



Safeguarding Practice Audit- Keeping Children Safe in Education 2022

Part One: Safeguarding information for all staff What school and college staff should know and do.

Name of School/Education setting: Benington Primary School

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Introduction and guidance

Creating a Culture of safety, children who feel safe make better learners. A culture of safety should run through all aspects of school life; safe recruitment, staff conduct and behaviour, expectations of children's behaviour, support and learning to families about caring for children and supporting their development.

Safeguarding practice and procedures should be a shared vision and the responsibility of: Headteachers/principals, Designated Safeguarding Lead (DSL)/ Deputy DSL's, governing bodies, trustees, proprietors and management committees. This means you must ensure that there is arrangements in place to assist all staff to understand and discharge their role and responsibilities in compliance with as set out under legislation, **The Education Act 2002, Section 175 and 157 which** stipulates that you must have regard for **Keeping Children Safe in Education DfE September (KCSiE)**. It is your role to ensure policies, procedures and training in your setting are always effective and comply with the law .

KCSiE uses the terms **“must”** and **“should”** , **“must”** is when the person in question is legally required to do something and **“should”** when the advice set out should be followed unless there is good reason not to. The guidance **should** be read alongside:

- statutory guidance **Working Together to Safeguard Children**;
- departmental advice **What to do if you are Worried a Child is Being Abused** - Advice for Practitioners; and
- departmental advice **Sexual Violence and Sexual Harassment** Between Children in Schools and Colleges

There are nine separate audits in total that take account of most parts of KCSiE. Please note that these are is **not** a statutory requirement rather a method to use for best practice. You are not required to undertake all nine, these are a resource for you to use at your school's liberty if there are areas of safeguarding practice that you want to check.

It is recommended that you use these to self-evaluate practice via meetings between the nominated link governor for safeguarding, the Headteacher, principal, CEO of MATs and the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead/s.











To evidence best practice, it will be essential to speak to staff, volunteers and children and young people if relevant. This is an opportunity for the leadership and management to review existing safeguarding practice arrangements and verify what is in place and is this effective and has good outcomes for children.

A RAG rating should be applied to all parts (see third column below) see the **action plan** on the last page of this audit.













Minimum standard of safeguarding practice required	Evidence of how these duties are met <i>To prepare staff to answer these questions, refer them to their copy of PART ONE & Annex B. KCSiE</i>	RAG rate
WHAT SCHOOL AND COLLEGE STAFF SHOULD KNOW AND DO?		
A child centred and coordinated approach to safeguarding:		
1 & 2: Are staff aware that they are an important part of the wider safeguarding systems and that safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children has a role to play. The approach needs to be child centred and in the best interest of the child.	INSET completed at the start of every school year.	<input type="checkbox"/> Red <input type="checkbox"/> Yellow <input checked="" type="checkbox"/> Green
3: Are staff aware that no one person can have the full picture, if a children and families are to receive the right help at the right time everyone has a role in identifying concerns, share information and take prompt action.	Yes, displays around the school signpost everyone to the idea that 'safeguarding is everyone's responsibility' and a display in the staffroom with all relevant information.	<input type="checkbox"/> Red <input type="checkbox"/> Yellow <input checked="" type="checkbox"/> Green
4 & 5: Are staff aware of the definition of safeguarding is? And children mean up to 18 th birthday?	Yes, part of our updates in September reflect this.	<input type="checkbox"/> Red <input type="checkbox"/> Yellow <input checked="" type="checkbox"/> Green
The role of school staff:		
6: Do staff know they are expected to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating?	Yes, all staff complete record of concern forms if they're worried about anything.	<input type="checkbox"/> Red <input type="checkbox"/> Yellow <input checked="" type="checkbox"/> Green
7: How do staff provide a safe environment in which children can learn?	We regularly have learning walks to ensure the school is safe for everyone.	<input type="checkbox"/> Red <input type="checkbox"/> Yellow

		<input checked="" type="checkbox"/>
8: Do all staff know that they should be prepared to identify children who may benefit from early help, do they know what is meant by early help? (Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years)	All staff are aware of early help and identification.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
9: Do All Staff know the referral process if they have a concern regarding a child? Staff should expect to support social workers and other agencies following any referral. See paragraphs 55-70.	Yes, this procedure is explained in our updates and safeguarding training.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
10: Do staff know you have a designated safeguarding lead who is available to provide support to staff to carry out their safeguarding duties and who's role is to liaise with other services such as children's social care?	Yes, this procedure is explained in our updates and safeguarding training.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
11: Do staff see their DSL (and any deputies) as having the complete safeguarding picture and therefore the best person to advise on the response to safeguarding concerns?	Yes, this procedure is explained in our updates and safeguarding training.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
12: Are teachers aware that the Teachers standards 2012 requires that they safeguard children's wellbeing and ensure that they maintain public trust in the teaching profession as part of their professional duties (this includes the Headteacher).	Yes, this procedure is explained in our updates and safeguarding training.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
What school staff need to know;		
13: Are All staff aware of systems within school which support safeguarding and would have been part of their induction? Can they name these e.g.	Policies in bold,- staff sign to say they've read them. This is all part of our updates program in September	<input type="checkbox"/> <input type="checkbox"/>

<ul style="list-style-type: none"> <input type="checkbox"/> child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse; <input type="checkbox"/> behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);6 <input type="checkbox"/> staff behaviour policy (sometimes called a code of conduct); <input type="checkbox"/> safeguarding response to children who go missing from education; and <input type="checkbox"/> role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). 		<input checked="" type="checkbox"/>
<p>14: Do All staff members receive appropriate safeguarding and child protection training which is regularly updated?</p> <p>What does staff training, and updates look like in your school?</p>	<p>We do a mixture of face to face and online training. All staff update this every 3 years.</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<p>15; Are all staff aware of the early help process and their role in it? Are staff aware of Hertfordshire’s ‘Early Help strategy, Families First?</p> <p>Awareness of the Families First Portal - Family area www.hertfordshire.gov.uk/familiesfirst and Practitioners area www.hertfordshire.gov.uk/familiesfirstpractitioners</p>	<p>We talk about families first as part of our updates.</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<p>16: Do all staff know what to do if a child makes a disclosure and the process for making a referral and how to maintain an appropriate level of confidentiality?</p>	<p>Yes, part of our updates program in September. Forms are available on our shared area and paper copies in the staffroom. There is a safeguarding display in the staffroom.</p>	<input type="checkbox"/> <input type="checkbox"/>


<p>Would staff know how to make a referral for child protection if there was an emergency?</p>		
<p>17: All staff should know what to do if a child disclosed abuse. Staff should know how to manage confidentiality and only involve those who need to know e.g. the DSL. Staff should never promise a child that they will not tell anyone about report of abuse. <i>Are staff aware of school's policy on confidentiality? Or any other relevant directive?</i></p>	<p>This is part of our staff induction program.</p>	  
<p>18: Are staff confident to reassure children and young people / victims that they are being taken seriously and that they will be supported and kept safe? Would they recognise the following as poor practice e.g. giving CYP the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.</p>	<p>Yes, this is an integral part of our safeguarding training.</p>	  
<p>What school and college staff should look out for:</p>		
<p>Early help 19: Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who: <i>Think about your policies and practice in relation to children in these circumstances and for whom are vulnerable.</i> Would staff be able to recognise the indicators if CYP are suffering any of these harms or are at risk?</p> <ul style="list-style-type: none"> <input type="checkbox"/> is disabled or has certain health conditions and has specific additional needs; <input type="checkbox"/> has special educational needs (whether or not they have a statutory Education, Health and Care Plan); 	<p>Yes, this is an integral part of our safeguarding training.</p>	  


<ul style="list-style-type: none"> <input type="checkbox"/> has a mental health need; <input type="checkbox"/> is a young carer; <input type="checkbox"/> is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines; <input type="checkbox"/> is frequently missing/goes missing from care or from home; <input type="checkbox"/> is at risk of modern slavery, trafficking, sexual or criminal exploitation; <input type="checkbox"/> is at risk of being radicalised or exploited; <input type="checkbox"/> has a family member in prison, or is affected by parental offending; <input type="checkbox"/> is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; <input type="checkbox"/> is misusing drugs or alcohol themselves; <input type="checkbox"/> has returned home to their family from care; <input type="checkbox"/> is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage; <input type="checkbox"/> is a privately fostered child; and <input type="checkbox"/> is persistently absent from education, including persistent absences for part of the school day. 		
<p>Abuse and neglect</p> <p>20 & 21: Do staff know what to look out for which is vital to early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they can identify children who may need help or are in need of protection (see paragraphs 26-30), If unsure they should always speak to schools DSL.</p>	<p>Yes, this is an integral part of safeguarding training.</p>	<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </div>

How is this demonstrated by staff in the school?		
22: Do staff understand that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore they should always be vigilant and always raise any concerns with DSL (or deputy).	Yes, this is an integral part of safeguarding training.	  
23: All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the family home and school or college e.g. 'Extrafamilial harm' - would staff including DSL (and deputies) be able to identify children who are at risk of abuse or exploitation in situations outside their families. sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines. ?	Yes, this is an integral part of safeguarding training and PREVENT training.	  
24 & 25: Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. What do you have in place to guide staff what to do and would they know to always report such cases to DSL (deputies)?	Yes, this is an integral part of our safeguarding training. We also completed whole staff INSET on trauma training.	  
Indicators of abuse and neglect 26: Could staff describe some of the following if asked what they consider the features of Abuse and neglect? e.g. <input type="checkbox"/> it's all forms of maltreatment of a child	Yes, this is an integral part of our safeguarding training.	  

<ul style="list-style-type: none"> <input type="checkbox"/> inflicting harm or <input type="checkbox"/> by failing to act to prevent harm <input type="checkbox"/> Can be abused in a family or <input type="checkbox"/> in an institutional or <input type="checkbox"/> community setting <input type="checkbox"/> by those known to them or <input type="checkbox"/> more rarely, by others. <input type="checkbox"/> Abuse can take place wholly online, or technology may be used to facilitate offline abuse. <input type="checkbox"/> Children may be abused by an adult or adults or by another child or children. 		
<p>27, 28, 29 & 30: Do staff know what the four categories of abuse are and the indicators of physical, sexual emotional abuse and neglect?</p>	<p>Yes, this is an integral part of our safeguarding training.</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid red; width: 15px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid yellow; width: 15px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid green; width: 15px; height: 15px; margin-bottom: 2px; display: flex; align-items: center; justify-content: center;"> ✗ </div> </div>
<p>Safeguarding issues:</p> <p>31: Do staff have awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:</p> <p><i>How do staff recognise and respond to children indicating the above behaviours / circumstances?</i></p>	<p>Yes, this is an integral part of our safeguarding training. We also cover this as part of our updates in September. Staff know how to report and record their concerns.</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid red; width: 15px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid yellow; width: 15px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid green; width: 15px; height: 15px; margin-bottom: 2px; display: flex; align-items: center; justify-content: center;"> ✗ </div> </div>











<p>Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) 32 - 39: Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.</p> <p><i>What is staff understanding of CSE and CCE? could they name some of the characteristics?</i></p> <p><i>Further information about CCE including definitions and indicators is included in Annex B.</i></p>	<p>Yes, this is an integral part of our safeguarding training and PREVENT Training.</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<p>Female Genital Mutilation (FGM) 40: Are staff aware that while all staff should speak to schools DSL about concerns for FGM there is a specific legal duty on teachers to report FGM directly to the police. If staff report to police, they need to inform DS of their actions?</p> <p><i>See Hertfordshire Children’s Safeguarding partnership procedures for the FGM pathway guidance.</i></p> <p><i>See Annex B for further details.</i></p>	<p>Yes, this is an integral part of our safeguarding training.</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<p>Mental Health 41- 45: Are staff aware that mental health problems can, in some cases, be an indicator that a child had suffered or is at risk of suffering abuse, neglect or exploitation? Are they aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem?</p>	<p>Yes, this is an integral part of our safeguarding training.</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>







<p>Have staff received training / awareness that where CYP have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood and this can impact on their mental health, behaviour, and education?</p> <p>What access does your school have to the range of advice to help staff identify children in need of extra mental health support?</p> <p>See information in the mental health and behaviour in schools guidance, colleges may also wish to follow mental health guidance as best practice (page 14). Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise links to all materials and lesson plans (page 14).</p>	<p>Our social worker and ED Psych are good at signposting us to extra support.</p>	
<p>Peer on peer abuse (child on child)</p> <p>46: Are staff should aware that children can abuse other children (peer on peer abuse) and the varying aspects of this? Would staff recognise the above indicators of how children abuse other children? What policy and practice do you have in place to detect and address peer on peer abuse?</p> <p>47. Do staff understand, that even if there are no reports in the school it does not mean it is not happening, how do staff encourage children to report concerns?</p>	<p>Yes, this is an integral part of our safeguarding training.</p>	







<p>48. Do staff understand they are required to challenge inappropriate behaviours between peers, as listed below?</p> <p>Are you confident that staff do not downplay certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” ?</p> <p>(such behaviour can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.)</p>		
<p>49: How aware are staff of the characteristic of Peer on peer abuse? E.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> bullying (including cyberbullying, prejudice-based and discriminatory bullying); <input type="checkbox"/> abuse in intimate personal relationships between peers; <input type="checkbox"/> physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); <input type="checkbox"/> sexual violence,¹¹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); 	<p>Yes, this is an integral part of our safeguarding training.</p>	







<ul style="list-style-type: none"> <input type="checkbox"/> sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; <input type="checkbox"/> causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; <input type="checkbox"/> consensual and non-consensual sharing of nudes and semi nudes images and or videos¹³ (also known as sexting or youth produced sexual imagery); <input type="checkbox"/> upskirting,¹⁴ which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and <input type="checkbox"/> initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). <p>50: Do you have in place a clear policy and procedure with regards to peer on peer abuse and how to report / prevent it?</p>	<p>This is in our safeguarding policy.</p>	
<p>Serious violence</p> <p>51. Are staff aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime? E.g</p> <ul style="list-style-type: none"> <input type="checkbox"/> increased absence from school, 	<p>Yes, this is an integral part of our safeguarding training.</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="width: 20px; height: 20px; background-color: red; border: 1px solid black; margin-bottom: 5px;"></div> <div style="width: 20px; height: 20px; background-color: yellow; border: 1px solid black; margin-bottom: 5px;"></div> <div style="width: 20px; height: 20px; background-color: green; border: 1px solid black; display: flex; align-items: center; justify-content: center;"> ✗ </div> </div>




<ul style="list-style-type: none"> <input type="checkbox"/> a change in friendships or relationships with older individuals or groups, <input type="checkbox"/> a significant decline in performance, <input type="checkbox"/> signs of self-harm or <input type="checkbox"/> a significant change in wellbeing, <input type="checkbox"/> or signs of assault or <input type="checkbox"/> unexplained injuries. <input type="checkbox"/> Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see paragraphs 33-35). <p>52. Are staff aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as</p> <ul style="list-style-type: none"> <input type="checkbox"/> being male, <input type="checkbox"/> having been frequently absent or permanently excluded from school, <input type="checkbox"/> having experienced child maltreatment and <input type="checkbox"/> having been involved in offending, such as theft or robbery. <p>See page 16, Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.</p>		
<p>Additional information</p> <p>53. Do you enable staff access to Departmental advice What to Do if You Are Worried a Child is Being Abused (page 17) - Advice</p>	<p>Yes, this is part of our September updates.</p>	<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> </div>



<p>for Practitioners provides more information on understanding and identifying abuse and neglect and the NSPCC website ?</p> <p>54. Along with part one of KCSiE do you also ensure that staff read and sign to say they understand Annex B? (contains additional information about specific forms of abuse and safeguarding issues.)</p>		
<p>WHAT SCHOOL AND COLLEGE STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD.</p>		
<p>55: Do staff maintain an attitude of ‘it could happen here’ and act in the CYP best interest?</p>	<p>Yes, this is part of our September updates</p>	  
<p>56. How do you ensure that If staff have any concerns about a CYP welfare, they should act on them immediately?</p> <p>Are staff clear about what happens to their concerns? See flow chart on page 23.</p>	<p>Yes, this is part of our September updates</p>	  
<p>57. Do all staff should follow your schools child protection policy and know to always speak to the DSL (or deputy)?</p> <p>58. Do staff know what happens next?</p> <ul style="list-style-type: none"> <input type="checkbox"/> managing any support for the child internally via the school’s or college’s own pastoral support processes; <input type="checkbox"/> undertaking an early help assessment;16 or <input type="checkbox"/> making a referral to statutory services,17 for example as the child might be in need, is in need or suffering, or is likely to suffer harm. 	<p>Yes, this is part of our September updates</p>	  

<p>59. The DSL (deputies) should always be available to discuss safeguarding concerns, does this happen in practice, how do staff feel about contacting DSL / are they accessible?</p> <p>If DSL (or deputy) is not available, this should not delay appropriate action being taken. Do staff know what to do in an emergency e.g. would they be able to make a referral to CS in order to prevent delay?</p>	<p>All phone numbers are displayed in head's office so staff could phone in a concern if DSL.</p>	  
<p>60. Do you encourage a culture where staff would not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe?</p> <p>Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.</p> <p>Are staff reassured that If in any doubt about sharing information, they can speak to DSL (deputies) Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.</p> <p><i>What arrangements and training is in place for staff to understand their duties within sharing information?</i></p>	<p>Yes, this is part of our September updates</p>	  

<p>Early Help: 61. If early help is appropriate, DSL's will generally lead on liaising with other agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.</p> <p><i>How is this process managed in the school?</i></p>	<p>Where social workers are involved, the DSL liaises with them and appropriate staff.</p>	  
<p>Statutory children's social care assessments and services:</p> <p>60: Where a child is suffering, or likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.</p> <p><i>How do you comply with prioritising referrals so there is no delay?</i></p> <p><i>How is this evidenced in your school?</i></p> <p>63. Do DSL (deputies) ensure they provide social care as much information as possible as part of the referral process in the event there is a need for CS to intervene from a contextual approach.</p> <p>See additional information is available here: Contextual Safeguarding.</p> <p>64. The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.</p>	<p>Referrals are prioritised above everything else.</p> <p>This is part of our ethos that safeguarding is the most important aspect of school life. It can be seen in displays, meetings and newsletters.</p>	  

<p>Children in need:</p> <p>65. DSL DDSL need to be clear about threshold for statutory assessments e.g. Child in need (S17) and Child protection (S47)</p>		
<p>Children suffering or likely to suffer significant harm:</p> <p>66. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.</p> <p>Are DSL (deputies) clear about</p>	<p>Yes, this is part of our safeguarding training.</p>	<p>  </p>
<p>What will the local authority do? <i>See flow chart on page 23.</i></p> <p>67. This process is also available in the local context and can be accessed through Hertfordshire safeguarding children partnership procedures the chapter on Managing Individual Cases Procedures.</p> <p>child assessed under section 47 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process</p>	<p>Flow chart is in the front of the CP records folder.</p>	<p>  </p>

<p>68. The referrer should follow up if this information is not forthcoming.</p> <p>What do you do if you do not hear from other agencies?</p> <p>69. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).</p> <p>70. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.</p> <p>How can the school evidence that there is knowledge of these procedures within the safeguarding team and examples of how you work with CS and other agencies like the police? https://hertsscb.proceduresonline.com/index.htm</p>		
<p>Record Keeping</p> <p>71. How is data managed in your school or college? Recommendations are,</p> <ul style="list-style-type: none"> ✓ All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. ✓ Information should be kept confidential and stored securely. ✓ It is good practice to keep concerns and referrals in a separate child protection file for each child. <p>Records should include:</p> <ul style="list-style-type: none"> ✓ a clear and comprehensive summary of the concern; 	<p>Everything is recorded on paper. A clear chronology is kept. This is audited annually by the Safeguarding governor and DDSL.</p>	<div style="text-align: center;">    </div>

<ul style="list-style-type: none"> ✓ details of how the concern was followed up and resolved; ✓ a note of any action taken, decisions reached and the outcome. <p>72. If staff are in doubt about recording requirements, do they discuss with the DSL (or deputy)?</p>		
<p>Why is all this important? Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practise include</p> <ul style="list-style-type: none"> ✓ Failing to act on and refer the early signs of abuse and neglect ✓ poor record keeping ✓ failing to listen to the views of the child ✓ failing to re-assess concerns when situations do not improve ✓ not sharing information ✓ a lack of challenge to those who appear not to be taking action <p>How does the school ensure that records are quality assured and poor practice is addressed, records continually monitored, and lessons learnt create change that is embedded?</p>	<p>Everything is recorded on paper. A clear chronology is kept. This is audited annually by the Safeguarding governor and DDSL. This ensures our records are quality assured and records are monitored.</p>	
<p>What school and college staff should do if they have safeguarding concerns about another staff member? 74. What processes and procedures do you have in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors)?</p>	<p>This is covered in our September updates and is part of our update process. All procedures are displayed in staffroom.</p>	

<p>If staff have safeguarding concerns or an allegation is made about another member of staff, do they know what to do? E.g.</p> <ul style="list-style-type: none"> ✓ this should be referred to the headteacher or principal; ✓ where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and ✓ in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADOs). Details of your local LADO should be easily accessible on your local authority's website. <p>Further details can be found in Part four of KCSiE.</p>		
<p>WHAT SCHOOL OR COLLEGE STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN THE SCHOOL OR COLLEGE?</p>		
<p>75. Do staff feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team?</p> <p>76. Do you have appropriate whistleblowing procedures in place for staff to raise concerns to the senior leadership team?</p> <p>77. Do staff know what to do if they feel unable to raise an issue with the school or college whistleblowing policy, or feels that their</p>	<p>This is covered in our September updates and is part of our update process.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>

<p>genuine concerns are not being addressed, are there other whistleblowing channels that are open to staff?</p> <p>the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Do staff know about this?</p> <p>Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk. 19 Alternatively,</p>		
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Action Plan for PART ONE Annual Safeguarding Practice Audit 2022 - 2023

RED	Unable to evidence that safeguarding duties are being met in this area of practice. immediate development needed to implement.
AMBER	Some evidence of safeguarding duties not being met, therefore immediate development is required to improve this.
GREEN	Clear evidence of safeguarding duties being met.

Safeguarding practice area	What needs to change and how	RAG RATE
Record keeping	Governors to check SCR as part of their monitoring program	

Date of audit	Name of author	Date to review
September 2022	Anja Tyler	September 23