



North

Yorkshire County Council

Safeguarding Audit

For Schools

May 2014



Children and Young People's Service

A responsive County Council providing excellent and efficient local services

Safeguarding Audit for Schools

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All supporting documentation referred to within the checklist can be found at on the CYPS Info site under Safeguarding in schools:-

<http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>

Introduction

Safeguarding is not an option and it is not an 'add-on'. This guidance has been produced in response to serious concerns that have been raised in a number of schools recently. It is for the immediate attention of senior leaders in schools and governing bodies.

Safeguarding – the current context

The inspection of safeguarding remains a key area within the existing framework for school inspection. The impact of safeguarding arrangements is now evidenced under the new framework judgement on behaviour and safety, and will be a key factor in determining the judgement for leadership and management. Where safeguarding arrangements do not meet statutory requirements, or where they give cause for concern, **leadership and management will be judged to be inadequate.**

A number of recent high profile incidents have put safeguarding firmly in the spotlight in North Yorkshire. Where schools have encountered difficulties, or children's safety has been put at risk, this has often been associated with one or all of the following:-

- a lack of clarity amongst stakeholders about safeguarding procedures;
- complacency or lack of rigour in implementing safeguarding procedures;
- failure to monitor safeguarding procedures;
- the failure of senior leaders to establish suitably robust safeguarding procedures.

Safeguarding – a definition

Safeguarding is summarised within the Children Act 2004 as:

- protecting children and young people from maltreatment;
- preventing impairment of children and young people's health or development;
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm. A school's **child protection** procedures, **safer recruitment** practices and the maintenance of a robust **single central record** remain key requirements.

However, safeguarding also encompasses all aspects of pupils' health, safety and well-being including:-

- the rigour with which absences are followed up;
- adopting appropriate arrangements to ensure the security of school premises;
- ensuring freedom from bullying, including any form of abuse, harassment and discrimination;
- implementing appropriate procedures to manage any complex or challenging behaviour, including the use of physical intervention to safeguard pupils and staff;
- providing effective guidance to pupils on risky behaviours and having robust procedures for dealing with them, including drug and substance misuse and internet safety;
- having robust procedures to ensure pupils' safety when engaged in learning beyond the classroom, such as educational visits or work experience;
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- meeting the needs of pupils with medical conditions, including the provision of intimate care;
- ensuring that safe working practices are adopted by all staff;
- providing first aid;
- dealing with any issues which may be specific to a local area or population, for example gang activity.

Establishing a safeguarding culture

A safeguarding culture begins and ends with the pupils. Pupils demonstrate the effectiveness of any procedures through their behaviour across the school day. It is essential therefore that there are regular, planned opportunities within the curriculum for each of the aspects described above to be explored with pupils, at an age appropriate level. This should not interrupt, but rather complement and be embedded within other areas of the curriculum.

Parents must be genuine partners in ensuring that agreed procedures are implemented. Some procedures may be 'inconvenient' for some parents. However, pupils' safety cannot be compromised and it is useful therefore to involve parents regularly in formulating and agreeing any improvements to procedures, for example through a parent forum.

Staff are the most important factor in implementing procedures around safeguarding. It is essential therefore that regular training and high quality, transparent information supports them in carrying out these important duties effectively and consistently. Some schools make effective use of daily staff briefings to inform or remind staff of any particular aspects of safeguarding that may need more attention during that day or week. It is important that schools maintain records detailing how and when staff receive information or training.

Ultimately the headteacher, in partnership with the governing body, is accountable for the effectiveness of safeguarding procedures. Where practice is most effective, safeguarding is a standing agenda item at senior leadership team and governing body meetings.

Carrying out a safeguarding audit

It is strongly recommended as a matter of priority that all schools use the updated safeguarding audit tool in order to form an initial view of the robustness of existing procedures. This should be carried out by a senior leader and a governor as a minimum requirement. However, where schools have involved a range of stakeholders, including pupils and parents, in auditing safeguarding, this has often led to significant improvement of arrangements, and a greater understanding and ownership of those procedures by stakeholders.

The audit is not a desktop exercise. It is essential that procedures are 'tested out', by observing pupils at key points in the school day, within and outside of lessons. Pupils will provide very clear information about how safe they feel and how well the school ensures their safety, so an audit should take every opportunity to seek their views about the different aspects of safeguarding.

It is not essential for schools to record extensive evidence to demonstrate where procedures are robust and effective; key points will suffice. However, it is essential that any deficiencies that may be identified are reported back to the governing body. Remedial action should be undertaken with urgency and rigour, and the impact of the changes discussed and minuted by the governing body. This will provide a vital evidence trail in inspection.

Regular and continuous monitoring of safeguarding procedures

It is the very nature of a school that it has an ever changing population. Cohorts of children move on, staff come and go. It is essential therefore that safeguarding procedures are regularly revisited in a systematic way, within the curriculum for pupils and through staff and governor training and induction.

It is also essential that different aspects of safeguarding are subject to regular monitoring checks by senior leaders, the governing body, pupils and parents. Some of these could usefully be 'unannounced', for example to check the veracity of information entered into the single central record, or to check that doors and gates that should be locked during the school day are indeed locked. This is not to catch people out, or to create an unwarranted sense of hysteria around safeguarding, but simply to ensure that critical safeguards are fully embedded into the school's practice and culture and to identify any gaps

Pupils' safety and wellbeing is central to the vision and aims of any school. It is through regular monitoring that effective schools communicate to all that their vision and aims matter. Schools can accept no less in relation to safeguarding.

1 Safer Recruitment

	Key Questions	Guidance Notes	Y/N	Evidence	Actions Required
1.1	Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	<i>This should include all staff directly employed by the school), supply staff provided by agencies and all others in regular contact with pupils e.g. freelance tutors such as sports coaches, music tutors. NYCC centrally employed staff such as peripatetic music teachers, county catering and BCS cleaning/caretaking staff will have been checked by NYCC and it is not necessary to carry out further checks except to verify the identity of the individual via photo ID e.g. NYCC name badge. Health staff, SHA and NSPCC staff will have been checked by their employers and hence only employers' photo ID badge check is necessary (if in any doubt contact the employer, however).</i>			Mrs Wheeler to complete SCR on new format
1.2	Does the SCR evidence checks of: identity, names, addresses, dates of birth, qualifications required, right to work in UK, Barred list for children checks, enhanced DBS clearance, further overseas criminal record checks where the person has lived outside the UK?	<i>The date the checks were completed and the initials of the person completing them need to be recorded. The Barred list check is included in the Enhanced DBS check for school employees.</i>			Mrs Wheeler to complete SCR on new format
1.3	Is there evidence that all those who have been recruited since March 2002 and who have regular contact with pupils have been subject to an enhanced DBS check? Ditto all staff newly appointed to schools since May 2006 (whether or not they have regular contact with children)	<i>The date of the disclosure and the Disclosure Number should be recorded. The Disclosure Form should <u>not</u> be retained. This information will be provided by the registered body – in most cases this is the NYCC CRB unit. With effect from 1 April 2011 NYCC rechecking period for DBS certificates has been extended to 5 years, with a transition to 5 years for schools' staff. If a person working in regulated activity has a break of 3 months or more, then a new DBS check should be carried out.</i>			Evidenced on SCR

1.4	<p>Is there evidence that the school has verified the identity of all supply staff provided by agencies and that agencies have provided written confirmation that all required checks have been completed?</p>	<p><i>If recruited by an agency, the agency should provide the school with written evidence that the DBS check is clear. Where there is information disclosed in the check, the school should require the agency to provide this information and the school should obtain a copy of the disclosure in order to make their own decision about using the person's services. Where 'non-disclosable' information is provided in the disclosure the school should undertake its own DBS check. Agencies should also provide written evidence that all additional safer recruitment checks have been completed. The school must check the identity of agency supply staff via photo ID.</i></p>		<p>Agency provide Photo ID and sign in</p>	
1.5	<p>Has the school done all appropriate checks on freelance staff (e.g. self-employed tutors, coaches etc) with regular unsupervised access to children and recorded these on the SCR?</p>	<p><i>Such workers should undergo the same checks as staff employed directly by the school</i></p>		<p>Sports coaches are checked by Easingwold school -copies held in school</p>	
1.6	<p>Does the school have evidence that contractors' staff who come into regular unsupervised contact with pupils have undergone appropriate checks?</p>	<p><i>Unless a contractor meets the criteria of regulated activity or they are regularly attending a school and will have unsupervised contact with pupils on a regular basis there should be no need to carry out a DBS check. Contractors should be asked to sign in on arrival and be escorted at all times. Identity checks should be undertaken via photo ID.</i></p>		<p>Do sign in & photo ID ATWS- fill in the form</p>	
1.7	<p>Have volunteers, including governors, who have regular contact with pupils been DBS checked?</p>	<p><i>NYCC requires all Governors to be DBS checked. For volunteers, has the Headteacher undertaken a risk assessment taking into account the duration, frequency and nature of contact with pupils and where appropriate undertaken other safer recruitment measures e.g. Interview; References; Identity and Barred list checks? Satisfactory and appropriate references are required for all volunteers.</i></p>			<p>Review Volunteer Policy and Volunteer Risk Assessment</p>

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1.8	Does the SCR record all teachers who have qualified teacher status with evidence that original documents have been seen?	<i>The date the checks were completed and the initials of the person completing them must be recorded.</i>		Yes	Long serving staff- no evidence as it was never required
1.9	Does the SCR record evidence of permission to work for those who are not nationals of an EEA country?	<i>Copies of this evidence should be retained on file for this purpose only. Evidence provided for DBS checks should not be retained.</i>		Yes	Mrs Wheeler updates SCR regularly
1.10	Has at least one member of the school's recruitment panels undertaken the DFE safer recruitment training?	<i>NB This is a requirement for all panels wef 31 December 2009</i>		Certificates kept in Safeguarding File	Selected staff to complete online training
1.11	Does the school follow safer recruitment procedures in line with national and LA guidance?	<i>This should include appropriate: job description; person specification; advert; interview questions; references; identity, qualification, DBS/Barred list and professional association checks; checks of previous employment history and experience; health checks (see checklist in Appendix 4 "Safeguarding Children and Safer Recruitment in Education", DfES 2007)</i>		Example kept in Safeguarding File	Follow NYCC Guidelines

Safer Recruitment Additional Guidance:

Safer Recruitment Training is available online

www.education.gov.uk/schools/pupilsupport/pastoralcare/a0010797/safer-recruitment-training-for-school-staff

Staff file checklist

2 Child Protection

	Key Questions	Guidance Notes	Y/N	Evidence	Actions Required
2.1	Has the school adopted the principles of Safe Working Practice?	<i>NYCC recommends school adopt "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings"</i> <i>Staff/volunteers should sign a list to confirm that they have read and will comply with the guidance.</i>		Sign off sheet with Policy	
2.2	Is there evidence that the school has a child protection policy and procedures, of which all staff, (including temporary staff and volunteers,) are aware? Is there evidence that this policy is fully implemented and effective?	<i>These should be in accordance with NYCC sample school policy and NYSCB procedures.</i> <i>The policy should be reviewed annually and with reference to this audit tool.</i> <i>Staff/volunteers should sign a list to confirm that they have read the policy and are aware of and will comply with their responsibilities.</i>		On Website Child Protection Policy and sign off sheet	
2.3	Does the school's Child Protection (CP) Policy include procedures for dealing with allegations against staff, volunteers and others working on behalf of the school, e.g. transport operators? Do the procedures for dealing with allegations include arrangements for record-keeping?	<i>See NYCC Sample Policy 2013 and DfE guidance 2012 which includes role and responsibilities of headteacher/governors to report all allegations to the LADO.</i> <i>Staff/volunteers should sign a list to confirm that they have read the policy.</i> <i>It is essential to keep accurate records of all incidents and concerns arising in connection with members of staff in order that historical patterns can be detected.</i>			
2.4	Is the school's CP Policy made available to parents?	<i>Is there evidence of this e.g. school website / brochure?</i>		Website	
2.5	Do parents know whom to talk to if they have a concern/complaint?	<i>Points of contact (in and out of school) should be included in the policy</i>		Complaints Policy on Website	

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2.6	<p>Has the school designated a senior member of the leadership team to take lead responsibility for child protection (DSP)?</p> <p>Are all staff and governors aware of the role and responsibilities of the DSP?</p>	<p><i>NYCC Sample Policy outlines the roles and responsibilities of the DSP. In larger schools, or those with a high level of child protection work Deputy DSPs should be appointed as appropriate. In all schools a deputy should be available in the absence of the DSP. The arrangements should be included in the school's policy.</i></p>		<p>Headteacher &Governor named on Policy</p>	<p>Need to retrain Governors Catherine to ask Angela to include it as an Agenda item</p>
2.7	<p>Are sufficient resources and time allocated, enabling the DSP(s) and other staff to discharge their responsibilities?</p>	<p><i>The DSP should report regularly (at least annually) to governors re the child protection workload to include the number of child protection multi-agency meetings attended, the number of pupils subject to a CP Plan, and if current resources are adequate to meet need. The DSP will need to advise the governors if the workload becomes difficult to manage.</i></p>		<p>Within normal Head's reporting</p>	
2.8	<p>Has the DSP undertaken basic awareness training?</p>	<p><i>E.g. NYSCB Level 1, basic awareness e-learning / whole school training.</i></p>		<p>Every 2 years Headteacher booked for Nov 2015</p>	
2.9	<p>Has the DSP read the NYCC CP Induction pack and undertaken training in inter-agency work?</p>	<p><i>The Induction Pack is available @ http://cyps.northyorks.gov.uk . Inter-agency training is provided by NYSCB for newly appointed Headteachers, DSPs and Deputy DSPs via the Learning Zone "Comprehensive Child Protection Pathway"</i></p>		<p>N/A</p>	
2.10	<p>Has the DSP undertaken training in the Common Assessment Framework?</p>	<p><i>This training is available via the Learning Zone</i></p>		<p>Senco trained as part of accredited course</p>	
2.11	<p>Does the DSP undertake refresher training at two yearly intervals to keep his/her knowledge and skills up to date?</p>	<p><i>DSPs should be aware of recent safeguarding guidance available @ www.education.gov.uk . "Refresher" training is provided by the NYSCB and by NYCC (specifically for schools' DSPs) via the Learning Zone</i></p>		<p>NOV 2015</p>	

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2.12	Is there evidence that all staff receive child protection induction training?	<i>E.g. NYSCB level 1, basic awareness e-learning. Certificate issued when completed.</i> <i>Induction should include: recognition of grooming behaviour; DSP & staff CP responsibilities.</i>			
2.13	Is there evidence that all staff receive refresher training every three years?	<i>E.g. NYSCB level 1, basic awareness e-learning/ attendance at whole school training, (attendance list to be signed and William.narburgh@northyorks.gov.uk to be informed in order that central records are updated.)</i>		Certificates all in file	Needs to be actioned by end of academic year 2015/2016
2.14	Is there evidence that all staff are fulfilling their child protection responsibilities?	<i>E.g. listening to pupils; record-keeping; reporting of concerns; whistle-blowing procedures; external avenues for pursuing concern; working closely with other agencies including attendance at multi-agency CP meetings, where appropriate..</i>		Met by reading and signing off the child Protection Policies	
2.15	Are CP records separate from the main school file, locked away and only accessible to the Headteacher/DSPs?			Headteacher office	
2.16	Does the school maintain a welfare file for all children known to CSC, LAC, subject to CAF or for whom there are welfare concerns?	<i>Child welfare files must be separate to the main school file and separate to any confidential child protection files. These welfare files should be maintained by a member of the school's senior management team.</i> <i>Further guidance in School Child Welfare Files September 2013</i> <i>http://cyps.northyorks.gov.uk</i>		Vulnerable & looked after children - list is shared at staff meetings	
2.17	Are CP records retained until the pupil's 25 th birthday, and are copies of these records forwarded to the next establishment when the pupil moves school?	<i>When a child goes missing, or the child is removed from roll to be educated at home, the copy records should be forwarded to the Principal ESW, County Hall.</i>		Archived file in the cupboard	

2.18	Does the Governing Body ensure that where school premises are used for the provision of other services that the body concerned has appropriate CP policies and procedures and where appropriate will liaise with the school's DSP?	<i>E.g. before and after school clubs, sporting activities, play schemes etc.</i> <i>Ref. Lettings' policy</i> <i>Guidance on Risk Management within Extended Services and the Community Use of School Buildings, March 2010</i>		Treetops Lettings Policy External Agency file Extended school	
2.19	Does the school ensure that their child protection policy appropriately cross references to other policies and procedures regarding the safety and welfare of students and that the policies and procedures are effective?	<i>E.g. pupil's health and safety; bullying; racist abuse; harassment and discrimination ; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; school security; drug and substance misuse; educational visits; intimate care; internet safety; safe working practice, whistle blowing, confidentiality; use of images ;issues specific to the local area e.g. gang activity</i>			Judith to check when reading the updated Policy
2.20	Does the Governing Body review the CP Policy annually and provide information to the LA about how the school's duties have been discharged?	<i>Safeguarding Children & Safer Recruitment in Education 2007 requires Governing Bodies to "review their policies and procedures annually and provide information to the local authority about them and about how the above duties have been discharged." This safeguarding audit was developed to help Governing Bodies to meet this requirement. The audit should be completed and the LA annual questionnaire returned in order that the LA can monitor the effectiveness of the school's CP and safeguarding arrangements.</i>		Updated on the Website	Need to complete LA annual questions via Angela
2.21	Does the school routinely inform the LA when the school/parents de-register their child (children) from the school?	<i>e.g. to move to another establishment or to opt for elective home education?</i>		Common transfer file	

Child Protection Procedures Additional Guidance:

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings <http://cyps.northyorks.gov.uk>

Sample School Child Protection policy <http://cyps.northyorks.gov.uk>

North Yorkshire Safeguarding Children Board procedures www.safeguardingchildren.co.uk

Dealing with Allegations of Abuse against Teachers and other Staff - Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools **October 2012** www.education.gov.uk

Child Protection Basic Awareness training www.safeguardingchildren.co.uk

Newly appointed Headteacher and DSP Induction Pack <http://cyps.northyorks.gov.uk>

Statutory Guidance **and departmental advice** for Schools <http://education.gov.uk/>

School Attendance policy <http://cyps.northyorks.gov.uk>

Children Missing from Education <http://cyps.northyorks.gov.uk>

Elective Home Education Guidance <http://cyps.northyorks.gov.uk>

Guidance on Risk Management within Extended Services and the Community Use of School Buildings, March 2010 <http://cyps.northyorks.gov.uk/index.aspx?articleid=21019>

School child Welfare Files (**September 2013**) <http://cyps.northyorks.gov.uk>

3 Behaviour, Attendance & Anti-bullying

	Key Questions	Guidance Notes	Y/N	Evidence	Actions Required
3.1	Does the school provide appropriate policy, training plans and regular support to all staff who work with pupils with complex and challenging needs, including restraint?	<i>The school should review its policy and associated guidance each year. The school should quality assure its policy, guidance and procedures against LA Guidance (RPI Guidance 2012). Schools should ensure that all staff receive training each year from a suitably qualified trainer, and staff should receive support on a regular basis, where the risk assessment is judged to be high. Schools should judge the level of risk on the severity, complexity and frequency of the need. The head teacher should seek advice from their EDA (BDA) where they are not clear about best practice.</i>		Attended training session on physical restraint training	
3.2	Does the school ensure that pupils with complex and challenging needs, including restraint, have appropriate risk assessment and associated personalised education plans which are reviewed at least each term?	<i>The school should ensure that they receive best advice and support to manage the risk assessment /planning and review process which minimises risk and maximises the pupil's opportunity to access good quality learning and make progress. The school should ensure that risk assessments are updated at least every half term. All staff should be aware of and follow best advice in a pupil's risk assessment.</i>		SEN file Children involved have IBP and external agencies are involved	
3.3	Does the school always actively involve the pupil and their parents, and significant others in risk assessment, personalised education plans and reviews?	<i>The school should actively work with pupils and their parents/carers to form and maintain good relationships and actively involve them in the planning, monitoring and review process. The school should involve the ESW service and others where necessary so that personalised plans are clear, consistent and complementary therefore reducing the risk to pupils and staff.</i>		SEN file	

3.4	Does the school regularly record, monitor and act on data about complex and challenging needs, including restraint?	<i>The school should report all serious incidents to parents /carers within 24 hours, and they should be recorded in a bound book where the pages are numbered. The school should maintain accurate data /records, monitor trends and amend provision at least each half- term, but more often where the need is judged to be high. All staff should be updated and supported following changes to provision.</i>		Copied of Incident Report Form and Near Miss form in Safeguarding File	
3.5	Does the school provide appropriate guidance, support to staff and arrangements, to ensure the safe transition of pupils with complex and challenging needs?	<i>Where a pupil is transferring from one school or setting to another, or even within a school, the school should have regard to LA advice, Managing the Transition of Vulnerable Pupils. All necessary information, arrangements and provision should be in place prior to a vulnerable pupil making the transition.</i>		Passed onto next school and vice versa	
3.6	Does the school ensure that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves and others safe?	<i>Cross references with Child Protection and with E-safety. E.g. by use of curriculum materials,(PSHE), NSPCC Childline School Service assemblies and workshops,</i>		Assembly SEAL PSHE Circle Time	
3.7	Does the school ensure that pupils are aware of who they can talk to both in and out of school if they have concerns or if they wish to report specific incidents (e.g. bullying behaviour or harassment)?	<i>Cross references with Child Protection and with E-safety. Is there a named point of contact in and out of school, posters and help-line numbers, peer listeners etc. in school.</i>		Child-line posters & who ever they talk to Worry box that Year 6 look at	
3.8	Does the school have support systems and interventions in place that lead to the positive resolution of specific incidents and that ensure the safety of any targets and alleged perpetrators throughout this process?	<i>Cross references with Child Protection and with E-safety. E.g. use of Silver SEAL, restorative practice, peer supporters or buddies, circle of friends, safe 'havens' and or named adults, on-going dialogue/monitoring that things are okay, including liaison with parents.</i>		Playleaders, Friendship Bench, Worry box, Circle time & Play Leaders	

3.9	Does the school use the LA reporting system to report, monitor and respond to serious incidents of bullying, harassment, hate crime or identification of extremist behaviour to the LA?	<i>Use of LA reporting through on-line system. This covers all reported incidents, whether or not reported by the target themselves, and would include reporting any concerns that may be raised about an individual's behaviour, for example, affiliation to extremist groups or accessing extremist material via the internet</i>		Respond to LA form anything in the 'brown book' has to be reported	
3.10	Does the school have systems in place to capture the perceptions and experiences of pupils, and parents, at both the universal and targeted level?	<i>Cross references with Child Protection and with E-safety. E.g. focused analysis of responses within the ECM HRBQ, behaviour or anti-bullying surveys, pupil conferences or targeted discussion with pupils within particular vulnerable groups</i>			Perhaps Anti - bullying week questionnaire both parent & pupils
3.11	Are there rigorous systems in place for the prompt follow up of any absence from school or from lessons and to manage late arrivals at school?	<i>School has regard to the NYCC policies and procedures with regard to School Attendance; Children Missing from Education and Elective Home Education. E.g. early first day contact with families via phone or text, systems for monitoring /signing in late arrivals, for follow-up of all absences.</i>		School Admin (Louise) contacts parents if late/ non attendance then follows procedure from Policy	
3.12	Does the school automatically seek attendance information whenever pupils are educated off site?	<i>E.g. prompt access and response to attendance information when pupils are dual registered or attending an EMS PRS or after exams in Year 11 (until last Friday in June)</i>		Yes carried out on trips & residentials	
3.13	Are there systems in place to analyse data and to respond to patterns and trends in attendance?	<i>E.g. pupils who persistently absent for long periods of time or have one or two days off regularly or are regularly late - does the school discuss any concerns with parents and seek to resolve issues?</i>		SMS - gives data about attendance Headteacher report to Governing Body	
3.14	Does the school have good provision for children and young people who require time away from the main learning environment?	<i>The school should provide good practice guidance for all senior /middle leaders to ensure that children and young people make a successful transition to alternative provision in the school e.g. learning support units or seclusion facility.</i>		As smaller school provided as and when	

3.15	Does the school know how to respond if a child or young person places themselves at risk by leaving the building /grounds?	<i>The school should provide good practice guidance to all staff, to ensure the safety of the child or young person, inform parents/carers and significant others, as necessary. Refer to the LA RPI Guidance.</i>		See 3.14	
3.16	Does the school ensure that in the event of needing to exclude a child, the child's is always kept safe and is supervised on school premises until they have been collected by a parent/carer.	<i>The school must ensure that parents are always fully informed of exclusions and make arrangements to collect their child. Children of any age should never be allowed to leave the school's premises unaccompanied to make their way home following exclusion.(LSCB Learning lessons review 2014)</i>		Never had to exclude anyone	
<p>Behaviour, Attendance & Anti-bullying Additional Guidance:</p> <p><i>Behaviour Policy</i></p> <p><i>Anti-bullying Guidance & At a Glance resource</i></p> <p><i>Attendance Policy</i></p> <p><i>Restrictive Physical Intervention</i></p> <p><i>Transition of Vulnerable Pupils</i></p> <p><i>Educating pupils in school, away from the main learning area</i></p>					

4 Risk-taking Behaviour

	Key Questions	Guidance Notes	Y/N	Evidence	Actions Required
4.1	Does the school have an Acceptable Use Policy (AUP) for use of the Internet by pupils, staff and other adults in school and are all parties asked to sign the policy? If the school has a Learning Platform, is there an Acceptable Use Policy for pupils and parents?	<i>Example Acceptable Use Policies are available in the e-safeguarding room on www.Fronter.com/northyorks</i>		Part of the home to school Policy. Each classroom has the AUP next to their PC's All updated	
4.2	Is a planned programme of formal e-safety training made available to staff?	<i>E.g. Is e-safety training an integral part of Child Protection / Safeguarding training and vice versa? Has an audit of e-safety training needs been carried out. Is e-safety training included in the induction programme for new staff? Has an e-safety inset session or update been held in the last year?</i>			Annual E-Safety for parents, needs to be re-done
4.3	Is the school's Internet service filtered?	<i>E.g. The school's internet service is provided by a fully accredited ISP. Accredited filtering is in place. The school has differential filtering for different users e.g. pupil and staff have different levels of access. The school has monitoring in place to complement the filtering and applies sanctions for misuse. There is a clear policy concerning requests for and records of changes to the filtering system, with adequate separation of responsibilities and regular oversight by senior leaders.</i>		NYCC Firewall	

<p>4.4</p>	<p>Is e-safety covered regularly in the curriculum? If not how does the school address e-safety issues with pupils?</p>	<p><i>E.g. A planned e-safety education programme takes place through PSHCEe / ICT / other lessons / assemblies and across the curriculum, for all children in all years and is regularly revisited. There is breadth and progression. Pupils / students are aware of e-safety issues and understand and follow the e-safety and acceptable use policies. The school is effective in the education and protection of vulnerable children who may be put at particular risk from their and others' actions on-line. The school regularly evaluates the effectiveness and impact of e-safety programmes.</i></p>		<p>Every time children use it. Purple mash - e safety programmer</p>	
<p>4.5</p>	<p>Does the school have a procedure for responding to e-safety concerns and incidents reported by pupils, staff or parents? and Does the school have a system for logging e-safety incidents?</p>	<p><i>E.g. All stakeholders know who they can report these to and are they encouraged to do so?</i> <i>Users understand their responsibilities to report e-safety incidents. They know, understand and use a clear system for reporting abuse and understand that processes must be followed rigorously. Reports are logged and regularly audited and monitored. Users are confident that they can approach responsible persons if they have worries about actual, potential or perceived e-safety incidents. The school actively seeks external support eg from the local authority / regional broadband grid / other relevant organisations in dealing with e-safety issues such as the Child Exploitation and Online Protection Centre (CEOP)</i></p>			<p>Spot check needed with children. No system for logging. Need to introduce a book for logging. E-safety to be kept in the office</p>
<p>4.6</p>	<p>Does the school have a policy for the use by staff, other adults and pupils of mobile phones, cameras and other hand held devices?</p>	<p><i>E.g. The school has clearly understood and accepted policies relating to the use of mobile phones and personal hand held devices, by young people and adults. Users understand the risks associated with the use of these devices and are encouraged to be responsible users, both inside school (if allowed) and outside school.</i></p>			<p>Needs to be actioned re mobile phones & phones being used at events</p>

4.7	Does the school provide clear guidance to pupils and parents to ensure that pupils remain safe from the harmful effects of exposure to sunlight?	<i>E.g. application of sunscreen before school, during school, wearing hats, drinking water, access to shaded areas</i>		Yes shaded area etc.	
4.8	Does the school provide clear guidance to pupils and parents to ensure that pupils who travel to school on bicycles are appropriately clothed, supervised where necessary and understand safe use and storage of the bicycle in and around school?	<i>E.g. safe storage of bicycles, pupils must wear helmets, no riding on school premises.</i>		Have shelter for bikes and scooters	
4.9	Does the school have an up to date drugs education policy and managing drugs related incidents policy?	<i>E.g. The school has clearly understood and accepted policies relating to drugs, alcohol and tobacco drawn up in consultation with key stakeholders including parents/carers, children and young people and in line with national legislation and local guidance. The policy clearly references access to support services. The school monitors that the policy is consistently implemented by all staff and is reviewed at least every two years or following a related incident.</i>		PSHSE with Year 6	Policy might need to be updated , Mrs Botham to check
4.10	Does the school have an age appropriate planned curriculum that enables pupils to understand and respond to risk associated with drugs misuse?	<i>E.g. use of curriculum materials PSHCEE Schools can provide evidence that they are responding to emerging issues from school held data including ECM-HRBQ and incident logs</i>		Yes, Fire, Crucial Crew, Road Safety and Bikeability	

4.11	Does the school have an up to date Sex and Relationships Education policy?	<i>E.g. The school has clearly understood and accepted policies relating to sex and relationships education drawn up in consultation with key stakeholders including parents/carers, children and young people and in line with national legislation and local guidance. The policy clearly references access to support services. The school monitors that the policy is consistently implemented by all staff and is reviewed at least every two years or following a related incident.</i>		Foundation, KS1 & KS2 Policy SEAL relationships throughout school More in-depth for Y5&Y6	Check that Policy is up to date
4.12	Does the school have an age appropriate planned curriculum that enables pupils to understand and respond to risk associated with relationships including sexual relationships?	<i>E.g. use of curriculum materials PSHCEE Schools can provide evidence that they are responding to emerging issues from school held data including ECM-HRBQ and incident logs and any emerging issues such as sexual exploitation.</i>		As above	As above

Risk-taking Behaviour Additional Guidance:

Example Acceptable Use Policies are available in the e-safeguarding room on www.Fronter.com/northyorks
 E-safety training available from Q&I via A&S – suitable for clusters of schools or contact CEOP at www.thinkuknow.co.uk/Teachers/Training/freetrainingDetails
 E-safety curriculum - see http://files.lgfl.net/eSafety/Education/e_Literacy_and_e_Safety_framework_update_2011v5.pdf for example curriculum)
 or www.thinkuknow.co.uk/teachers for resources NB Teachers will need to register to download resources
 360 Degree Safe is a free eSafeguarding tool www.360safe.org.uk
 North Yorkshire Spiritual, Moral, Social and Cultural Guidance – toolkit and training materials. Can be found in SMSC Fronter room.
 The following recommended materials/templates can be found in the Health and Wellbeing Fronter room:-
 North Yorkshire Health & Well-being Award (Healthy Schools)– national and local guidance documents.
 North Yorkshire Sex and Relationships Education Policy template and guidance
 North Yorkshire Drugs, Alcohol and Tobacco Education Policy and Managing Drugs Related Incidents templates and guidance
 North Yorkshire No-Smoking Policy and guidance
 North Yorkshire Promoting Primary PSHE and Citizenship Guidance to support planning and assessing Personal, Social, Health and Economic Wellbeing and Citizenship
 North Yorkshire PSHCEe Entitlement Framework for Key Stages 3 and 4 and North Yorkshire Sex and Relationships Education Scheme of Work for Key Stages 1 and 2

5 Learning Beyond the Classroom

	Key Questions	Guidance Notes	Y/N	Evidence	Actions Required
5.1	Is there a designated/trained/updated Educational/External Visits Coordinator (EVC)?	<i>Every school/establishment must have an EVC who must receive the formal training which must be updated within three years by attendance at an approved course.</i>		Head-teacher is the EVC all staff have had recent training. External providers supply generic Risk Assessment	
5.2	Are Risk Assessments carried out for all required activities?			Yes	
5.3	Has the school/establishment completed and submitted to the LA the annual on-line audit (EVM 1) of arrangements and procedures for offsite visits and activities?	<i>This must be completed and submitted to the LA in Summer Term each year. This audit will indicate to the EVC any development/action that is required to remain in compliance with the LA policy. Any outstanding issues should be highlighted on a time lined action plan.</i>		Headteacher enters onto a Database	
5.4	Is the school/establishment entering all off-site visits and activities on the LA Visits Notification Database?	<i>Work experience, work related learning and curriculum studies provided by a deliverer other than the school are NOT entered on this database. Guidance is to follow on this aspect.</i>		Yes	
5.5	Have all staff who lead visits undergone Visit Leader or Planning Educational Visits training?	<i>All staff who lead visits must have completed either the full day Visit Leader or the Planning Educational Visits training</i>		Certificates in folder	Need to get all staff's to be done
5.6	Have all staff who lead adventurous activities with their groups registered their qualifications with the establishment EVC and the LA?	<i>The LA maintains a database of all staff and their visits and adventurous activity qualifications</i>		Staff at East Barnby lead by External	

<p>5.7</p>	<p>Does the school have appropriate safeguarding arrangements for students undertaking work experience placements and check that any training organisations have appropriate safeguards in place?</p>	<p><i>Schools need to ensure that there is appropriate liaison between the work experience coordinator and the DSP when considering suitability for placement, e.g. where the placement involves work with children or vulnerable adults. Additional safeguarding arrangements need to be in place for students on long term extended work experience. (See Safeguarding Children and Safer Recruitment in education, DfES 2007 Annex A and Appendix 14)</i></p> <p><i>Links to NYBEP & 14-19 agenda.</i></p>		<p>Have interview with Headteacher. School/University provide all information school has to make sure that they have seen it</p>	
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Learning Beyond the Classroom Additional Guidance:
Guidelines for Educational Off-site Visits and Activities for the Children and Young Peoples Service 2008
NYBEP Guidelines for the Management of Work Related Learning Placements 2012

6 Premises - Security

	Key Questions	Guidance Notes	Y/N	Evidence	Actions Required
6.1	Are arrangements in place to ensure the security of the school site, and of individual school buildings, so as to safeguard against pupils leaving learning areas/the school site without permission?	<p><i>This can be achieved by the installation of suitable physical barriers, fencing, gates, locks on doors etc. and/or by direct supervision so that no pupil is permitted in an insecure area unless under supervision. For example it would not be acceptable to allow children to transit between buildings unsupervised to go to the toilet on a site with insecure boundaries.</i></p> <p><i>All designated fire exits must be easily opened from the inside by adults. This can include high level locks/bars where it necessary to prevent children exiting a building unnoticed.</i></p>		Gates & Doors locked Closure Policy	
6.2	Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	<p><i>Visitors, contractors and others should be clearly directed via good signage to the school reception. Access to the reception should be via locked doors which can only be opened by school staff.</i></p> <p><i>Identity should be checked and all visitors should sign the visitors' book for even the shortest visits and a 'visitor' badge issued. All contractors should also sign in via the Authorisation to Work on Site Scheme (ATWS) and be escorted at all times.</i></p>		Signage good, locked access I.D. checks in place	
6.3	Are measures in place to ensure that pupils are safeguarded against moving vehicles in the car park or on the road?	<p><i>Pedestrian access routes should be kept separate from vehicular routes and there should be clear signage at the entrance. In some schools with small car parks it may be necessary to lock gates at the start and end of each school day to reduce the risk of impact to children on foot, in pushchairs, cycling etc. entering or leaving the premises via the car park.</i></p>		Yes, reminder in newsletter	

<p>6.4</p>	<p>Are measures in place to ensure that pupils remain safe and appropriately supervised during non-structured times of the day or whilst engaged in outside play?</p>	<p><i>Foundation stage free flow play areas and nursery areas need to be securely fenced with gates that are locked whilst pupils are using the area and of sufficient height to remove the threat of a snatching. It is important that staff working in the classroom ensure that pupils are constantly under visual supervision.</i></p> <p><i>Playgrounds and playing fields that lead on to boundary should have visible markers in place that provide a buffer zone between pupils and the boundary. In addition to the markers there should be zoned supervision.</i></p> <p><i>Hidden areas which are easily accessible to pupils should be fenced off or have supervisors located so that they can observe pupils in the area.</i></p>		<p>Yes play is supervised by staff Strict guidelines wooded area staff supervise</p>	
<p>6.5</p>	<p>Are robust arrangements in place for receiving and handing over pupils at the start and end of the day, including procedures for registering the arrival and departure of children at other times within the school day?</p> <p>These arrangements will change as pupils get older and more independent.</p>	<p><i>Staff should only hand over a child to an adult who is known to the school as someone permitted by parents/carers to receive the child. Arrangements should also be in place for after school clubs where visiting activities may finish early and some pupils may be left waiting on their own for a parent to arrive. Parents should also be regularly reminded that they are responsible for the safety of siblings on school sites who may be left to wander around without close parental supervision. Transparent systems should be in place for signing pupils in and out at other times of the day.</i></p>		<p>Yes Foundation stage, KS1 and lower KS2 children are handed over to carers at the end of the day.</p>	

6.6	Are measures in place to reduce the risk from trespassers?	<p><i>A well as maximising the external security and lighting of the school site, access to school roofs should be made difficult by removing obvious means of access e.g. large bins should be moved to a dedicated bin store, down pipes should be boxed off or have a barrier at the top.</i></p> <p><i>Corporate Signage re. Private Property and trespassers should be in place</i></p> <p><i>If there are agreements with neighbours over access to boundary hedges/fences to carry out maintenance work or any other agreements re access to the site there should be prohibitions on access during school working hours</i></p>			Corporate Signage needs to go back up.
6.7	Where there is shared access e.g. Primary School and Children's Centre, is there an agreed procedure for locking of access gates using combination locks or electronic gate key pad?	<p><i>Risk assessments should take hazards presented by shared premises/access e.g. visitors, trespassers, emergencies, car parks etc. into account. These risk assessments should be shared between different occupiers of the same premises/site. Occupiers of the same site have a legal duty to co-operate and coordinate their shared health & safety responsibilities</i></p>		N/A	

Premises - Security Additional Guidance:

NYCC Property Security and Fire Prevention Guide 2009

Guidance on Risk Management within Extended Services and the Community Use of School Buildings

Safeguarding and Premises Security Guidance CYPS 2012

Health & Safety Policy & Guidance Handbook 2012

7 Premises – Health and Safety

	Key Questions	Guidance Notes	Y/N	Evidence	Actions Required
7.1	Does the school have a Health and Safety Policy? Are all staff aware of this and is it implemented fully?	<i>Model School Health & Safety Policies available from School HandS Service</i>		HandS service	
7.2	Is there evidence of recent Health and Safety Inspection Reports and Action Plans? Is there evidence of urgent actions being addressed and resolved by governors?	<i>Governors premises inspections, School HandS inspections and ARC's (Annual Review Checklists) H&SRMU School Audit recommendations</i>		Governor does annual inspection (JD) & then would carry out the work	
7.3	Is there a prioritised risk assessment programme covering all areas of the school and including all significant risks?	<i>School HandS service have prepared a template for a prioritised risk assessment programme</i>		Part of HandS	
7.4	Is there a Fire Safety File, complete with up to date evacuation record, testing and risk assessments?	<i>Fire Safety File available from HandS Service</i>		All done	
7.5	Does the school have Asbestos and Legionella Risk Management Plans ?	<i>Corporate Landlord Service has provided Asbestos & Legionella management plans for development</i>		All done & Caretaker has had training	
7.6	Is there evidence of maintenance of equipment, e.g. PE and adventure activity equipment, D& T machines, Mini buses, swimming plant pool equipment ?	<i>Continental Sports Ltd and other company inspection reports for sports and other indoor/outdoor equipment Contractor record of visits, certificates and invoices Servicing records for mini buses</i>		Outside company come and check	
7.7	Does the school have adequate arrangements for the maintenance of the buildings infrastructure and operational equipment?	<i>Continental Sports Ltd and other company inspection reports for sports and other indoor/outdoor equipment Contractor record of visits, certificates and invoices Servicing records for mini buses</i>		As above	

<p>7.8</p>	<p>Does the school have a plan in place to manage the risks from buses, coaches, minibuses and taxis dropping off and collecting children and young people?</p>	<p><i>There should be a traffic management system in place for the beginning and end of the school day which may include drop off zones, parking restrictions, staff supervision and monitoring etc. Risk assessments need to cover all areas of risk including potential for impact, excessive congestion, disability access reversing operations etc. Advice is available from Health & Safety Risk Management Unit, HandS Service, Integrated Passenger Transport, Road Safety Team</i></p>	<p>Trips & Swimming all checks carried out</p>	
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Premises – Health and Safety Additional Guidance:

CYPS Health & Safety Policy and Guidance Handbook 2012

Health & Safety Training for Headteachers, Governors, Service Managers and other staff available via cyps workforce development and cyps info website

Schools Hands Service Document Management File

Fire Safety Guidance NYCC Corporate Procedure (Available on internet and via CYPS Info website)

Guidance on Risk Management within Extended Services and the Community Use of School Buildings

Guidance on Risk Management within Extended Services and the Community Use of School Buildings

NYCC Safe Use of Minibuses available via intranet or CYPS info website

NYCC Asbestos Management Manual

NYCC Water Hygiene Log Book

8 Safer Working Practices

	Key Questions	Guidance Notes	Y/N	Evidence	Actions Required
8.1	Have the Senior Leadership Team and governors identified robust procedures to manage emergency situations should they arise?	<i>NYCC School Emergency Response Guide has been considered by school. The guide is clearly visible at a main contact point for easy access in an emergency. A school emergency management team has been identified with clear roles and responsibilities.</i>		LA clear guidelines	
8.2	Does the school have clear written procedures and risk assessments in place to guide staff who may need to work in isolation for periods of time within or outside the school premises?	<i>Corporate Health and Safety Procedures and guidance as well as CYPS Health & Safety Policy and Guidance Handbook available</i>		Headteacher and everything is in the Policy	
8.3	Does the school have appropriate facilities and staff with identified responsibilities for delivering intimate personal care to pupils where required?	<i>Depending on circumstances may also involve a risk assessment or 'Intimate Personal Care Plan' Where this is part of a Health Care Plan - should be signed off by the relevant health professionals</i>		In the Risk Assessment Intimate Care Policy	
8.4	Are appropriate procedures governing the dispensation of medication in place and does the school have staff with identified responsibilities for delivering medication to pupils where required?	<i>Where this is part of a health care plan it should be signed off by the relevant health professionals</i>		Medication file and photo in the staff room	
8.5	Are individual risk assessments in place for children and young people with significant medical conditions or complex medical needs?	<i>Healthcare plans should form the basis for individual risk assessments School staff should have appropriate training for dealing with medical emergencies including First Aid</i>		All have had Epi Pen training Paediatrics / First Aid redone 2015/2016 school year	

NYCC Children and Young People's Service: Safeguarding Audit for Schools (September 2012)

8.6	Does the school have appropriate procedures in place for providing first aid?	<i>School has named 'first-aiders' who have received appropriate training, clearly labelled and well organised first aid equipment which is regularly checked and written guidelines for notifying parents and the LA where required?</i>		Yes	
8.7	Are there appropriate facilities and clear expectations that ensure that staff who need to get changed for particular activities can do so out of sight of pupils?			Disabled toilets	
8.8	Have all staff read, agreed and signed the NYCC Acceptable Use Policy for ICT and E Technology?	<i>Outlines requirements re. staff's own responsible use of ICT and E Technologies, image consents etc</i>		Yes	
8.9	Does the school have appropriate procedures in place to ensure that any images of children used within publications, publicity, on web sites meet LA guidance and are only used where full parental consent has been obtained.			Yes permission list or not permitted kept in the office This has recently be reviewed	

Safer Working Practices Additional Guidance:

NYCC School Emergency response Guide

The NYCC Intranet includes a suite of guidance materials and e-learning materials for employees on personal safety, including lone working

'At a Glance: Managing Intimate Personal Care'

NYCC Staff Acceptable Use Policy for ICT and E Technology? Available from e-safeguarding room on www.Fronter.com/northyorks or from Schools HR site

CYPS Health & Safety Policy and Guidance Handbook 2012

Managing Medication and Complex Health Care Needs of Children and Young People 2012

Safe Practice in Physical Education and School Sport 2012 by the Association for Physical Education