



Safeguarding Practice Audit

Keeping Children Safe in Education Part One

Safeguarding Information for All Staff

Name of School/Education setting: Benington Primary School

Date of Audit 6/7/2024

Author: Anja Tyler

Child Protection School Liaison Officer (if applicable): N/A

Introduction and Guidance:

[The Education Act 2002](#) section 175 and 157, makes it a legal duty to safeguard and promote the welfare of children, [Keeping Children Safe in Education \(DfE 2023\)](#) sets out how schools and colleges (SCHOOL) must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Part one ‘Safeguarding Information for all staff’ is specific for what school and college staff should know and do in order to understand and discharge their role and responsibilities to safeguarding children.

In preparation for this audit there are other associated statutory and local guidance that should be read in conjunction with KCSiE:

- [Working Together to Safeguard Children](#).
- [Hertfordshire Safeguarding Children Partnership](#)

It is recommended that a school/college’s senior managers approach auditing with a shared vision with a range of staff and governors so that the values, views, and standards of whole school approach can be captured and represented for any changes that need to be improved on. Where relevant the voice of pupils and their parents and carers would also strengthen a whole school approach.

The oversight and management of this audit tool is the responsibility of the headteacher/principal/DSL. When undertaking an audit advice and guidance can be sought from the Child Protection School Liaison Service, please refer to the attached **Audit schedule** which explains more the scope of the CPSLO role in supporting SCHOOL with auditing safeguarding. To contact the CPSLO for your district email admin at cpsloadmin@hertfordshire.gov.uk

NB the support and guidance the CPSLO can provide cannot indicate a judgement whether safeguarding is effective or not, this can only be made by Ofsted or ISI.

Rag Ratings:

RED - Not met - Insufficient evidence that the required standard for safeguarding record keeping and is not being met, immediate action to improve is required.

AMBER - Partially met - Some evidence and examples of good standard of practice, but further development required. Action is required to improve within the month of the audit undertaken.

GREEN - Met - Clear evidence and examples that minimum safeguarding standard for record keeping is met. No immediate action but a schedule to review this area and monitor continuous improvement.

Quality Assurance


It is recommended that the audit involves a range of staff within the Senior Leadership (SLT) and Designated Safeguarding Lead (DSL) teams working together to approach auditing with a shared vision so that the values, views, and standards of the whole school approach can be captured and represented in any areas that need to be improved on. This will also increase the quality of the analysis and actions plan to ensure they are current, realistic, and measurable. Where relevant, the voice of pupils and their parents and carers would also strengthen a whole school approach.




The oversight and management of the audit is the responsibility of the SLT/DSL and therefore may be undertaken independently. It is recommended that settings observe the guidance produced by the CPSLO Service [Pupil Safeguarding Records for Educational Establishments](#) (chapter 7) and also use the resources on the Grid at [Safeguarding records - Hertfordshire Grid for Learning \(thegrid.org.uk\)](#).

If a setting would like support and guidance through the audit process, the DSL should contact their link CPSLO for your district email admin at cpsloadmin@hertfordshire.gov.uk The scope and role of a CPSLO during the audit process is to offer advice and guidance to help identify evidence of good practice as well as areas that require improving.













It is the responsibility of the setting to ensure that the final analysis of the audit and any accompanying action plan correctly reflect the setting's view of their safeguarding arrangements. Where assistance has been provided by the CPSLO, they will provide comments and any additional advice to the final draft of the audit, but it will remain the responsibility of the setting to implement and review their action plan at proportionate timescales to ensure there is sufficient progress being made. The CPSLO's view does not provide a judgement as to whether safeguarding arrangements are effective but rather an overview of where there is evidence of good practice and plans to maintain progress in preparation for inspection. The formal grading is the responsibility of Ofsted/ISI.

Part One KCSiE - Safeguarding Information for All Staff




	Column A Safeguarding practice standard and descriptors Minimum statutory requirements and best practice in accordance with KCSiE and other related statutory and local guidance.	Column B Evidence/examples of how these duties are being met? This column is where DSL/DDSL team can provide examples to evidence their school/college (school) practice and decide on what RAG rate it meets.	C RAG rate	Column D Use this column to outline initial action plan and timescales . It would be good practice to ensure updates are made to these at regular intervals to ensure there is a live overview to progress of individual actions/single elements of an action that requires multiple stages. Alternatively, this information can be transferred into the action plan table at the end of the audit.
	WHAT SCHOOL/COLLEGE STAFF SHOULD KNOW AND DO	EVIDENCE/EXAMPLES		ACTION NEEDED AND BY WHEN
	A CHILD CENTRED AND COORDINATED APPROACH TO SAFEGUARDING:			
1 - 3	Do staff know that they? <ul style="list-style-type: none"> Should adopt a child centred approach as they are all responsible for safeguarding children? They have an important role within the wider safeguarding system (e.g. the system that is described in part one of the statutory guidance Working Together to Safeguard Children) Should consider, at all times, what is in the best interests of the child Know that no one can have the full picture of a child's needs and circumstances and therefore must share information 	<i>Yes regular updates for all staff and a full update in September in INSET and staff meetings</i>		




	promptly with school's DSL/DDSL so that children can receive the right help at the right time.			
4	<p>Do staff know what safeguarding and promoting the welfare of children means in practice? Can you describe what staff do to achieve the following:</p> <ul style="list-style-type: none"> • protecting children from maltreatment? • preventing the impairment of children's mental and physical health or development? • ensuring safe and effective care? • enable all children to have the best outcomes? 	<i>As above</i>		
5	<p>Do staff know the legal definition of a child includes everyone under the age of 18, and do staff understand this age in relation to the sexual offences act and that they are in abuse of position of trust?</p> <p>Does DSL/DDSL have any age-related issues with pupils/students?</p>	<p><i>As above</i></p> <p><i>As a primary school this is less relevant</i></p>		
THE ROLE OF STAFF:				
6 - 12	<ul style="list-style-type: none"> • How effective are staff in their role to safeguarding children and promote their welfare, do they pick up on concerns early and provide help and prevent concerns from escalating by identifying when children who may benefit from early help? (Provide more detail in S 20) • How do staff ensure a safe environment where children can learn? • If staff are concerned about a child, do they know it is their role to follow the process set out in 51 – 67 • If a referral is made to Children's Services, do they know it is their role to support social workers and other agencies if required? • How does the DSL teamwork support staff with carrying out their duties? 	<i>All compliant and rated compliant by HIP visit – see notes</i>		






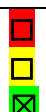

	<ul style="list-style-type: none"> The DSL/DDSL are the most appropriate person to advise on the response to safeguarding concerns. How do staff (including headteacher) demonstrate compliance with the Teachers' Standards? 			
	WHAT STAFF NEED TO KNOW	EVIDENCE /EXAMPLES		ACTION NEEDED AND BY WHEN
13	SYSTEMS WHICH SUPPORT SAFEGUARDING:			
A	Have staff received in their induction what is expected from them in relation to the key processes set out in A-F? Child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)	<i>Yes – see staff handbook and induction process</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
B	behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)	<i>See policy on website</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
C	Staff behaviour policy/code of conduct should amongst other things, include low-level concerns, allegations against staff and whistleblowing.	<i>As above</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
D	safeguarding response to children who are absent from education , particularly on repeat occasions and/or prolonged periods and	<i>As above</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
E	role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).	<i>As above</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
F	Copy of Part one (or Annex A, if appropriate) of this document should be provided to all staff at induction.	<i>Yes regular updates for all staff and a full update in September in INSET and staff meetings</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
14	What safeguarding and child protection training (including online safety) have staff undertaken, and how does SLT ensure all staff receive regular updates?	<i>Yes regular updates for all staff and a full update in September in</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	



WHAT STAFF SHOULD LOOK FOR:	EVIDENCE/ EXAMPLES		ACTION REQUIRED AND BY WHEN
	<i>INSET and staff meetings</i>		
15 All staff need to know what early help means and their role in providing this to children. Go to section 20.	<i>Yes regular updates for all staff and a full update in September in INSET and staff meetings</i>	<input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/> 	
16 Do staff know in an emergency, or if DSL/DDSLs not available, ' anyone can make a referral to CS ' would they know how to do this?	<i>Yes, see safeguarding noticeboard in staff room</i>	<input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/> 	
17 Are staff clear about the process of how to respond if a child discloses abuse and neglect , do staff maintain confidentiality, e.g. sharing with those that need to know? (DSL/DDSL) Do staff know not to promise a child they will not tell anyone? Is it conveyed how this would not be in the best interests of the child and may place them at further risk?	<i>Yes, see safeguarding noticeboard in staff room</i>	<input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/> 	
18 - 19 Do staff know when a child discloses their role is: <ul style="list-style-type: none"> To reassure a child that they are being taken seriously, should not feel ashamed and told they have done the right thing to speak up? To know that a child may not feel ready to tell someone they are being abused because they may not recognise they are being abused and may feel in danger if they tell? Staff to make reasonable adjustments when talking to children who are SEND or have language barriers and other protected characteristics: do staff have means to gauge the voice of these children? If in doubt staff should not prevent them from behaving professionally curious and speak to the DSL (DDSL) about the concerns? 	<i>Yes, see safeguarding noticeboard in staff room</i>	<input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/> 	

20	EARLY HELP (in Herts this is called Families First)			
	<p>Are staff informed about what early help is and do they know that it is their role to look out for any vulnerable children who may benefit from early help? e.g. children who:</p> <ul style="list-style-type: none"> • have a disability/health conditions/has specific additional needs • have special educational needs (whether or not they have a statutory Education, Health and Care Plan) • Mental health need • a young carer • being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines • frequently goes missing from care or from home • at risk of modern slavery, trafficking, CSE or and CCE • susceptible to being radicalised/exploited. • has a family member in prison/parental offending • in a family where there is drug and alcohol misuse, adult mental health issues and domestic abuse • misusing alcohol and other drugs themselves • has returned home to their family from care (been a child looked after) • risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage • is privately fostered • persistently absent from education, including for part of the school day. 	<p><i>Covered in INSET in September. Head has completed Families First training (May 24)</i></p>	<p> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </p>	
	ABUSE AND NEGLECT			





21 - 26	<p>Do staff know what the indicators of abuse are and if they are not sure they can be professionally curious and speak to DSL/DDSL at any time?</p> <p>Do staff understand children can be abused and neglected by adults and other children: it can take place anywhere, inside or outside of the school and their home (Extra-familial harms) and also online. Both adults and children can abuse a child.</p> <p>(Re extra familial harms see Annex B KCSiE)</p> <p><i>There is more information in section 32 regarding all the forms of Child-on-child abuse and what arrangements schools need to have in place to recognise and respond to these.</i></p>	<p><i>Yes, see safeguarding noticeboard in staff room</i></p>		
INDICATORS OF ABUSE AND NEGLECT				
27 - 30	<p>How do staff demonstrate that they know what to look out for in relation to:</p> <ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Neglect 	<p><i>Through conversations in staff meetings and when they feel a record of concern should be completed</i></p>		
SAFEGUARDING ISSUES/ANNEX B (KCSiE)				
31	<p>Do staff know that safeguarding issues and specific forms of abuse set out in Annex B are considered to be circumstances that could place children at greater risk, would staff know what to look out for?</p> <p>If so, does DSL ensure that staff receive learning and updates about these specific forms of abuse?</p> <p>Can DSL/DDSL provide a few examples of these arrangements?</p> <p><i>NB CPSLO have produced a separate Annex B checklist if DSL would like to carry out some additional assurance from staff about what their understanding is and also self-evaluate how the school is compliant with</i></p>	<p><i>Through conversations in staff meetings and when they feel a record of concern should be completed</i></p>		

	<i>having arrangements in place to identify and respond to children affected by these types of specific abuse.</i>			
	CHILD-ON-CHILD ABUSE			
32 - 34	<p>Staff should be aware that this can happen in and outside the school.</p> <p>What is the culture amongst staff in relation to the following principles of child-on-child abuse in the school:</p> <ul style="list-style-type: none"> • Are staff looking out for child-on-child abuse, even in the absence of no reports, would they understand that it could still be happening in the school? • Can you think of an example where this has been reported to DSL/DDSL? • Are staff confident to challenge inappropriate behaviours between children that are abusive in nature e.g. sexual harassment, and not assume it is “just banter”, children are “just having a laugh” (this could create an unsafe environment that normalises abuse). 	<i>Staff regularly check in with DSL if they are concerned about anything</i>		
35	<p>Do staff understand the policies and procedures school have in place to identify and respond to these concerns set out below A-F?</p> <p>Are these arrangements also communicated to children/parents/carers?</p>	<i>This is shared with parents on the website, newsletters and in our September parent welcome meeting. It's shared with children in our circle times and PSHE lessons.</i>		
A	bullying (including cyberbullying, prejudice-based and discriminatory bullying)	<i>It's covered for staff in staff meetings</i>		
B	abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')			


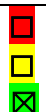

C	physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)			
D	sexual violence , such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment , such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.			
E	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.			
F	consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).			
G	upskirting , 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.			
H	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.			
36	CHILD SEXUAL EXPLOITATION (CSE) AND CRIMINAL EXPLOITATION (CCE)			
	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.			


37 - 39	CHILD CRIMINAL EXPLOITATION CCE			
	<ul style="list-style-type: none"> Do staff know what to look out for CCE, do they understand CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others? Would staff recognise that just because a child may commit crimes themselves when being exploited, they are still vulnerable (particularly older children), and should also be treated as victims? Staff need to look out for the experience of both girls and boys and understand the experience for girls will be very different e.g. girls can also be sexually exploited? 	<p><i>Covered in our September INSET and throughout the year as updates are given.</i></p>		
40 - 42	CHILD SEXUAL EXPLOITATION CSE			
	<p>Do staff know what indicators to look out for and understand that CSE is a form of child sexual abuse that is no different as described in section 26 (definition of sexual abuse)?</p> <p>Is it made clear to staff that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media?</p> <p>Do staff know that the Sexual Offences Act protects children from CSE e.g. any child, including 16-17 year olds, who has been coerced into engaging in sexual activities and who may not realise they are being exploited, they can believe they are in a genuine romantic relationship?</p>	<p><i>Covered in our September INSET and throughout the year as updates are given</i></p>		
43	DOMESTIC ABUSE			

	<p>Do staff know what indicators to look out for and understand that DA can encompass a wide range of behaviours and may be a single incident or a pattern of incidents that cause psychological, physical, sexual, financial, or emotional harm?</p> <p>Do staff recognise that children can be victims when they see, hear, or experience the effects of DA at home and/or in their own intimate relationships (teenage relationship abuse)?</p>	<p><i>Covered in our September INSET and throughout the year as updates are given</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
44	FEMALE GENTITAL MUTILATION			
	<p>Do staff know what indicators to look out for and understand that they have a legal duty to report to the Police/CS any concerns they have for a girl under the age of 18, subjected to this honour-based violence?</p> <p>Does SLT make it clear this is a mandatory duty under the Serious Crime Act 2015, for teachers?</p>	<p><i>Covered in our September INSET and throughout the year as updates are given</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
45 - 47	MENTAL HEALTH (MH)			
	<p>Do staff know what indicators to look out for and understand that MH problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation?</p> <p>Do staff/SLT utilise MH lead in school who is the go-to person when considering children's emotional wellbeing?</p> <p>Do staff appreciate how they are the well placed to provide preventive safeguarding as they are with children day-to-day and could identify those whose behaviour suggests that they may be experiencing a MH/emotional welfare issues problem or be at risk of developing one?</p> <p>Do staff follow school's CP policy that would set out if MH that is also a safeguarding concern, needs to be escalated immediately by speaking to DSL or a deputy?</p>	<p><i>Covered in our September INSET and throughout the year as updates are given</i></p> <p><i>Trained mental health lead</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
48	SERIOUS VIOLENCE			
	<p>Do staff know what indicators to look out for and understand that serious violence may signal children are at risk from, or are involved with, serious violent crime?</p>	<p><i>Covered in our September INSET and throughout</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	








		<i>the year as updates are given</i>		
49 - 50	ADDITIONAL INFORMATION SPECIFIC SAFEGUARDING ISSUES/ANNEX B			
	<p>KCSiE signposts DSL to this guidance, however this is optional given your school already has a number of guidelines and policies that set out how to identify abuse and neglect and what to do if staff are worried. What to Do if You Are Worried a Child is Being Abused</p> <p>Annex B contains more important additional information as covered in section 31- 48.</p>	<p><i>Covered in our September INSET and throughout the year as updates are given</i></p>		
	WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS FOR A CHILD <i>(Operational arrangements for safeguarding children)</i>	EVIDENCE/EXAMPLES		ACTION REQUIRED AND BY WHEN
51 - 53	<p>Do staff act in children’s best interest and believe that abuse and neglect ‘could happen here’ (at school, home online and outside the home)</p> <p>Do staff follow school’s CP procedures, act on concerns immediately and report concerns to DSL/DDSL?</p>	<p><i>Covered in our September INSET and throughout the year as updates are given</i></p> <p>Evidenced on our safeguarding notice board</p>		
54	<p>Are staff informed about what happens next when they raise concerns and would they know:</p> <ul style="list-style-type: none"> • DSL arrange for school ’s pastoral support processes • consider early help threshold and undertake an early help assessment? • make requests for support or referral to CS if child may be in need of support (S17) or may have suffer significant harm/at risk of harm and therefore requires statutory intervention to undertake child and family assessment under S47 (Child Protection) – (see 62 & 67). 	<p><i>Covered in our September INSET and throughout the year as updates are given</i></p>		
55	Does the DSL/DDSL team make themselves available when staff have concerns about a child?	All information on our safeguarding notice board		





	Do staff know if there was an emergency, they should never delay in reporting concerns to Children's Services if school's DSL/DDSL are not available – would they know how to do this?		<input checked="" type="checkbox"/>	
56	Do staff know the important part they play in the wider safeguarding system for example how they can prevent placing children at risk by never assuming someone else knows when a child is in need of early help support or needs protection and by sharing information promptly, early action could result in effective identification of need, assessment, and allocation of the right help at the right time? 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.	<i>Covered in our September INSET and throughout the year as updates are given</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
57	Do staff understand that although confidentiality is important, the DPA and GDPR should never be a barrier to sharing information about concerns for a child? Does SLT also understand this principle and their responsibilities when working with parents, carers, and other agencies?	<i>Covered in our September INSET and throughout the year as updates are given</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
58	EARLY HELP ASSESSMENT			
	Do staff know their role is to support other agencies and professionals with the early help assessment process and in particular that the DSL in school may act as the lead professional? As DSL do the DSL team keep constant review of such cases and make a referral to CS for assessment if a child's situation does not appear to be improving or is getting worse? Do you use the continuum of need to support your threshold thinking?	<i>Covered in our September INSET and throughout the year as updates are given</i> <i>Yes, and regular audits of the safeguarding records by DDSI and governors</i>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	











		<i>help make this process stronger</i>		
59	STATUTORY SOCIAL CARE ASSESSMENTS			
	<p>Does the DSL team understand the threshold for when they are required to make an immediate referral to CS or and the police?</p> <p>Are the DSL team familiar with the front door process of HCC Children's Social Care?</p> <p>Does all the DSL team know what the process is in Hertfordshire and if a child lives out of county?</p>	<p><i>Both have up to date training</i></p>		
60 - 61	<p>Does the school's DSL team know what extrafamilial harm is (contextual safeguarding)?</p> <p>What is important for DSL to do/provide to CS to enable them to fully assess and consider the needs and risk of contextual harm to children?</p> <p>Additional information is available here: Contextual Safeguarding.</p> <p>The online tool Report Child Abuse to Your Local Council directs to the relevant Local Authority Children's Social Care contact number.</p>	<p><i>Covered in our September INSET and throughout the year as updates are given</i></p>		
62 - 63	<p>Would the DSL team be able to define what Children in Need S17 and Children suffering or likely to suffer significant harm S47 are?</p> <p>Is this CIN or S47?</p> <p>1. A child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled and the LA are required to provide services for.</p> <p>Is this CIN or S47?</p>	<p><i>CIN</i></p> <p><i>S47</i></p>		







	<p>2. Local authority has a duty to intervene if there is 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.</p>			
<p>64</p>	<p>Are the DSL team clear about what the Local Authority will do following a referral to CS?</p> <p>Is the DSL team familiar with the flow chart on page 22 of KCSiE?</p> <p>Are the DSL team familiar with the following process and practice?</p> <ul style="list-style-type: none"> - referrals are triaged through the Gateway and within one working day of a referral being made, 'if threshold met' a social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. <p>This will include determining whether:</p> <ul style="list-style-type: none"> • the child requires immediate protection and urgent action is required • any services are required by the child and family and what type of services • the child is in need and should be assessed under section 17 of the Children Act 1989. (Chapter one of Working Together to Safeguard Children provides details of the assessment process) • there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 • further specialist assessments are required to help the LA to decide what further action to take. 	<p><i>Both are fully trained and up date with best practise</i></p>		









65	Does the DSL team chase up referrals or requests for support if this information is not forthcoming?	Yes		
66	Does the DSL and staff support social workers when they decide to carry out a child and family assessment?	Yes	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
67	Does the DSL team monitor and review cases so that if a child's situation does not appear to improve the escalation procedures are followed so that child's situation improves?	Yes	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	
68	RECORD KEEPING			
	<p>How does the school's DSL and DDSL team ensure all concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing?</p> <p>(This will also help if/when responding to any complaints about the way a case has been handled by the school).</p> <p>Is all information kept confidential, stored securely and the concerns and referrals kept in a separate child protection file for each child?</p> <p>Does school's records include:</p> <ul style="list-style-type: none"> - a clear and comprehensive summary of the concern? - details of how the concern was followed up and resolved? - a note of any action taken, decisions reached and the outcome? - Records should reflect meetings/updates having taken place in the below timescales; therefore, the records should also be as up to date e.g. <p>Early Help 6-12 weeks Child In Need 4- 6 weeks CP – 4 weeks.</p>	N/A at present	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	

69	Do staff ask DSL or DDSL team about how & when to record if they are not sure?	yes		
69 A	INDIVIDUAL CASE RECORDING - CHECK <i>This is optional as there is a separate record audit tool on the grid. If NA delete this section accordingly.</i>	CASE 1 CP or CIN		CASE 2 Families First Assessment or CIN
	<p>Does the child's main school file clearly have an indicator that corresponds with there being a separate confidential/safeguarding file in existence?</p> <p>Is the case status for the child clear?</p> <p>Were all necessary information/documents in relation to this transferred to the safeguarding file when it was opened?</p> <p><u>There should be no safeguarding information in the open general file.</u></p>			
	<p>Does the file have a clear and concise front sheet?</p> <p>Does the order/set up of the actual file corroborate with this?</p>			
	<p>Does the file have clear demographic information about the child and their family? i.e full names, DOB, address, including addresses where they may live part time, ethnicity, additional needs, communication needs of parents/carers?</p> <p>This should include all persons living in their family home and key adults/persons involved in their care/influence family home life that the school are aware of.</p> <p>Where there are issues or specific requirements when communicating or sharing information with parents i.e Child Arrangements Order, Prohibited Steps Order, separated parents, is this clear in the file?</p> <p>Is there a clear section where risk factors i.e family having fled DV, can be recorded so that information does not get shared with those who may present a risk?</p>			

<p>Is there evidence that this information has been updated in a timely manner if and when changes have occurred for the child?</p>			
<p>Is the record up to date?</p> <p>Records should reflect meetings/updates having taken place in the below timescales; therefore, the records should also be as up to date: EH – 6-12 weeks. CIN – 4-6 weeks CP – 4 weeks</p>			
<p>Does the file contain details of any other professionals/agencies working with the child?</p> <p>Does the file contain copies of all referrals made, reports for social care/multi-agency meetings and minutes of those meetings?</p> <p>Does the record evidence that SLT/DSL have attended statutory/multiagency meetings as well as providing reports?</p> <p>Where the school have been allocated actions/pieces of work as part of a multi-agency/statutory plan are these clearly recorded in the file with clear updates and outcomes of those actions?</p>		<p>N/A at present</p>	
<p>Are records of concern clearly visible in the file? Are they dated and concerns outlined clearly?</p> <p>Are any follow up conversations held between the DSL and the staff member recorded in the file?</p> <p>Does the file evidence feedback (where appropriate) was given to the member of staff by the DSL?</p> <p>Is the DSL's analysis and decision following this information clearly in the file, and dated so it collates to this event of sharing information? Actions should be specific and have timescales.</p> <p>Does this evidence DSL's reviewing information and responding in a timely manner?</p> <p>Was there evidence of delay? What was the reason for this?</p>			

	Does the file evidence the outcome of any referral made by the DSL following this event? i.e. referral to an agency/Children's Services?			
	Where referrals/requests have been made for the child/family does the file evidence the DSL gaining consent/seeking views or contribution by the parents/carers? Does this also evidence the child's wishes and feelings where appropriate?		N/A at present	
	Does the file evidence the DSL working collaboratively with other agencies/professionals to gain advice and support in relation to any concerns when appropriate? Referral/s or request for early help to other agencies including Children's Services, are made when there has been an identified need.		N/A at present	
	Does the record have a clear and concise chronology? Does this include all significant events/decisions in relation to the child and is easily understood to provide a 'journey' of the child to an outside reader i.e Ofsted? Does the chronology evidence impact on the child? Do dates in the chronology corroborate the actual main file i.e dates of reports, CP meetings etc?			
	Is there a record of telephone calls/emails/ discussions with parents/professionals?			
	Does the record show oversight and management of risk posed to the child by themselves/other child? <ul style="list-style-type: none"> • If a child's RAMP or Safety Support Plan is in place, is there a copy in the file? • Does the file evidence timely reviews of this plan in line with the action plan? • Does the file evidence the DSL reviewing this plan in response to any significant events or changes to the risk to always ensure effective oversight? 		N/A at present	

	<ul style="list-style-type: none"> Does the file evidence the DSL seeking views and professional opinion from multi-agency partners i.e Children's Services, PPU, CAMHS etc to ensure the assessment is fully informed and tailored the child/risks to the child? <p><u>RAMP/Safety Support Plans should be updated in response to both increased and decreased risk</u></p>			
	<p>Does the record show oversight and management of risk posed to the child/children in the setting by an associated adult?</p> <ul style="list-style-type: none"> If there is an adult RAMP is there a copy in the file? Does the file evidence timely reviews of this plan in line with the action plan? Does the file evidence the DSL reviewing this plan in response to any significant events or changes to the risk to always ensure effective oversight? Does the file evidence the DSL seeking views and professional opinion from multi-agency partners i.e Children's Services, PPU, Probation, Change Grow Love (Spectrum) etc to ensure the assessment is fully informed and tailored to the risks? Does this evidence inclusion of the adult subject to the plan? And appropriate feedback to them preferably in a meeting? <p><u>RAMP/Safety Support Plans should be updated in response to both increased and decreased risk</u></p>		N/A at present	
	<p>Does the file evidence the child's voice?</p> <ul style="list-style-type: none"> What does this look like? Is this evident throughout the file in conjunction with all significant events/decisions made about the child? <p>How does the file evidence the school 's consideration of any additional needs the child may have? Is it clear how they have ascertained the child's views?</p>		N/A at present	
	<p>Overall does the file evidence:</p> <ul style="list-style-type: none"> tenacity and professional curiosity in following up concerns and referrals? DSL ability to pick up and act upon pattern of accumulative risk and identify appropriate actions? sound decision making, appropriate responses and referrals in a timely way? 		N/A at present	

	<p>Where the setting has disagreed or challenged another agency/professional decision, is this clearly recorded in the file with a rationale?</p> <p>Does the record evidence this is done in a professional manner, with the child's needs being paramount?</p> <p>Is an outcome of this recorded?</p>		N/A at present	
	Records show clearly feedback/outcome of any actions taken to safeguard the child, e.g. DSL/DDSL spoke to parents for clarification, a child protection referral made or recorded decision why one was not required.			
	Multi-agency work carried out with partner agencies.		N/A at present	
70	WHY IS THIS IMPORTANT/LESSONS FROM SERIOUS CASE REVIEWS			
	<p>How does SLT ensure all staff adopt best practice to ensure poor practice as below is avoided?</p> <ul style="list-style-type: none"> • failing to act on and refer 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 with the right people/other agencies • sharing information too slowly, and • a lack of challenge to those who appear not to be taking action. 	<p><i>Regular updates for all staff. Sharing information when appropriate</i></p> 		
71	WHAT STAFF SHOULD DO IF THEY HAVE A SAFEGUARDING CONCERN OR ALLEGATION ABOUT ANOTHER MEMBER OF STAFF			
	<p>Are staff clear about what the processes and procedures the school has in place to manage any safeguarding concern or allegation?</p> <p>Does this include supply staff, volunteers, and contractors?</p> <p>Does your school have a low-level concern policy in place?</p>	<p>Completed through induction process</p> 		

	See part four KCSiE Hertfordshire's support offer - Developing and Implementing LLC Policy			
72 - 73	All staff should know that they can report a concern or an allegation to SLT - would staff know who to report to/what system is in your school and is this clear to not only staff but children, parents/carers? See Hertfordshire Safeguarding Children Partnership Procedures manual 5.1.5			
74	WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGAURDING PRACTICES WITHIN THE SCHOOL/COLLEGE			
	Do all staff know that as part of your school culture it is their role to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime? Do staff know that such concerns will be taken seriously by the senior leadership team, how do you know this?	Completed through induction and application process		
75 - 76	How do you advise all staff about whistleblowing procedures, do staff have the trust and confidence to know how to access this? Where a staff member feels unable to raise an issue or feels that their genuine concerns may not be addressed, do you provide staff with whistleblowing channels that are open to them? Would staff know what a LADO is? Would they know how to call CS and report to the Local Authority directly e.g. call 0300 123 4043? Advice on Whistleblowing NSPCC's what you can do to report abuse dedicated helpline Staff can call 0800 028 0285 – line is available from 8:00AM to 8:00PM, Monday to Friday and email: mailto:help@nspcc.org.uk	Completed through induction and application process <i>All phone numbers on staff safeguarding noticeboard</i>		

Action Planning and Recommendations

This section is optional to use. DSL can either:

- create their own action plan using the table below by transferring any actions from section D, or
- DSL can use the column D to set amber and red outcomes to define the changes needed and set a date for this work to be completed by.

Rag Ratings:

- **RED - Not met** - Insufficient evidence that the required standard for safeguarding record keeping and is not being met, immediate action to improve is required.
- **AMBER - Partially met** - Some evidence and examples of good standard of practice, but further development required. Action is required to improve within the month of the audit undertaken.
- **GREEN - Met** - Clear evidence and examples that minimum safeguarding standard for record keeping is met. No immediate action but a schedule to review this area and monitor continuous improvement.

What, section/number?	Changes further actions required	By whom and when?
69 A Does the child's main school file clearly have an indicator that corresponds with there being a separate confidential/safeguarding file in existence?	Add a front sheet to each child's main folder referring back to the safeguarding file	Anja by July 2024

