSiE 2021 paragraph 464**DSL’s have accessed specific training to support them in practice.**Date of training for CSE:**Date of training for Sexual Violence and Sexually Harmful Behaviour:**DSLs have shared their learning with the staff team.**All Staff and volunteers know what actions to take to safeguard a child who is the subject of sexual violence/ harassment.**DSL’s understand the term ‘Familial harm’. And know they have a role and responsibility to address and refer SVSH incidents both in and outside of schools.**The Head teacher and DSL’s know how to respond to incidents of SVSHB* |  |  |
| **20** | **CHILD PROTECTION AND CHILD IN NEED CONFIDENTIAL FILE AUDIT****Introduced into all County Schools following lessons learnt from local and national Serious Case Reviews into child deaths.**The Named Governor for child protection/safeguarding can confirm the school/academy maintains appropriate record keeping in relation to vulnerable children (child subject to child protection, child in need concerns, and those who have Looked-After status) by conducting the annual audit of a sample of child protection/safeguarding files between the spring and summer term 2021. The setting demonstrates SLT supervision of CP and CIN case files and takes action when areas of weakness are identified. The Named Governor acts as the DSL’s ‘critical friend’ when completing the ‘best practice’ file audits.The child’s journey through the safeguarding system is well managed, documented and referrals and actions are taken in a timely way to keep children safe.A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing body annually.New A record or data on the cohort of children having or have had a social worker and social care involvement.New KCSiE 2021 information added about keeping and storing records, where a concern about a child has been identified in Annex C.(KCSIE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151). |  |  |
|  | *Evidence**Date when child protection and safeguarding record audit was completed:**Were all case records signed and dated?**Did the child’s file contain a chronology?**Are files managed as specified in the school’s child protection policy and KCSiE 2021 Annex C?**Was the child’s journey able to be evidenced?**Has the Governor involved become aware of any weakness and put in place remedial actions/ advice?****New:*** *Did the child’s CP or confidential file move with the child or be transferred within 5 days required by KCSIE 2020 page 148**Has the DSL’s of the school, college and or alternative education provider involved held a discussion to share important information to support the childs transfer or placement?**Are the new schools, college or AP placement informed of the child protection plan, CiN Plan or LAC plan and dates of ongoing meetings and name of the child’s social worker including their contact details?**For those children who transfer outside of the term time have they been fully supported (including managed moves) to other schools or education?**Have actions been taken in the best interest of the child in the ’best interest of the child’?* |  |  |
| **21** | **TRANSFER OF A CHILD’S CHILD PROTECTION, CHILD IN NEED, LAC OR CONFIDENTIAL FILE (statutory requirement):** A file transfer policy is in place to ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.For those children subject of social care and safeguarding agency involvement will require a separate confidential file from the pupil file. These are known as child protection file, safeguarding file, or confidential file. Some files are managed electronically through systems such as CPOM’s or My Concerns, a few schools still use paper files. The child protection file must be able to evidence the child’s journey and include key information as described in KCSiE 2021 paragraphs 71 to 73, 112 to 113 and Annex C pages 146 to 148.New for those children who transfer schools, college or education provider the child’s child protection or confidential file must move with the child or be transferred within 5 days required by KCSIE 2021 page 148.The DSL’s of the outgoing or receiving school, college or alternative placement should hold a discussion to share important information to support the childs transfer to ensure the child remains safeguarded, has any ‘reasonable adjustments’ agreed and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.New schools must maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information should be considered for sharing ‘ if appropriate’ with the new schools or provider in advance of the child leaving to allow for the new schools to continue supporting the children who have had a social worker or been victims of abuse, or those who are currently receiving support through the ‘Channel’ programme. KCSiE paragraphs 113.(KCSIE 2021 paragraphs 71 to 73 and Annex C pages 146 to 148).  |  |  |
|  | *Evidence**Records evidence discussions have been held between the DSL’s to share important information about the child and prior to transfer and arrangements for file transfer.**Confirmation of signed receipt is held to confirm safe and secure transfer of files between schools/ education providers for children subject to CP and CIN concerns.**If the child’s file did not transfer as required (within 5 days) was action taken by the DSL and or the use of escalations procedures actioned?**New Has the DSL at the receiving school, college or AP placement been informed of the child protection plan, CiN Plan or LAC plan and dates of ongoing meetings including the name of the child’s social worker and their contact details?**For those children who transfer outside of the term time have they been fully supported (including managed moves) to other school or education?**New Has the Snr DSL( and deputies) maintained data for those children who have been open to social care , have had a social worker or who are closed to social care and may have returned to the family home or been receiving support from the Channel programme?**For those children who have transferred school has the DSL shared information appropriately with the DSL of the new school or provision?* |  |  |
| **22** | **INFORMATION SHARING (statutory requirement):**Information is shared effectively, safely, and in a timely way. (Working Together to Safeguard Children 2018 page18, HM Information Sharing- advice for practitioners providing safeguarding services to children, young people, parents/carers.New Information which makes clear the powers to hold and use information when promoting children’s welfare Paragraph 105.(KCSIE 2021 Part two the Management of Safeguarding 105 to 112 & Annex A & C). |  |  |
|  | *Evidence**DSLs and staff are fully conversant with Information sharing protocols and the requirement to protect children, keep them safe and when and how to share information with agencies.**Information regarding children is kept safe and secure and in accordance with KCSiE 2021 paragraphs 105 to 112 and the school’s management arrangements for child protection and safeguarding, whether that be through paper files and systems or electronic systems such as CPOM’s or My Concerns.* |  |  |
| **23** | **SPECIFIC SAFEGUARDING ISSUES (statutory requirement):** Governors and all staff are aware of the specific safeguarding concerns which can make children more vulnerable to risk, harm, abuse and exploitation. Staff are conversant with the signs and indicators of: drug and alcohol abuse, going missing/truanting, CSE, sexting, online-abuse, domestic violence, knife crime, trafficking and criminal exploitation which put children in danger. All staff are aware safeguarding issues can manifest themselves via peer on peer abuse.All staff are conversant with the term ‘extra familial safeguarding’All staff are alert to the signs and impact of criminal child exploitation, linked to ‘County Lines’. Staff are regularly reminded and clear of the school, academy or alternative providers policy and procedures with regards to all forms of abuse and risks of harm and know where to report concerns and seek support.New Staff are clear that victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment. KCSiE 2021 paragraph 18New Child Criminal Exploitation (CCE) makes clear the experiences of girls being criminally exploited can be different to boys, indicators of CCE may also be different for girls. KCSiE 2021 paragraph 23 to 35New CSE is a form of sexual abuse and includes what it may involve KCSiE 2021 paragraph 36-39.(KCSiE 2021 Part one Safeguarding Information for All Staff, Part Five & Annex A). |  |  |
|  | *Evidence*DSLs access regular training pertinent to specific areas of emerging threats to children, young people and communities.DSLs are proactive in maintaining up to date knowledge to be effective in their support to children and staff.Staff regularly take part in either face to face or on-line safeguarding training, The Snr DSL maintains a record or data base of all training completed by DSL’s and all staff including volunteers.Statutory DSL’s provide regular updates to all staff through staff briefings, training and opportunities to access on-line training such as the NSCP website.Best Practice DSL attendance at the Designated Safeguarding Lead Focus Group network meetings and other safeguarding training opportunities to keep informed on areas of safeguarding vulnerabilities.The DSL can demonstrate actions taken and contact with regulated safeguarding agencies/ services. |  |  |
| **24** | **OPPORTUNITIES TO TEACH SAFEGUARDING (statutory requirement and some elements of best practice):** Children are taught about safeguarding, how to keep themselves safe and where they can access support (including on-line) through teaching opportunities and Relationship, Sex and Health Education (RSHE).New Information added to KCSiE 2021 on a one stop shop for teachers which includes teacher training modules on RSHE. (KCSiE 2021 paragraphs 121, Annex A & Annex C Online Safety page 117 to 118). |  |  |
|  | *Evidence**Curriculum and assembly plans that reflect these issues.**New: Have staff access training or resources to teach RSHE suitable to the setting?**Best Practice Primary School and Specials’ School: engagement with the NSPCC ‘Stay Safe Project’**Best Practice Co-production work in schools with members of the TETC team**RSHE includes raising awareness of the strands of safeguarding vulnerability.**Best Practice Engagement with PCSO’s, Police Early intervention Officers.* |  |  |
| **25** | **ONLINE SAFETY (statutory requirement):** The Governing Body ensures that appropriate filters and monitoring systems are in place. New Section in KCSiE 2021 covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety provision and information to support(KCSiE 2021 paragraphs 123 to 135, Annex A, Annex B, C and Annex D). |  |  |
|  | *Evidence**New Has the school or college embedded an effective whole school approach to online safety that empowers the schools or college to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate?**New Is online safety reflected as required in all relevant policies and considered when planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement?**The school/academy’s ICT policy subject to regular review and risks assessments in place where required?**The school/academy’s E -Safety Co-ordinator can inform the processes in place to keep children safe, restrict access through required filtering systems and deal with any threats or incidents of cyber-crime or abuse?**The DSL’s maintains an up to date knowledge of risks linked to online and social media platforms used by children and young people.**Best Practice School/Academy engages with NCC Anti- bullying and E safety Co-ordinator for advice and training for staff and parents.**New Has the school’s on-line safety policy and procedures been regularly reviewed?**New Does the school or college have a clear policy on the use of mobile phones and smart technology? and is this reflected in your child protection policy?*  |  |  |
| **26** | **FEMALE GENITAL MUTILATION (statutory requirement):** Staff are aware that FGM is a form of abuse and use safeguarding procedures where a child is thought to be at risk or has undergone FGM. Teachers are aware that they must personally report to the police under the mandatory reporting duty any case where they have evidence that FGM has been carried out. (KCSIE 2021 paragraph 40, Annex A page 133 and 134).  |  |  |
|  | *Evidence**FGM is referred to explicitly in the school’s safeguarding policy.**DSLs have completed FGM training can this be evidenced.**Staff have completed either face to face or on-line FGM training**Best Practice A record of FGM training is maintained and can be evidenced to Ofsted during inspection.**All staff are fully conversant with how to report concerns* |  |  |
| **27** | **RADICALISATION and Extremist Behaviour (statutory requirement):** Schools are aware of their responsibilities under the PREVENT duty (CTSA 2015) and this is reflected in existing safeguarding policies. This includes how to identify risks and vulnerability factors and are familiar with referral pathways.Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to be drawn into terrorism.DSLs have completed Prevent/ Channel training and maintain an up to date knowledge of emerging threats.Resources are available to schools through Educate Against Hate on page 137. (KCSIE 2021 paragraphs 19, Annex A pages 135 to 137). |  |  |
|  | *Evidence**Date DSLs have completed Prevent or Channel training:**Are the DSL team conversant with the guidance on Channel or Page 91?**New Have DSL completed Chanel awareness e-learning?**Best Practice A record of staff training is maintained and can be evidenced to Ofsted during inspection.**Best Practice How the DSLs and school staff maintain awareness of threats in order to keep children safe and address any anxieties.* |  |  |
| **28** | **ALTERNATIVE PROVISION AND ELECTIVE HOME EDUCATION (statutory requirement)** New Changes from September 2021 including paragraphs in KCSiE 2021 on Alternative Provision and Elective Home Education have been further strengthened.Alternative Education- The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these setting are aware of the additional risks of harm that their pupils may be vulnerable to. KCSiE 2021Part one paragraphs 157 and 158)Elective Home Education -many Home Educated Children have an overwhelmingly positive learning experience. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep the safe and supported in line with their needs. (KCSiE 2021 Part one paragraph 165 to168 |  |  |
|  | *Evidence*Alternative Education - Has the Governing body, Head teacher, Snr managers and DSL read the two statutory pieces of guidance to which commissioners of Alternative education should have regards toAlternative provision – DfE Statutory guidance andEducation for children with health needs who cannot attend school- DfE Statutory Guidance?EHE- Has the Head teacher, Snr managers and DSL worked with other key professionals to coordinate a meeting with the parents/carers where possible before a final decision has been made to ensure the parents/carers have considered what is in the best interest of the child, particularly important for children with SEND, is vulnerable or has a social worker?Are Snr Leaders and the DSL team familiar with DfE Guidance on Elective Home Education?  |  |  |
| **29** | **NSCP & NCCSP (cross authority) NEGLECT STRATEGY TOOLKIT 2021-2024**New Best Practice Nottinghamshire Safeguarding Children Partnership and Nottingham City Safeguarding Children Partnership launched the cross-authority Neglect Strategy and toolkit for 2021-2024 on 16th May 2021. The joint strategy sets out what we intend to do over the next three years to prevent neglect and minimise its impact through strong and effective collaborative working across all organisations that have a duty to promote the welfare of children and protect them from harm. The Neglect Strategy and toolkit promotes and supports the early intervention for children who maybe at risk of neglect.As part of the local safeguarding partnership response: Are Governors, Headteachers and Designated Safeguarding Leads and staff aware of the Neglect Strategy toolkit and use it to assist them when considering concerns for neglect. |  |  |
|  | *Evidence*Date DSL’s have provided briefings to staff regarding the NSCP Neglect tool kit: DSL’s have used the neglect toolkit as part of the early intervention of support for children and families.Has the toolkit been beneficial in supporting children as part of the early intervention strategy and prevented the need to refer to MASH/ social care? |  |  |

**Training Form for 2021/2022**

**Assurance of statutory safeguarding arrangements in Nottinghamshire schools, colleges and independent providers.**

This form should be completed by the Head Teacher/Principal with support from the Snr Designated Safeguarding Lead for the school, academy or education setting.

In signing this SiE audit form, you are confirming that the ‘safeguarding arrangements’ are compliant with all statutory legislation KCSiE 2021.

The information requested below will allow the Local Authority and NSCP to have a degree of assurance about your ‘safeguarding arrangements’ for maintaining up to date and relevant safeguarding training; help inform the Local Authority and NSCP Learning and Workforce Development Group of the training needs within the County; and help to maintain a current register of relevant safeguarding leads in your organisation.

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| **NAME OF SCHOOL/ACADEMY:****Name of the Head Teacher/Principal:**  |
| **Head Teacher/****Principal** |  |
| **Safeguarding training completed:****Dates:** |  |

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| **Name of Snr Designated Safeguarding Lead:** *(It is a statutory requirement that this person must be a member of SLT)*  |
| **Date in post as Snr Designated Safeguarding Lead:** |
| **Role in school:** |
| **Details of training attended within the last 2 years** | **Date attended** | **Refresher due** |
| **The Responsibilities of the Designated Safeguarding Lead *(This training is provided by the Local Authority and must be refreshed within every two years)*** |  |  |
| **NSCP Working Together to Safeguard Children – one day course *(This training is provided by the NSCP and does not require refreshing).******Other courses should be completed to maintain an up to date knowledge of safeguarding vulnerabilities and risks for children.*** **Snr DSL: List other training accessed** |  |  |

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| **Name of Deputy Designated Safeguarding Lead:**  |
| **Date in post as Deputy Designated Safeguarding Lead:**  |
| **Role in school:** |
| **Details of Training attended within the last 2 years.** | **Date attended** | **Refresher due** |
| **The Responsibilities of the Designated Person** ***(This training is provided by the Local Authority and must be refreshed within every two years)***  |  |  |
| **NSCP Working Together to Safeguard Children – one day** ***(This training is provided by the NSCP and does not require refreshing).******Other courses should be completed to maintain an up to date knowledge of safeguarding vulnerabilities and risks for children.*** **List other training accessed:** |  |  |

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| **Names of additional Designated Safeguarding Leads (DSLs)** |
| **Name of DSL** |  |
| **Statutory Safeguarding training completed****Dates:** | NCC Designated Safeguarding Lead training and refresher NSCP Working Together to Safeguard Children  |

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| **Names of Designated Teacher (for Looked After Children)** |
| **Name of DT****Date Appointed** |  |
| **Safeguarding training completed****(Include training specific to LAC)****Dates:** |   |

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| **Whole School Safeguarding Training** (It is a statutory requirement for whole school safeguarding training is provided as a minimum within every three years and regular refresher training is provided along with regular safeguarding updates to keep all staff fully informed and aware of everyone’s responsibility to keep children safe).  |
| **Dates of training****Dates of any Online Training** | **Face to Face Safeguarding Training****Dates:****Refresher due:** **Online Course completed and by whom (are registers maintained YES/NO)****Dates:** |

***In signing this combined form, you are confirming that the ‘safeguarding arrangements’ in your setting are compliant with KCSiE 2021 and all statutory guidance and legislation.***

***This includes ensuring your most recent whole school child protection policy has been recently reviewed and tailored to meet your individual school/academy’s ‘safeguarding arrangements’ been signed off by you Governing body or Trust and has been published on your setting’s website.***

***I can confirm I am satisfied that I have seen enough evidence to sign this safeguarding self-audit for 2021/2022, and I have seen evidence of compliance for all 29 questions.***

**Name and role of the person completing the NCC & NSCP SiE Annual self-audit for 2021/2022(mandatory requirement)**

(**please print**)…………………………………………………

**Signed**………………………………………………………………**Date**…………………….

**Head Teacher/Principal**

(**please print**)…………………………………………………

**Signed**………………………………………………………………**Date**…………….

**Snr Designated Safeguarding Lead**

(**please print**)…………………………………………………

**Signed**………………………………………………………………**Date**…………….

**Name of Nominated Safeguarding Governor**

(**please print**)…………………………………………………

**Signed**………………………………………………………………**Date**………………

**Name of Chair of Governors**

**(please print**)……………………………………………………

**Signed** ………………………………………………………………**Date**………………………

**NOTE**

* For Nottinghamshire maintained schools, please sign off at the Autumn Term 2021 full Governing body meeting and ensure this is noted within the minutes of the meeting.
* It is good practice for all schools and academies to ensure your ‘safeguarding arrangements’ are robustly quality assured and well documented.
* Ofsted will inspect every school, academy or education provider’s ‘safeguarding arrangements’ within the Inspection Framework for leadership and management of the school or academy.
* **Please ensure you retain a copy of the SiE Self- Audit Form 2021/2022 within your school or academy’s safeguarding file so that you can provide evidence of ‘safeguarding compliance’ during Ofsted Inspections.**
* Further electronic copies of  ***the SiE Annual Self-Audit toolkit for 2021/2022*** can be accessed through the Nottinghamshire Schools Safeguarding Portal Link: LA communities, safeguarding or from the NSCP website <http://www.nottinghamshire.gov.uk/nscp/resources/for-schools>
* Additional information regarding Safer Recruitment Practice or training should be sought through NCC Human Resources Services. Duty Tel:- 0115 9774433 or hrdutydesk@nottscc.gov.uk
* Safeguarding in Education training queries or requests should be made directly to NCC Learning and Workforce Development Service Tel:- 0115 977 3065/0115 9772347 or safeguarding.training@nottscc.gov.uk
* Safeguarding Training: bookings for face to face and online training are through ‘Learning Pool’.

Any queries regarding the completion of the audit should be directed via email to cheryl.stollery@nottscc.gov.uk

**Completed and signed NCC & NSCP SIE Audit Form for 2021-2022 and returned no later than 20 December 2021 to**

**Email:** **cheryl.stollery@nottscc.gov.uk**

**Cheryl Stollery**

**Safeguarding Children in Education Officer**