



## School Details

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Audit Completed by and Role	Karen Butler
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Date Returned	28th January 2016

Completed audit tools should be sent to [LSCB@northyorks.gov.uk](mailto:LSCB@northyorks.gov.uk) by Friday 5 February 2016

Section 1 - Safer Recruitment

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
1.1	<p>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?</p>	<p><i>This should include all staff employed at the school), supply staff provided by agencies, trainee teachers and all others who meet the new or old definition of Regulated Activity e.g. freelance tutors such as sports coaches, music tutors. <a href="#">Link to Definition of regulated activity and supervision guidance:</a> (see DBS Policy document).</i></p> <p><i>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. However, it is a requirement to record the names of such individuals on the SCR and confirmation of the date of notification from the agency/employer/service that the required checks have been completed.</i></p>	5	<p>Single Central Record Live &amp; Operational... The majority of this is processed and recorded electronically for security and good practice purposes in order to reduce the storing of information in hard copy.</p> <p>A Hard File for particular records is also operational. This is stored in a locked cupboard in the Admin Office, with access permitted for the Office Manager, Head &amp; Assistant Head only...</p> <p>The Central Record is monitored by the Office Manager weekly in order to identify key dates, such as DBE Check Reviews, Training Requirements etc. Information is highlighted to Head, or Governors where necessary at</p>	N/A

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				Governors Mtgs Reviewed: December 2015	
1.2	<p><b>Does the SCR evidence checks of: identity, names, addresses, dates of birth, qualifications required, right to work in UK, Barred list for children checks, NCTL List of Teachers with a Prohibition Order or Interim Prohibition Order, enhanced DBS clearance, further overseas criminal record checks where the person has lived outside the UK?</b></p>	<p><i>The date the checks were completed needs to be recorded. We recommend that the initials of the person completing them need to be recorded.</i></p> <p><i>The Barred list check is included in the Enhanced DBS check for school employees where they meet the 'new' definition of Regulated Activity only. A Barred List check cannot be requested if they meet the old definition but not the new</i></p> <p><i>Link to Definition of regulated activity and supervision guidance: (see <a href="#">DBS Policy document</a>)</i></p> <p><i>The NCTL Prohibited List for teaching staff is separate from the DBS Barred List. The NCTL Prohibited List check is undertaken via the employer access system.</i></p>	<b>5</b>	<p>Yes, enhanced Barred List in operation.</p> <p>Additional checks completed for TA &amp; New Governor whom have Overseas linkages</p> <p>Electronic Records Reviewed. All staff have signed the Disqualification Declaration form</p> <p>Reviewed: December 2015</p>	N/A
1.3	<p><b>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?</b></p> <p><b>The same should also be the case for all staff newly appointed to schools since May 2006 until August 2012 (whether or not they have regular contact with children)</b></p> <p><b>From Sept 2012 checks have been required on all those coming under the 'old' or 'new' definition of Regulated Activity.</b></p> <p>*Link to Definition of regulated</p>	<p><i>The date of the disclosure and the Disclosure Number should be recorded. The Disclosure Form should not be retained. This information will be provided by the registered body – in most cases this is the NYCC Employment Support Service With effect from 1 September 2014, NYCC will administer random rechecks on school staff, unless a school has opted out of that arrangement.</i></p> <p><i>It is NYCC Policy that DBS checks are not portable from other employers. All workers joining NYCC must undertake a new DBS check, prior to starting in role. DBS clearances can be portable between NYCC schools where an employer is transferring to a similar role (e.g. teaching to teaching) and there has been no break in service.</i></p>	<b>5</b>	<p>Yes, Dates included for all staff recruited post 2002 included in the SCR, in terms of completing an enhanced DBS check</p> <p>New Starter Recruitment Pack reviewed during Governor visit, highlighting the key information included as part of the enhanced DBS Check, and the dates and results following the assessment</p>	N/A

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	activity and supervision guidance: (see <a href="#">DBS Policy document</a> )	<i>If a person working in regulated activity has a break in service of 3 months or more, then a new DBS check must be carried out.</i>			
1.4	<b>Is there evidence that the School has taken all reasonable steps to comply with disqualification under the Childcare Act 2006?</b>	<p><i>The Childcare Act stipulates that a disqualified person MUST NOT be involved in or employed in connection with early years provision (including during the school day for this group) or later years childcare (e.g. before and after school childcare up to 8 years old) or concerned in the management of any such provision.</i></p> <p><i>The Regulations state that a person can be disqualified by living in the same household as another person who is disqualified from registration (disqualification by association).</i></p> <p><i>NYCC advise that this check is included on the Single Central Record.</i></p> <p><i>Where an employer becomes aware of relevant information which may lead to disqualification of an employee, the employer must take immediate action to ensure the safety of children and pass information to Ofsted.</i></p> <p><i>Statutory guidance is available at <a href="https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006">https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006</a></i></p>	5	Information was given to all staff regarding the new regulations, and all staff have read and signed the form and returned to school. These forms are available in staff individual folders. A cluster sports coach was with issue this was resolved by the cluster, information available from Sharow School	Obtain copy of cluster issue documentation.
1.5	<b>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?</b>	<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. Agencies should also provide written evidence that all additional safer recruitment checks have been completed including a DBS Barred List check NCTL Prohibited Teachers List check and Disqualification Regs check, where appropriate. The school must check the identity of agency supply staff via photo ID.</i>	5	Don't use outside Agencies, own supply in accordance with NYCC procurement  NYCC Matrix's – CRB & Background info provided as part of paperwork on recruiting supply staff. Hasn't been used in 3+ years. Service Level Agreement held between	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>the School &amp; NYCC.</p> <p>Paper &amp; Electronic evidence of disclosures reviewed. Hard copies securely retained for a fixed period of time in the School Admin Office</p> <p>Reviewed: December 2015</p>	
1.6	<p><b>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?</b></p> <p>*Link to Definition of regulated activity and supervision guidance: (see <a href="#">DBS Policy document</a>) See footnote for full HM Government guidance on regulated activity and supervision.</p>	<p><i>Such workers should undergo the same checks as staff employed directly by the school</i></p>	5	<p>Yes, SCR, paper copies of PII &amp; Qualifications reviewed as part of check/ review.</p> <p>Utilising Cluster Cross Checks and sharing knowledge and experience on freelance staff as deemed appropriate</p> <p>Review: December 2015</p>	N/A
1.7	<p><b>Does the school have evidence that contractors' staff who come into regular unsupervised contact with pupils* have undergone appropriate checks?</b></p> <p>*Link to Definition of regulated activity and supervision guidance: (see <a href="#">DBS Policy document</a>)</p>		5	<p>Contractors appointed through NYCC fall under County DBS disclosure requirements</p> <p>Contractors where DBS Checks cannot be performed the School maintains a record of all PPI's, in addition to completing a site briefing outlining does/ don'ts,</p>	

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				<p>whilst maintaining regular contact with them whilst on site</p> <p>Signing in Book reviewed. Stored in Admin office, which is required to be completed by any persons entering or leaving the school premises</p> <p>Never left unsupervised or unregulated with pupils</p> <p>Reviewed: December 2015</p>	
1.8	<p><b>Have volunteers, including governors, who have regular contact with pupils been DBS checked?*</b></p> <p>*Link to Definition of regulated activity and supervision guidance: (see <a href="#">DBS Policy document</a>)</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 checks; Barred list checks can only be made where the volunteer is in Regulated Activity</i></p> <p><i>Satisfactory and appropriate references are required for all volunteers.</i></p> <p><i>*Link to Definition of regulated activity and supervision guidance: (see <a href="#">DBS Policy document</a>)</i></p> <p><i>To qualify for a free DBS check a volunteer must meet the DBS definition of volunteer, which is someone who spends unpaid time doing something of benefit to others. Someone undertaking work experience does not qualify for a free DBS check</i></p>	5	<p>Yes, SCR maintains data regarding DBS Checks, with key renewal dates</p> <p>New Governor joined the Governing Body November 14 and is going through a DBS check. The remaining staff and full Governing Body were up to date at the time of review. The SCR is reviewed weekly by the Office Manager &amp; Head to ensure records &amp; assessments are kept up to date.</p> <p>Reviewed: December 2016</p>	
1.9	Has the school carried out	<i>Identity checks, DBS checks</i>	5	Headteacher has undergone	Prevent training booked for

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	reasonable checks, for example for links with extremism, on all visitors who are intending to work with children, learners and/or staff or to address assemblies?	<p><i>Check on organisation to ensure that its values are consistent with promoting British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (British values as defined in HM Government Prevent Duty Statutory Guidance for England and Wales, March 2015, and in DfE Promoting fundamental British values as part of SMSC in schools, Departmental advice for maintained schools November 2014)</i></p> <p>A pre meeting is arranged with visitors – assess content, key messages, appropriate resources</p> <p><i>Guidance available:</i></p> <ol style="list-style-type: none"> <li><i>Visits and visitors: Guidance on RE resources</i></li> <li><i>Checklist to support schools addressing the question, 'Are RE visits and visitors organised imaginatively, effectively and efficiently so that they make a significant contribution to RE's learning objectives?' National Association for Teachers of Religious Education, NATRE (Fronter Humanities room)</i></li> </ol>		"Prevent" training. Discussions take place with any organisation carrying out workshops within school to access suitability. Workshops are always supervised by school staff	February 2016 for all staff and governors.
1.10	<b>Does the SCR record all teachers who have qualified teacher status with evidence that original documents have been seen?</b>	<i>The date the checks were completed must be recorded. We also recommend that the initials of the person completing them be recorded.</i>	<b>5</b>	Yes, Qualification numbers cross checked at the time of visit. Newest member of staff Lynsey Rogers was an example file reviewed during visit..... Files stored safely in Admin Office  Reviewed: December 2015	N/A
1.11	<b>Does the SCR record evidence of</b>	<i>Copies of this evidence should be retained on</i>	<b>5</b>	Evidence reviewed in	N/A

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	permission to work for those who are not nationals of an EEA country?	<i>file for this purpose only. Evidence provided for DBS checks should not be retained.</i>		relation to recruit that was born outside the EEA. DBS Reference Number stored only (Renee Frankland) for security purposes, and conforming with NYCC best practice guidance  Reviewed: December 2015	
1.12	Has at least one member of the school's recruitment panels undertaken safer recruitment training? Is there a record of the training undertaken?	<i>NB This is a requirement for all panels. As from September 2014 this no longer needs to be DfE approved training but should be 'appropriate training'.</i>	5	Yes, Head, Assistant Head, & Office Manager were examples reviewed as part of the independent Governor Safeguarding Assessment. Certificates reviewed, including dates, which were all within the last 3 year period. Other Governors were asked to complete the online training as part of good practice, and ongoing learning & development for the Governing Body, November 2014 onwards  Reviewed: December 2014	New governing body to carry out online training by Summer 2016.
1.13	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; NCTL List of Teachers with a Prohibition Order or Interim Prohibition Order; Disqualification Regs checks for those in appropriate posts; checks of previous employment history and experience;</i>	5	Yes, latest documents & procedures followed going into a recruitment exercise  Last teacher recruited	



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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<i>health checks</i>		<p>under LR 2012 guidance.</p> <p>Spot check of the latest Teacher Recruit and the documentary evidence to support her appointment in July 2013.</p> <p>The Folder was reviewed in line with NYCC Guidance, which included the following items,</p> <ol style="list-style-type: none"> <li>1) Copy of the Job Advert</li> <li>2) Job Description</li> <li>3) Personal Specification</li> <li>4) Application Form</li> <li>5) Proof &amp; Identity</li> <li>6) Medical Clearance</li> <li>7) DBS Confirmation Reference Number</li> <li>8) Proof of Qualifications</li> <li>9) 2 x References (Standard NYCC Form utilised)</li> <li>10) Offer of Appointment</li> <li>11) Final Contract</li> </ol>	

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	<b>Key Questions</b>	<b>Guidance Notes</b>	<b>Grading</b>	<b>Evidence</b>	<b>Actions Required</b>
				(Outstanding) Reviewed: December 2015	

## NYSCB Schools Safeguarding Audit 2015

### Section 2 - Child Protection

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
2.1	Is there evidence that the school has a child protection policy and procedures, which is provided to all staff, (including temporary staff and volunteers,) on induction?	<i>These should be in accordance with NYCC sample policy and NYSCB procedures. The policy should be reviewed annually and with reference to this audit tool.</i>	5	Yes, paper and hard file recently updated and ratified at governor meeting Oct 2015. All have read and signed policy	N/A
2.2	Is there evidence that this policy is fully implemented and effective?	<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>	5	Yes staff have signed	Volunteers to be included in this procedure.
2.3	Is the school's CP Policy made available publicly?	<i>Is there evidence of this e.g. school website, brochure, or suitable alternative?</i>	5	C P Policy available on school website and hard copies available from school if requested	N/A
2.4	Is there evidence that staff/volunteers are aware of the DfE Guidance Keeping Children Safe in Education 2015 and that they have read at least Part 1?	<i>Staff / volunteers should be provided with Part 1 of the guidance and should sign a list to confirm that they have read the guidance.</i>	5	Staff have been provided with the guidance and have signed the correct documentation	Volunteers to be included in this procedure.
2.5	Is there evidence that staff/volunteers have read "What to do if you're worried a child is being abused 2015"?	<i>Staff/volunteers should be provided with a copy. <a href="https://www.gov.uk/government/publications/wh-at-to-do-if-youre-worried-a-child-is-being-abused--2">https://www.gov.uk/government/publications/wh-at-to-do-if-youre-worried-a-child-is-being-abused--2</a></i>	5	Staff have been provided with the guidance	N/A
2.6	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?	<i>See NYCC Sample Policy and DfE Keeping Children Safe in Education guidance 2015 which includes role and responsibilities of Headteacher/chair of governors to discuss immediately all allegations with the LADO.</i>	5	Yes in line with NYCC recommendation.	N/A
2.7	Do the procedures for dealing	<i>It is essential to keep accurate records of all</i>	5	No referrals to the LADO to	N/A

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	with allegations include arrangements for record-keeping?	<p><i>incidents and concerns arising in connection with members of staff.</i></p> <p><i>There is evidence that referrals to the LADO have been followed up quickly and there is a record of the conclusion.</i></p>		report. The CP Policy outlines actions to be taken.	
2.8	Are staff and volunteers aware of what they should do if they have concerns about another staff member?	<p><i>If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, these should be referred to the chair of governors.</i></p>	5	The staff are aware of procedures and related policies and a nominated governor is in place to deal with allegations.	N/A
2.9	Are staff and volunteers aware of what they should do if they have concerns about safeguarding practices within the school?	<p><i>Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime.</i></p> <p><i>Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's management team.</i></p> <p><i>Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.</i></p>	5	The staff are aware of procedures and related policies including whistleblowing procedure. The whistleblowing poster is suitably sited.	N/A
2.10	Is there a staff behaviour policy (code of conduct) in place?	<p><i>This should include staff/pupil relationships and communications including the use of social media?</i></p> <p><i>NYCC recommends schools adopt "Guidance for Safer Working Practice for those working with Children and Young People in Education and Early Years Settings"</i></p> <p><i>This outlines guidance for all staff to ensure that the duty of care towards children and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour. It should assist staff to monitor their own standards and practice.</i></p>	5	A standards of conduct policy is in place and was reviewed by the GB Autumn 15	N/A

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>Staff/volunteers should sign a list to confirm that they have read and will comply with the guidance.</i></p> <p><i>Persons under medical investigation, treatment and/or taking medication should advise their medical practitioner of their employment to determine if this may affect their ability to care for children and their fitness for work. If so the staff member must inform their manager.</i></p> <p><i>Link to Statutory Framework for the EYFS 3.19</i></p>			
2.11	Have all staff (including temporary staff and volunteers) read, agreed and signed the NYCC Guidance for Safer Working Practice for those working with Children in Education and Early Years Settings (Staff Behaviour Policy) on induction?		5		N/A
2.12	<p><b>Early Years:</b></p> <p>Are all staff aware that, when working directly with children they must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children and that they must not smoke on the premises?</p>		5	Staff are aware of this directive as specified in the NYCC Standards of Conduct Policy which they have signed.	N/A
2.13	Do parents understand the school's safeguarding responsibilities and know whom to talk to if they have a concern/complaint?	<p><i>Information is shared with parents about safeguarding on their child's admission into the school and at meetings for new or prospective parents.</i></p> <p><i>Points of contact (in and out of school) should be included in the CP policy.</i></p>	5	The school's Safeguarding and related policies are available on the schools website. Parents are directed to these on admission.	N/A
2.14	Is there a nominated/lead Governor for Child Safeguarding and are they aware of their statutory duties for safeguarding and the boundaries of their role?	<i>NYCC Sample Policy outlines the roles and responsibilities of the governing body, including the nominated governor.</i>	5	Yes - Anne Collins is the nominated governor for the federation	N/A

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
2.15	Have Governors appointed and are all staff and governors aware of the identity, role and responsibilities of the DSP?	<i>NYCC Sample Policy outlines the roles and responsibilities of the DSP.</i>	5	NYCC Child Protection policy in place and ratified by GB	N/A
2.16	Are the duties and responsibilities of the DSP explicit in a role Description?	<i>In larger schools, or those with a high level of child protection work Deputy DSPs should be appointed as appropriate. In all schools cover should be available in the absence of the DSP. The arrangements should be included in the school's policy and include those for cover during the school holidays</i>	5	Child Protection policy outlines roles and responsibilities.	N/A
2.17	Does the DSP discharge his/her responsibilities?	<i>The DSP should report regularly (at least annually) to governors re the child protection workload ref. template <a href="http://cyps.northyorks.gov.uk/index.aspx?articleid=13496">http://cyps.northyorks.gov.uk/index.aspx?articleid=13496</a></i>	5	Safeguarding is an agenda item at all GB meetings	N/A
2.18	Is there sufficient time, funding, training, resources, support and supervision allocated to enable the DSP(s) to fulfil his/her role?	<i>The DSP will need to advise the governors if the workload becomes difficult to manage.</i>	5	Time, resources etc allocated based on need.	N/A
2.19	Is there a list kept of referrals to the DSP and those that were subsequently referred to Children's Social Care along with brief details of the resolution?	<i>Schools will have to provide case studies for any Ofsted inspection to evaluate the experience of particular individuals and groups e.g. Pupils for whom referrals have been made, disabled pupils and those who have special educational needs looked after children, those with mental health issues and young carers.</i>	5	All referrals and related information are kept in the Safeguarding file locked in the headteachers office.	N/A
2.20	Is there a written plan in place with clear and agreed procedures to protect a child or young person and is this communicated to all staff as appropriate?		5	Safeguarding protocols in place as specified in related policies.	N/A
2.21	Is there a list of all pupils who are open cases to children's social care and for whom there is a multi-agency plan?		5	All referrals and related information are kept in the Safeguarding file locked in the headteachers office.	N/A

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2.22	Has the DSP undertaken basic awareness training?	<i>E.g. NYSCB basic awareness e-learning/whole school training.</i>	5	Yes, next due ?????? SCR Reviewed including key dates and renewal date, including evidence of the Certificate received on completion of the e-learning course	N/A
2.23	Has the DSP read the NYCC CP Induction pack and undertaken training in inter-agency work?	<i>The Induction Pack is available @ <a href="http://cyps.northyorks.gov.uk">http://cyps.northyorks.gov.uk</a> Inter-agency training is provided by NYSCB for DSPs and Deputy DSPs via Smart Solutions</i>	5	Yes, evidence in latest Child Protection Policy Reviewed:	N/A
2.24	Has the DSP undertaken updated child protection training every two years to keep his/her knowledge and skills up to date as identified in the school Training Needs' analysis?	<i>A range of options for training to update DSPs and other key staff is provided by NYSCB via Smart Solutions. Training for key staff should be needs led and it is recommended that a Training Needs Analysis is undertaken.</i>	5	Yes	N/A
2.25	Is there evidence that all staff and volunteers receive child protection induction training?	<i>E.g. NYSCB basic awareness e-learning. Certificate issued when completed.</i>	5	Child protection policy is included in staff induction pack	N/A
2.26	Is there evidence that all staff and volunteers receive child protection training that is updated regularly?	<i>E.g. NYSCB basic awareness e-learning/attendance at whole school training, (attendance list to be signed and training recorded on CP policy).</i>  <i>Training materials available at:</i>  <a href="http://cyps.northyorks.gov.uk">http://cyps.northyorks.gov.uk</a> <i>Home Office Workshop to Raise Awareness of Prevent (WRAP)</i>  <i>Preventing Violent Extremism: NCALT FREE Channel/Prevent General Awareness E-Learning Module</i>  <a href="http://course.ncalt.com/Channel_General_Awareness/">http://course.ncalt.com/Channel_General_Awareness/</a>	5	Training schedule in place	N/A
2.27	Are all staff and volunteers aware of their statutory duties and respond to concerns about	<i>Ref NYCC Sample policy sections J and O Ref NYSCB procedures at:</i>	5	All staff, governors, volunteers are clear that	

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	<p>children who are at risk in specific circumstances e.g.</p> <ul style="list-style-type: none"> <li>▪ Missing from Education</li> <li>▪ Sexual Exploitation</li> <li>▪ Female Genital Mutilation (FGM)</li> <li>▪ Radicalisation and Extremism</li> <li>▪ Forced marriage;</li> <li>▪ Child trafficking; or</li> <li>▪ Living in families experiencing multiple needs.</li> </ul>	<p><a href="http://www.safeguardingchildren.co.uk">http://www.safeguardingchildren.co.uk</a></p> <p><i>Ref KCSiE Part One</i></p> <p><i>And ref 2.42 below</i></p> <p><i>Every member of staff, school governor or volunteer is clear that any concerns should be reported to the DSP and that they must report to the police cases where they know or believe that female genital mutilation involving victims aged under 18 has occurred.</i></p>		<p>any concerns should be reported to the DSP and that they must report to the police cases where they know or believe that female genital mutilation involving victims aged under 18 has occurred.</p>	
2.28	<p><b>Is there evidence that all staff are fulfilling their child protection responsibilities?</b></p>	<p><i>E.g. listening to pupils; record-keeping; reporting of concerns; whistle-blowing procedures; external avenues for pursuing concerns; working closely with other agencies including attendance at multi-agency CP meetings, where appropriate.</i></p>	<b>5</b>	<p>All documentation kept on file in headteachers office</p>	N/A
2.29	<p><b>Is there evidence that there is an assessment of the competence of staff to carry out their responsibilities for safeguarding and that professionals have regular reviews of their practice?</b></p>	<p><i>Regular appraisals and supervision are undertaken for all staff.</i></p>	<b>5</b>	<p>Regular appraisals and supervision are undertaken for all staff. See performance management file</p>	N/A
2.30	<p><b>Is there evidence that staff receive regular supervision and support if they are working directly with children where there are concerns about their safety and welfare?</b></p>	<p><i>Regular appraisals and supervision are undertaken for all staff.</i></p> <p><i>Training needs analysis undertaken with key staff to establish training needs</i></p>	<b>5</b>	<p>Regular appraisals and supervision are undertaken for all staff. Training needs analysis undertaken with key staff to establish training needs. See performance management file.</p>	N/A
2.31	<p><b>Is there evidence that staff understand that whilst anyone</b></p>	<p><i>This should be reflected in staff training. In exceptional circumstances, such as an</i></p>	<b>5</b>	<p>Procedures for referral are laid out in the CP policy</p>	N/A



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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	can make a referral to CSC, the correct school procedure is to report their concerns to the DSP in the first instance?	<i>emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to CSC.</i>		with contacts	
2.32	Is there evidence that staff understand the escalation procedures if they do not feel their concerns have been taken seriously and / or procedures have not been followed?	<p><i>Ref school escalation procedure and NYSCB procedure at:</i></p> <p><a href="http://www.safeguardingchildren.co.uk/PRPG.html">http://www.safeguardingchildren.co.uk/PRPG.html</a></p> <p><i>This should be reflected in staff training</i></p>	5	See CP policy. Staff training time has been directed to the enable staff to access the safeguarding website. See staff training schedule.	N/A
2.33	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>	5	Separate files are kept in the headteachers lockable cabinet	N/A
2.34	Does the school identify and follow the procedures for children who are privately fostered?	<p><i>Further guidance in School Child Welfare Files September 2013</i></p> <p><a href="http://cyyps.northyorks.gov.uk">http://cyyps.northyorks.gov.uk</a></p> <p><i>Ref NYSCB procedures</i></p> <p><a href="http://www.safeguardingchildren.co.uk/private-fostering.html">http://www.safeguardingchildren.co.uk/private-fostering.html</a></p>	5	When appropriate. No children are currently fostered	N/A
2.35	Are CP records separate from the main school file, locked away and only accessible to the Headteacher/DSPs?		5	Files are locked in Head teachers office	N/A
2.36	Are CP records forwarded to the next establishment when the pupil moves school?	<p><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 Safeguarding Unit Manager, County Hall.</i></p> <p><i>The CP file should be transferred to the new school or college as soon as possible (separately from the main pupil file, ensuring safe transit and confirmation of receipt should be obtained)</i></p>	5	The CP records are forwarded to new establishments and kept for the specified time.	N/A
2.37	Are CP records retained by the final school/college until the young person's 25th birthday?		5	CP records are kept in Head teachers lockable cabinet.	N/A

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
2.38	Does the Governing Body ensure that where school premises are used for the provision of or commissioning of other services that the body concerned has appropriate CP policies and procedures and where appropriate will liaise with the school's DSP?	<p><i>E.g. before and after school clubs, sporting activities, play schemes etc.</i></p> <p><i>Ref. Lettings' policy</i></p> <p><i>Guidance on Risk Management within Extended Services and the Community Use of School Buildings, March 2010</i></p> <p><a href="http://cyps.northyorks.gov.uk/index.aspx?articleid=21019">http://cyps.northyorks.gov.uk/index.aspx?articleid=21019</a></p>	5	Lettings policy in place Risk assessments are in place	N/A
2.39	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?	<p><i>Ref section J in the NYCC sample policy.</i></p>	5	CP policy evidence section J	N/A
2.40	Does the Governing Body update the CP Policy annually?	<p><i>Ref NYCC sample policy.</i></p>	5	CP policy updated Autumn 2015	N/A
2.41	Does the Governing Body ensure that staff and volunteers comply with their safeguarding duties under legislation?	<p><i>Ref. template for HT/DSP to report annually to governing body</i></p> <p><a href="http://cyps.northyorks.gov.uk/index.aspx?articleid=13496">http://cyps.northyorks.gov.uk/index.aspx?articleid=13496</a></p>	5	HT / DSP provides an annual report to governors see GB minutes	N/A
2.42	Are there clear leadership and accountable structures in place to meet the school's statutory duties to prevent radicalisation and extremism?	<p><i>There is an identified strategic Prevent lead within the school, college, setting</i></p> <p><i>The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within safeguarding procedures</i></p> <p><i>The senior leadership team and governing body are aware of the Prevent Strategy and its objectives</i></p> <p><i>There is a clear awareness of roles and responsibilities throughout the school, college, setting regarding Prevent</i></p> <p><i>Prevent safeguarding responsibilities are explicit within the school's safeguarding policies and procedures</i></p>	5	All staff and governor representative are scheduled for Prevent training Spring 2016	N/A

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes</i></p> <p><i>The school's premises do not give a platform for extremist speakers and events</i></p>			
2.43	<p><b>Have the staff and leadership team been appropriately trained to implement the school's statutory duties according to their role</b></p>	<p><i>A training plan is in place so that key staff, including senior leaders, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable</i></p> <p><i>Details of training courses including frequency and availability are cascaded to all relevant staff Further training on the Prevent agenda is made available to the safeguarding leads where appropriate</i></p> <p><i>There is appropriate staff guidance and literature available to staff on the Prevent agenda</i></p> <p><i>All staff in the organisation have accessed appropriate prevent training for their role</i></p> <p><i>Home Office Workshop to Raise Awareness of Prevent (WRAP)</i></p> <p><i>Preventing Violent Extremism: NCALT FREE Channel/Prevent General Awareness E-Learning Module</i></p> <p><a href="http://course.ncalt.com/Channel_General_Awareness/">http://course.ncalt.com/Channel_General_Awareness/</a></p>	5	<p>Staff training schedule.</p> <p>Individual training on Myview</p>	N/A
2.44	<p><b>Are appropriate reporting and referral processes in place for pupils at risk of radicalisation and extremism and are they being managed effectively</b></p>	<p><i>Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school, college, setting Safeguarding Policies and Procedures.</i></p> <p><i>A single point of contact [SPoC] for any Prevent concerns raised by the workforce within the school, college, setting has been identified</i></p>	5	Anti Radicalisation Pollycy	N/A

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>An appropriate internal and locality Prevent risk assessment and referral process is in place aligned to the school's existing safeguarding arrangements</i></p> <p><i>Partner agency communication channels are in place</i></p> <p><i>An audit trail for notification reports/referrals exists</i></p> <p><i>Prevent referrals/notifications are being managed or overseen by relevant staff</i></p> <p><i>A process is in place to identify and develop 'lessons learnt'</i></p> <p><i>CYPS Safeguarding Unit June 2015- referral pathway concerns that a young person may be at risk of being involved in radicalisation or extremism (document can be downloaded from the Prevent room on Fronter).</i></p>			

**Section 3 - Behaviour, Attendance & Anti-bullying**

	<b>Key Questions</b>	<b>Guidance Notes</b>	<b>Grading</b>	<b>Evidence</b>	<b>Actions Required</b>
3.1	<b>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?</b>	<i>The school should appoint a senior leader who has a strategic role and responsibility for behaviour, attendance and anti-bullying. The school should review its policy and associated guidance each year and should quality assure its policy, guidance and procedures against LA Guidance for Behaviour for Learning (Sept.'15) and RPI Guidance (Sept.'15). Schools should ensure that all staff receive training from a suitably qualified trainer, dependent upon the level of need at the school. Staff should receive support on a regular basis, where a pupil's risk assessment is judged to be high. Schools should judge the level of risk on the severity, complexity and frequency of the pupil's need. The Headteacher should seek advice from their EA (B&amp;A) when they are not clear about best practice.</i>	<b>5</b>	Physical restraint policy and Intimate care policy in place. Provided as part of Induction Training, then reviewed and updated periodically, in line with new best practice guidance from Government/ NYCC. Also updated following experienced cases  Staff training on how to restrain pupils. Annually reviewed.  Behaviour policy, restorative justice approach – all staff follow this  Reviewed: December 2015	N/A
3.2	<b>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?</b>	<i>The school should ensure that they receive best advice and support to manage the risk assessment /planning and review process. This includes Risk assessments for High Challenging Behaviour, and effective planning for Behaviour for Learning (Sept.'15) which should minimise risk and maximise 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 the</i>	<b>5</b>	SENCo, Class teachers, Teaching Assistants meet to discuss appropriate targets and provision  IPMs reviewed half termly  Regular discussion with	

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<i>advice in a pupil's risk assessment.</i>		parents  SenCo Report provided to Governing Body at each meeting. Actions followed up as appropriate  Reviewed: December 2015	
3.3	<b>Does the school always actively involve the pupil, their parents/carers, and significant others in risk assessment, personalised education plans and reviews?</b>	<i>The school should actively work with pupils and their parent /carers to form and maintain good relationships and actively involve them in the planning, monitoring and review process. The school should involve the Prevention Service and significant others where necessary, e.g. medical officer, so that personalised plans are clear, consistent and focus on meeting the pupil's needs accurately, therefore reducing the risk to pupils and staff.</i>	<b>5</b>	Parents and other agency meetings termly to discuss and update needs and targets  Risk assessments reviewed when needs change  Recommendations from Carers, NYCC, SenCO review etc, provided to staff as appropriate during staff meetings  Reviewed: December 2015	
3.4	<b>Does the school regularly record, monitor and act on data about complex and challenging needs, including restraint?</b>	<i>The school should report all serious incidents to parents /carers within 24 hours; incidents 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>	<b>5</b>	Yes, as above  Behaviour incident sheets stored in each classroom to record incidents, reviewed & monitored by Senior Management team. Actions are picked up with Parents as appropriate.  Behaviour Policy reviewed	

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>regularly &amp; listed on School webpage</p> <p>Incidents recorded in a specific book... Parents notified of incidents within 24 hours</p> <p>Heads Report picks out key items for Report to Governors</p> <p>Reviewed: December 2015</p>	
3.5	<p><b>Does the school provide appropriate guidance and support to staff, and arrangements, to ensure the safe transition of pupils with complex and challenging needs?</b></p>	<p><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 (Sept.'14). All information, arrangements and provision should be in place prior to a vulnerable pupil making the transition.</i></p> <p><i>When a child is starting the school in nursery/reception, the school needs to gather all information required in time to plan for the admission of the child by working with the family and or previous settings.</i></p>	5	<p>Transition meetings prior to child joining school. SENco holds meeting with Carer/ NYCC support staff as appropriate</p> <p>Appropriate systems and provision in place</p> <p>Training where needed</p> <p>Parents included in preparing child</p> <p>Reviewed: December 2015</p>	
3.6	<p><b>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?</b></p>	<p><i>Guidance for pupils /pupil behaviour policy that promotes respect and safe relationships.</i></p> <p><i>Cross references with Child Protection and with E-safety.</i></p> <p><i>E.g. by use of curriculum materials, NSPCC ChildLine School Service assemblies and workshops,</i></p>	5	<p>Yes, Community Support Officers undertake regular in school lessons on behaviours, child protection &amp; items such as E-safety, drug awareness,</p>	

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>bullying etc. This is a annual programme</p> <p>Behaviour Policy in place, ratified by the Governing Body annually</p> <p>Complaints Procedure in place, reviewed by the Head &amp; Governing Body annually</p> <p>Reviewed: December 2015</p>	
3.7	Does the school consider the particular needs of pupils with learning difficulties?	<p><i>These pupils are more vulnerable to exploitation, but also to becoming perpetrators due to their lack of understanding of consequences. Differentiated teaching which provides straightforward instructions to support pupils with learning difficulties</i></p>	5	<p>This is evidenced on the class lesson plans and differentiated teaching</p>	
3.8	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)?	<p><i>Cross references with Child Protection and with E-safety.</i></p> <p><i>Is there a named point of contact in (e.g. form tutor or class teacher) and out of school, posters and for example help-line numbers, peer listeners in school.</i></p> <p><i>Accessible and confidential pastoral/welfare support system for all its pupils where pupils can go for information, help and advice aligned to school's confidentiality policy.</i></p>	5	<p>Head Teacher acts as lead point of contact for all issues, however all Teaching staff have been trained on how to report &amp; address specific incidents</p> <p>Included as part of educational curriculum, cross referenced with Child Protection &amp; e-safety</p> <p>Reviewed: December 2015</p>	
3.9	Does the school provide very straightforward procedures for pupils with learning difficulties and consider the needs of pupils	<p><i>Is information symbol supported to ensure all pupils can access the information? Is there a key worker to support any pupils who are LAC and have LD?</i></p>	5	<p>Pupils with learning difficulties have individual provision maps and these are reviewed half termly or</p>	



## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	who have learning difficulties and are looked after, and therefore may be approaching different adults to report concerns?			sooner if needed	
3.10	<p><b>Does the school have its own systems in place to record and analyse types, rates and patterns of bullying and harassment?</b></p> <p><b>This includes cyber- bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment</b></p>	<p><i>Cross references with Child Protection and E-safety</i></p> <p><i>School based records and analysis of bullying, including racist, disability homophobic, transphobic and biphobic bullying to inform self-evaluation of the impact of provision</i></p>	<b>5</b>	<p>The size and nature of the school enables reporting to be easily monitored as part of the Heads Analysis and reporting to the Governing Body. Data is also captured and analysed for discussion at regular staff meetings, with appropriate actions taken thereafter.</p> <p>Bullying is controlled, with care given to the implementation of the Schools Bullying &amp; Harassment Policy</p> <p>Reviewed: December 2015</p>	
3.11	<p><b>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?</b></p>	<p><i>Cross references with Child Protection and with E-safety.</i></p> <p><i>E.g. use of Silver SEAL, restorative practices, peer supporters or buddies, circle of friends, safe 'havens' and or named adults, on-going dialogue/monitoring that pupils are ok, including liaison with parents /carers.</i></p>	<b>5</b>	<p>Yes, cross referenced with Child Protection, E-safety &amp; Behaviour Policies</p> <p>Restorative system in behavioural policy in place &amp; Reward system for good behaviour</p> <p>Reviewed: December 2015</p>	
3.12	<p><b>Does the school use the LA reporting system to report, monitor, analyse and respond to</b></p>	<p><i>Use of LA reporting through on-line system. This should cover all reported incidents and analysis of bullying, including racist, disability and</i></p>	<b>5</b>	<p>No Major Issues to report, but the school maintains</p>	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	serious incidents of bullying, harassment, hate incidents or identification of extremist behaviour to the LA?	<p><i>homophobic bullying whether or not reported by the target themselves. Reports should include 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></p> <p><i>CYPS Safeguarding Unit June 2015- referral pathway concerns that a young person may be at risk of being involved in radicalisation or extremism.</i></p> <p><i>At A Glance NYCC Prevent toolkit and 'At A Glance' Resource.</i></p>		<p>an awareness of LA systems &amp; reporting requirements, as and when such incidents would arise</p> <p>Heads report to Governing Body includes an update on incidents</p> <p>Reviewed: December 2015</p>	
3.13	Does the school have systems in place to capture the perceptions and experiences of pupils, and parents, at both the universal and targeted level?	<p><i>Cross references with Child Protection and with E-safety.</i></p> <p><i>E.g. focused analysis of responses within the Growing up in North Yorkshire survey, behaviour or anti-bullying surveys, pupil conferences or targeted discussion with pupils within particular vulnerable groups. Does a parent governor take a specific role to gain feedback from parents?</i></p>	5	<p>Child Protection &amp; E-Safety Policies are cross referenced and reviewed annually to ensure they are fit for purpose and align with the latest guidance</p> <p>Survey undertaken once per annum with pupils &amp; parents to capture views on behaviours. These are analysed by School &amp; NYCC, which are reported &amp; mapped on a national context</p> <p>Reviewed: December 2015</p>	
3.14	Are there rigorous systems in place to promptly follow up any absence from school or from lessons and to manage late arrivals at school?	<p><i>School has regard to the NYCC policies and procedures with regard to School Attendance; Children Missing from Education and Elective Home Education.</i></p> <p><i>E.g. early first day contact with families via</i></p>	5	<p>Yes, late arrival register kept, which is reviewed &amp; reported against regularly</p> <p>Policy for 'Collecting</p>	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>phone or text, systems for monitoring /signing in late arrivals, for follow-up of all absences.</i></p> <p><i>School has regard to the NYCC policies and procedures with regard to School Attendance; Children Missing from Education and Elective Home Education.</i></p> <p><i>E.g. to move to another establishment or to opt for elective home education?</i></p>		Children from School' in place which includes timing for drop off & collection	
3.15	Is the decision making process for deregistering a child from school rigorous and evidenced?		5	A pupil will remain on the register until contact has been made with the receiving school. Records are electronically transferred. This is all in line with NYCC policy and procedure with regard to school attendance.	
3.16	Does the school routinely inform the LA when the school/parents de- register their child (children) from the school?		5	School always informs the LA through the NYCC electronic route or if home schooled LA is notified directly.	
3.17	Does the school automatically seek attendance information whenever pupils are educated off site?	<p><i>E.g. prompt access and response to attendance information when pupils are dual registered or attending an EMS or PRS or after exams in Year 11 (until last Friday in June).</i></p>	5	<p>Not entirely relevant</p> <p>Day release examples of pupils attending other schools such as Ripon Grammar</p> <p>Reviewed as demand requires</p> <p>Reviewed: December 2015</p>	
3.18	Are there systems in place to analyse data and to respond to patterns and trends in	<p><i>E.g. an attendance officer who monitors pupils who are persistently absent for long periods of time or have one or two days off regularly or are</i></p>	5	Ad-hoc checks undertaken weekly, with more	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	attendance, including when pupils are attending off-site provision?	<p>regularly late - does the school discuss any concerns with parents /carers and seek to resolve issues?</p> <p>Where a pupil's attendance is low, the school should ensure that appropriate safeguarding checks are made.</p>		<p>thorough checks completed half-termly</p> <p>Reports are provided to the Governing Body as part of the Head's Report</p> <p>NYCC Welfare Officers review reporting &amp; results, highlighting new practices to improve attendance. School trialing a new rewards system to incentivise pupil attendance, which is not prejudice to pupils with learning disabilities</p> <p>Lateness also recorded with an overarching report provided to Parents each term. Report emphasises the cumulative impact of lateness in school. Reviewed &amp; signed off by Governors before issuing</p>	
3.19	Does the school have good provision for children and young people who require time away from the main learning environment including rest areas for very young children, for example in a nurture room, quiet area for reflection, on site learning support unit or at an off-site provision?	<p>The school should provide good practice guidance for all senior /middle leaders to ensure that children and young people make a successful transition to additional or different provision in the school e.g. learning support units or when attending off-site provision.</p> <p>The school should evaluate the impact of off-site learning provision by monitoring pupil's safety, attendance, behaviour, learning and progress.</p>	5	<p>Yes, where appropriate</p> <p>Learning platforms in place for pupils with an identified need</p> <p>School has a transition policy in place for children, which is over and above</p>	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				the standard process	
3.20	<b>Does the school know how to respond if a child or young person places themselves at risk by leaving the building /grounds?</b>	<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 (pg.14).</i>	<b>5</b>	<p>'Missing Child Procedure' in place, which is linked to 'Child Protection Policy'</p> <p>Stored in Admin Office, available for all staff.</p> <p>Reviewed annually, and refreshed during pre-term training</p> <p>Reviewed: December 2015</p>	
3.21	<b>Does the school have systems in place to monitor rates, patterns of and reasons for fixed-period and permanent exclusions, and whether they fall within statutory guidance and regulations on exclusions, including the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance</b>	<p><i>The school should demonstrate clear procedures for monitoring, analysing and responding to exclusion, for example rates, patterns of and reasons for exclusion, and how they have improved provision /outcomes for the pupil.</i></p> <p><i>The school should evidence its effectiveness in relation to specific pupils with high levels of need, through the good use of case studies.</i></p> <p><i>There is no evidence of the use of 'unofficial exclusion' or that a pupil has been removed from the school unlawfully</i></p>	<b>5</b>	<p>Systems are in place following NYCC procedure guidelines</p> <p>N/A, School does not hold records for such behaviour because there has never been a requirement.</p> <p>No evidence of exclusion.</p> <p>Reviewed: December 2015</p>	
3.22	<b>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?</b>	<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>	<b>5</b>	<p>N/A: Never occurred during the reporting period.</p> <p>Systems are in place following NYCC procedure guidelines</p> <p>Reviewed: December 2015</p>	

**Section4 - Risk Taking Behaviour**

	<b>Key Questions</b>	<b>Guidance Notes</b>	<b>Grading</b>	<b>Evidence</b>	<b>Actions Required</b>
4.1	<b>Has the governing body considered how pupils may be taught about safeguarding?</b>	<p><i>Pupils are taught how to identify and respond appropriately to risk. E.g. through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE). (From Keeping Children safe in education – statutory guidance March 2015)</i></p> <p><i>Examples also include PSED and the Characteristics of Effective Learning in the EYFS.</i></p>	<b>5</b>	<p>Channelled through classroom teaching &amp; learning opportunities. Such as Sex &amp; relationship education, economic education</p> <p>Performance of Policies &amp; Curriculum assessed and reported to Governors in Heads Report</p> <p>Reviewed: December 2015</p>	
4.2	<b>Have staff received appropriate and relevant continuing professional development to enable them to teach age appropriate aspects of safeguarding with confidence?</b>	<p><i>Training needs analysis of staff, records of relevant CPD, sharing of good practice and expertise within the school, accessing age appropriate curriculum resources and guidance from Fronter.</i></p>	<b>5</b>	<p>Staff Meetings provide a useful forum to review safeguarding topics for discussion in classrooms. E-learning &amp; external Safeguarding training sessions completed by teaching staff annually. Specific needs are identified between staff and head during 1:1's, with appropriate action taken thereafter</p> <p>Reviewed: December 2015</p>	
4.3	<b>Does the school have a broad</b>	<i>The school has a range of initiatives and</i>	<b>5</b>	Anti-radicalisation policy in	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	and balanced curriculum that helps protect pupils from radicalisation and extremism and promotes community cohesion?	<p><i>activities that promote the spiritual, moral and social and emotional needs of pupils aimed at protecting them from radicalisation and extremist influences, through a planned provision</i></p> <p><i>The school has summary information about the school's effectiveness in preparing pupils for life in modern democratic Britain including how the school promotes British values</i></p> <p><i>Prayer/faith facilities and group activities are managed</i></p> <p><i>Pupils are aware of the benefits of community cohesion and the damaging effects of extremism on community relations</i></p> <p><i>Staff feel confident to provide appropriate challenge to pupils, students, parents, leadership if opinions expressed are contrary to fundamental British values and promotion of community cohesion</i></p>		<p>place. RE curriculum provides knowledge of a range of faiths. Part of the Cluster schools ambassadors project where the children are learning about British values and completing cluster projects on British values. Our recent SIAMS report provides evidence of how we address the spiritual, moral, cultural and emotional aspects to learning.</p>	
4.4	Does the school have an age appropriate planned PSHE curriculum and an outline of the school's PSHE curriculum, including aspects of safeguarding on the school's website?	<p><i>The DFE mandatory timeline states: "All schools must publish their school curriculum by subject and academic year, including their provision of personal, social, health and economic education (PSHE).</i></p>	5	<p>Crucial crew is a good example of planned curriculum with an appropriate body.</p> <p>School nurse undertakes regular inspection, age appropriate, pupil visits (at least once per annum)</p> <p>Community Support Officers undertake regular (at least once per annum) drug awareness lessons with pupils, as designed by NYCC &amp; approved by Head</p>	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>Teacher</p> <p>Regular visits from Community Support Officers who work with the School to agree a forward work plan of further e-safety &amp; drug awareness lessons which are age specific</p> <p>KButler (Head Teacher) is the designated PSHCE</p>	
4.5	<p><b>Are pupils able to understand, respond to and calculate risk effectively and are they highly aware of how to keep themselves and others safe in different situations as part of an age appropriate planned curriculum.</b></p>	<p><i>Use of assemblies, curriculum materials for PSHE and through assessment and evaluation of the progress pupils make in taught aspects of safeguarding in the PSHE curriculum.</i></p> <p><i>For example they have an age-appropriate understanding of healthy relationships and are confident in staying safe from all forms of bullying, abuse and exploitation and risks associated with unhealthy relationships, abuse, child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, including when using the internet and social media..</i></p> <p><i>Schools can provide evidence that they are responding to emerging issues from school held data including the Growing Up in North Yorkshire survey data and incident logs and any emerging issues.</i></p>	5	<p>Assemblies utilised to present key topics to the wider school, such as extremism.</p> <p>Classroom syllabus includes targeted learning &amp; development on specialist subjects</p> <p>E-safety talks are run regularly with Staff, Parents &amp; Pupils</p> <p>Crucial Crew activities target specific topic areas</p> <p>All relevant policies in place, including a new Antic-Radicalisation Policy, ratified by the Governing</p>	



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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				body Reviewed: December 2015	
4.6	Are pupils able to identify a trusted adult within the school community that they can talk to and are they aware of other sources of support available to them?	<i>Pupils are taught about the importance of seeking support and help and are provided with a range of people and organisations they can seek help and support from both within and outside school.</i>	5	Pupils are encouraged to speak with teaching staff and the Head for  Reviewed: December 2015	
4.7	Are all children in the EYFS allocated a Key Person (KP)?		5	Due to the small numbers in reception class the KP is the class teacher.	
4.8	Is the KP system embedded into practice, i.e. does this KP support the child's PSED and build trusting relationships with the child's family?		5	The KP has regular meetings with parents, carers throughout the school year, and parents contribute to the individual pupils profiles.	
4.9	Does the school have an up to date Sex and Relationships Education (statutory policy), drugs/ alcohol policy and a no – smoking policy for pupils?	<i>The school has clearly understood and accepted policies relating to sex and relationships, drugs, alcohol and tobacco drawn up in consultation with key stakeholders including parents/carers, pupils 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>  <i>The school has clear policies, procedures and training to support staff when pupils may present with risky behaviours. There are actions that can be implemented to keep the pupil in education and reduce the risk of harm. These are regularly reviewed to assess their impact, taking into account the views and experiences of the pupil.</i>	5	Yes, sex relations, drugs & education policy in place. Ratified by the governing body  Annually updated, stored electronically  Reviewed: December 2015	
4.10	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	<i>Example Acceptable Use Policies are available in the e-safeguarding room on <a href="http://www.Fronter.com/northyorks">www.Fronter.com/northyorks</a></i>	5	Yes, I.C.T Policy covers these requirements, ratified by the Governing	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	policy? If the school has a Learning Platform, blog or other online collaboration software, is there an Acceptable Use Policy for pupils and parents?			<p>Body</p> <p>Policy includes safeguarding measures for Staff, Pupils &amp; Parents</p> <p>Record of when staff have read &amp; signed policy stored on ICT File in Admin Office</p> <p>New Pupil Starter forms include section on ICT Policy</p> <p>Policy is published on Website</p> <p>Reviewed: December 2015</p>	
4.11	Is a planned programme of formal e- safety training made available to staff and parents?	<i>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 for staff and for parents? Is there an identified member of staff who keeps up to date on e-Safety?</i>	<b>5</b>	<p>E-safety included as part of training schedule for new staff</p> <p>E-Safety incorporated as part of the Agenda to yearly in-set training days</p> <p>Record of staff completing e-safety training stored on the ICT record</p> <p>Full Staff e-safety review completed September 2015</p> <p>Reviewed: December 2015</p>	

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
4.12	Is the school's Internet service filtered?	<i>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. The school's IT filtering seeks to prevent access to extremist material</i>	5	<p>Yes, schools internet service provider fully ISP accredited</p> <p>Accredited filtering in place, which blocks all content &amp; opens only approved websites for usage in school</p> <p>Pupils &amp; Staff maintain differing access levels</p> <p>Reviewed: December 2015</p>	
4.13	Is e-safety covered regularly in the curriculum?	<i>A planned e-safety education programme takes place through PSHCEe / Computing / 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, including the development of critical thinking skills around the power of influence of on line and through social media. The school regularly evaluates the effectiveness and impact of e- safety programmes.</i>	5	<p>Yes, regular Community Support Officers undertake exercises with Pupils to educate on e-safety, which includes differentiation for target audiences</p> <p>Crucial crew visit undertake once per annum, covering various items of education for pupils &amp; staff including e-safety, fire, flooding &amp; drugs (service provided by NYCC)</p> <p>Reviewed: December 2015</p>	
4.14	Does the school have a procedure for responding to e-safety concerns and incidents	<i>All stakeholders know who they can report these to and are encouraged to do so. Users understand their responsibilities to report</i>	5	<p>ICT Policy in place which includes items on resolving</p>	

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	<p>reported by pupils, staff or parents?</p> <p><u>and</u></p> <p>Does the school have a system for logging e-safety incidents?</p>	<p><i>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 e.g. 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>e-safety concerns and incidents</p> <p>School has an identified IT Coordinator in place to pick up ICT issues &amp; implement changes</p> <p>Webpages monitored by staff during classroom periods</p> <p>All sites blocked, with requests to open sites made by staff to the ICT Provider when needed. Record of requests stored on ICT File</p> <p>Reviewed: December 2015</p>	
4.15	<p>Does the school have a policy for the use by staff, other adults, contractors and pupils of mobile technology such as phones, tablets computers, cameras and other hand held devices?</p> <p><u>Early Years</u></p> <p>Does the policy set out the arrangements for the taking, storing and use of images of children?</p>	<p><i>The school has clearly understood and accepted policies relating to the use of mobile phones and personal hand held devices, by young people, staff and adults on school premises, including contractors. 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. Where pupils are provided with personal devices e.g. iPads, there are clear Acceptable Use Agreements in place.</i></p> <p><i>If pupils are allowed to use personal devices (BYOD) in school there are clear guidelines in place which pupils follow along with secure systems for access to the Internet and file sharing.</i></p>	5	<p>Yes, staff policy reframes staff from using personal cameras, phones, or other devices in classrooms/ during teaching periods, meaning only school software and multimedia devices are allowed in these areas. These devices are regularly monitored by the Senior Management team &amp; Service Provider checks</p>	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>In EYFS staff should not have personal mobile phones with them in the classroom or outdoor areas. These should be locked away. The school should have a policy on mobile and camera use as well as photograph storage.</i></p> <p><i>Early Years: See appendix F of the School Safeguarding Policy for specific guidance</i></p>		<p>Early years staff should not have personal phones and should take images of children only on school equipment. See Safeguarding Policy.</p> <p>School mobile phone used during school trips</p> <p>Reviewed: December 2015</p>	
4.16	<p><b>Does the school provide clear guidance to pupils and parents to ensure that pupils remain safe from the harmful effects of exposure to sunlight?</b></p>	<p><i>Application of sunscreen before school, during school, wearing hats, drinking water, access to shaded areas</i></p> <p><i>Schools will need written parent permission to apply sun cream provided by parents.</i></p>	5	<p>Sunscreen policy in place, stored in H&amp;S folder (admin office)</p> <p>Ratified by governing body</p> <p>Reviewed: December 2015</p>	
4.17	<p><b>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?</b></p>	<p><i>Safe storage of bicycles, pupils must wear helmets, no riding on school premises.</i></p>	5	<p>Due to the rural location of school there is limited, if zero, cycling to school, therefore no requirement for bicycle storage, or facilities</p> <p>During cycling proficiency days pupils are provided with relevant safety equipment before taking part in these activities</p> <p>Awaiting new NYCC H&amp;S Officer to be appointed &amp; visit school for further</p>	

## **NYSCB Schools Safeguarding Audit 2015**

	<b>Key Questions</b>	<b>Guidance Notes</b>	<b>Grading</b>	<b>Evidence</b>	<b>Actions Required</b>
				input into this area Reviewed: December 2015	

**Section 5 - Learning Beyond the Classroom**

	<b>Key Questions</b>	<b>Guidance Notes</b>	<b>Grading</b>	<b>Evidence</b>	<b>Actions Required</b>
5.1	<b>Is there a designated, trained and updated Educational Visits Co-ordinator (EVC)?</b>	<i>Every establishment must appoint an EVC who will receive initial training which must be updated every three years by attendance at an approved NYCC EVC revalidation course.</i>	<b>5</b>	Yes, designated EVC in place, being the Assistant Head  Last training received July 2013  Reviewed: December 2015	
5.2	<b>Is risk management in place for all Learning Beyond the Classroom opportunities?</b>	<i>Local, routine educational opportunities should utilise generic risk management linked to policy. Day, residential, adventurous, non-routine opportunities should utilise event specific risk management coupled with appropriate generic site and activity risk management.</i>	<b>5</b>	Yes, completed by trip organiser, checked by EVC on ad-hoc basis  All risk assessments kept on H&S file in the Admin Office & Educational Visits file stored in EVC's classroom  Results of Risk Assessment shared with staff during staff meetings, including Head  Reviewed: December 2015	
5.3	<b>Has the establishment completed and submitted to the LA on-line Educational Visits SEF when requested?</b>	<i>This must be completed and submitted to the LA each year. A report will be generated and sent to the establishment indicating any action that is required to remain in compliance with LA policies and procedures.</i>	<b>5</b>	EVC coordinator completed annual check and submitted to LA summer term.	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
5.4	Is the establishment entering educational visits and activities on the Educational Visits Notification System?	<i>Work experience, work related learning and curriculum studies provided by a deliverer other than the school are NOT entered on this system.</i> <a href="http://visits.northyorks.gov.uk">http://visits.northyorks.gov.uk</a>	5	Yes, coordinated by EVC. EVC file kept with co-ordinator.	
5.5	Have all staff who lead visits undergone Visit Leader (Theory) also known as Planning Educational Visits training?	<i>All staff who lead visits must have completed either the full day Visit Leader or the shorter theoretical part - Planning Educational Visits training.</i>	5	Primarily lead by the designated EUV, with support from other staff members as appropriate, who have undergone basic training.  EUV training last completed in 2014  Reviewed: December 2015	Advise for new members of staff requested. New staff will not lead a visit until training completed
5.6	Have all staff who lead educational visits, outdoor learning and adventurous activities registered their qualifications and competence with the establishment EVC and the LA?	<i>The LA maintains a register of all staff and their visits and adventurous activity qualifications and competence (Visit and Activity Leadership Register). EVC's should ensure that they send a copy of all appropriate staff qualifications (excluding EVC, Visit Leader (Theory)) to <a href="mailto:educationalvisits@northyorks.gov.uk">educationalvisits@northyorks.gov.uk</a></i>	5	N/A, school uses established professional bodies to arrange such activities, which are vetted by EVC & LA before procuring activities  Reviewed: December 2015	
5.7	Does the school have appropriate safeguarding arrangements for students undertaking work experience placements and check that any training organisations have appropriate safeguards in place?	<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.</i>	5	Yes, channelled through Head Teacher (DSP), includes primarily work experience student placements as part of university degree course  During inspection a number of work placement students had just completed placements	



## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				Head liaises with appropriate Body/ Experience Coordinator to arrange training requirements prior to accepting applications  Reviewed: December 2015	
5.8	<b>Does the school have appropriate safeguarding arrangements in place for foreign exchange visits and home stays both home and abroad, including the use of host families?</b>	<i>Schools need to ensure that there are appropriate safeguarding arrangements in place, based on NYCC guidance, for example NYCC Guidance about Foreign Exchanges (both to the UK and abroad)</i>	<b>5</b>	N/A; The School does not participate in foreign exchange visits  Reviewed: December 2015	

**Section 6 - Premises Security**

	<b>Key Questions</b>	<b>Guidance Notes</b>	<b>Grading</b>	<b>Evidence</b>	<b>Actions Required</b>
6.1	<b>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?</b>	<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. 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>	<b>5</b>	<p>Yes, premises fenced off through a combination of wooden gates &amp; hedgerows</p> <p>Gates remain locked during &amp; after school hours</p> <p>School is protected by alarm system &amp; buzzer entry system</p> <p>Fire Exits fitted with mid-level levers</p> <p>School policy to pupils includes a red line boundary where pupils are informed not to pass this line during school hours</p> <p>Pupils supervised during outdoor lessons &amp; break time by a combination of Teachers, TA's &amp; Mid-day Supervisors.</p> <p>Reviewed: December 2015</p>	
6.2	<b>Are measures in place to ensure the school knows the identity and purpose of all visitors to the</b>	<i>Visitors, contractors and others should be clearly directed via good signage to the school reception. Access to the reception should be via</i>	<b>5</b>	<p>Access into building limited by Buzzer entry system,</p>	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	<p><i>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>		<p>meaning to access the building the majority of visitors report via reception</p> <p>Visitors monitored under-supervision whilst on site</p> <p>Rear door is passcode protected which only staff &amp; trusted regular contractors use. Passcode is changed on a yearly basis</p> <p>All Contractors must pre-arrange visits. Ad-hoc visit's turned away. Visitor's ID reviewed on entry/ sign in</p> <p>Governor inspected Visitor Book &amp; witnessed monitoring of the Contractors</p> <p>Majority of ontractors are procured through 'Total Property Management'</p> <p>New Rear door currently under review</p> <p>Reviewed: December 2015</p>	
6.3	Are measures in place to ensure that pupils are safeguarded against moving vehicles in the	<p><i>Pedestrian access routes should be kept separate from vehicular routes and there should be clear signage at the entrance. In some</i></p>	5	<p>Pedestrian access routes in place, with clear</p>	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	<p>car park or on the road?</p>	<p><i>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>		<p>boundaries between road &amp; pavement</p> <p>Gates are locked at the start, during &amp; end of the day</p> <p>Limited access to school car park during the day (staff only) therefore limited moving vehicles inside the school premises</p> <p>Parent Car Parking &amp; Bus drop off point limited, which acts as a natural traffic prevention measure in the village during peak drop off &amp; pick up periods of the day</p> <p>During last inspection Community Support Officers had reviewed the Parent Drop off &amp; movement of Cars throughout the village, helping to build &amp; maintain traffic movement/ awareness with Parents, Pupils, Bus Operators &amp; Staff</p> <p>Reviewed: December 2015</p>	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
6.4	<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><i>EYFS states children should be in the sight or hearing of staff. Schools should consider how to deploy staff effectively to keep children safe and also facilitate children's learning both in indoor and outdoor classrooms. Outdoor classroom should be seen as a learning environment.</i></p>	5	<p>Boundary Gates locked during school periods</p> <p>Natural perimeter hedgerow in place which is above pupil head height</p> <p>Playing fields are to the rear of the school with limited access</p> <p>Hard standing playground area is topographically located lower than the main school access points &amp; hedgerows, which acts as a natural protection/ buffer zone to the road &amp; pavements outside the schools boundary</p> <p>A Red boundary line is marked on the playground area, where pupils are informed not to cross this point.</p> <p>Pupils are monitored during non-teaching periods with a minimum of 2-3 staff, who hold designated monitoring zones, to ensure the</p>	<p>To address areas of wear and tear in perimeter hedgerows (ongoing)</p>

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>optimum view of pupils is maintained during these periods. A whistle &amp; Card system has been implemented to highlight the severity of issues experienced during these periods</p> <p>Reviewed: December 2015</p>	
6.5	<p><b>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?</b></p> <p><b>These arrangements will change as pupils get older and more independent.</b></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>	5	<p>A Policy for Collecting Children from School is in place &amp; ratified by the Governing Body</p> <p>Policy kept in school office &amp; on school website</p> <p>Parents informed of Policy on website</p> <p>Reviewed: December 2015</p>	
6.6	<p><b>Are measures in place to reduce the risk from trespassers?</b></p>	<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. 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>	5	<p>External lighting installed &amp; security gates locked during &amp; after school hours</p> <p>School is alarmed during non-teaching periods</p> <p>Limited access to roof &amp; access through these areas, such as roof lights</p> <p>NYCC Corporate Signage in</p>	

## NYS CB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>place</p> <p>Informal agreement in place with neighbouring land owner</p> <p>Caretaker &amp; Staff regularly visit premises during Holiday periods to check security</p> <p>Reviewed: December 2015</p>	
6.7	<p><b>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?</b></p>	<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 &amp; safety responsibilities</i></p>	5	<p>Yes, Individual Schools have responsibility for their own locking systems.</p> <p>Access is shared through mutual consent for the car parking area only, which is locked by the school daily</p> <p>Reviewed: December 2015</p>	

## NYSCB Schools Safeguarding Audit 2015

### Section 7 - Premises Health and Safety

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
7.1	<b>Does the school have a Health and Safety Policy? Are all staff aware of this and is it implemented fully?</b>	<i>Model School Health &amp; Safety Policies available from School H&amp;S Service &amp; smart solutions website</i>	<b>5</b>	<p>Yes, H&amp;S file reviewed</p> <p>Hard file Stored in Admin office available for all staff/ governors</p> <p>Staff Review &amp; Sign Annually</p> <p>Ratified by Governing Body</p> <p>Reviewed: December 2015</p>	
7.2	<b>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?</b>	<i>Governors premises inspections, School H&amp;S inspections and ARC's (Annual Review Checklists) H&amp;SRMU School Audit recommendations</i>	<b>5</b>	<p>Yes, last inspection report reviewed &amp; stored on file</p> <p>Last NYCC H&amp;S review Sept 2015. Up &amp; Coming H&amp;S Inspection due January 2016</p> <p>All recommendations will be monitored &amp; actioned</p> <p>Reviewed: December 15</p>	
7.3	<b>Is there a prioritised risk assessment programme covering all areas of the school and including all significant risks?</b>	<i>School H&amp;S service have prepared a template for a prioritised risk assessment programme</i>	<b>5</b>	<p>Yes, confirm school H&amp;S template is used to conduct H&amp;S Inspection. Forms the basis of a school risk assessment</p> <p>Individual teachers conduct</p>	



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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				Classroom Risk Assessments as part of ongoing reviews  Reviewed: December 2015	
7.4	<b>Is there a Fire Safety File, complete with up to date evacuation record, testing and risk assessments?</b>	<i>Fire Safety File available from H&amp;S Service</i>	<b>5</b>	Yes, Fire Safety file reviewed  Hard file Stored in Admin office available for all staff/ governors  Staff Review & Sign Annually  Reviewed: December 2015	
7.5	<b>Does the school have Asbestos and Legionella Risk Management Plans?</b>	<i>Property Service has provided Asbestos &amp; Legionella management plans for development</i>	<b>5</b>	Yes, reviewed during inspection  Stored in Admin Office  Head & Office Manager both Fire Safety & Legionella trained	
7.6	<b>Is there evidence of maintenance of equipment, e.g. PE and adventure activity equipment, D&amp;T machines, Mini buses, swimming plant pool equipment?</b>	<i>Continental Sports Ltd and other company inspection reports for sports and other indoor/outdoor equipment</i>  <i>Contractor record of visits, certificates and invoices</i>  <i>Servicing records for mini buses</i>	<b>5</b>	Yes, last Continental Sports Limited inspection reports reviewed from 2015, including invoices, certificates & record of visit  Inspection completed annually	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				Next Inspection scheduled January 2016  Reviewed: December 2015	
7.7	<b>Does the school have adequate arrangements for the maintenance of the buildings infrastructure and operational equipment?</b>	<i>Continental Sports Ltd and other company inspection reports for sports and other indoor/outdoor equipment</i>  <i>Contractor record of visits, certificates and invoices</i>  <i>Servicing records for mini buses</i>	<b>5</b>	As above 7.6  Contractors appointed to undertake maintenance work on an ad-hoc basis. School facilities regularly inspected by County Council LA Officers, Contractors, Staff & Governors. Work is procured following standard LA procedures, which is dependent on the value and scale of works  Visitor book reviewed to confirm Contractors had appropriately signed in. Confirm Contractors were monitored during Inspection & signed out following completion of works. Invoice for work signed off by Office Manager & stored on file  Reviewed: December 2015	
7.8	<b>Does the school have a plan in place to manage the risks from buses, coaches, minibuses and</b>	<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</i>	<b>5</b>	Yes, drop off zone in place in line with H&S Service	

## NYSCB Schools Safeguarding Audit 2015

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	<p><b>taxis dropping off and collecting children and young people?</b></p>	<p><i>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 &amp; Safety Risk Management Unit, H&amp;S Service, Integrated Passenger Transport, Road Safety Team</i></p>		<p>guidance</p> <p>Parent Car Parking Guidance in place during morning drop off &amp; evening pick-up. Spot checked regularly by Community Support Officers to ensure safe parking procedures are followed. This is identified within the 'Collecting Children from School Policy, ratified by governing body</p> <p>Last Community Support Officer Inspection late 2015</p> <p>Reviewed: December 2015</p>	

**Section 8 - Management of Working Arrangements**

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
8.1	<p><b>Have the Senior Leadership Team and governors identified robust procedures to manage emergency situations should they arise?</b></p>	<p><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></p>	<p><b>5</b></p>	<p>School follows the emergency response guide as written by NYCC, which includes items such as 'School Closure &amp; Evacuation Procedures'. This includes Passcodes used with NYCC to register the severity/ type of issue</p> <p>Individual staff roles &amp; responsibilities during emergency procedures are reviewed annually with the Head Teacher, which includes an annual emergency evacuation/ lockdown trial run. Results recorded &amp; presented to Board of Governors for analysis &amp; improvement measures if necessary</p> <p>Fire alarm/ evacuation tested Hal-termly, with results recorded &amp; reported to Board of Governors for analysis &amp;</p>	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>improvement measures if necessary. During Inspection the results of the last fire test</p> <p>Data stored in School Admin Office</p> <p>Reviewed: December 2015</p>	
8.2	<p>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?</p>	<p><i>Corporate Health and Safety Procedures and guidance as well as CYPs Health &amp; Safety Policy and Guidance Handbook available</i></p> <p><i>Lone Working Risk Assessments</i></p>	5	<p>Lone Working Policy in Place, with Hard file stored in Admin Office, reviewed annually. ratified by Governing Body</p> <p>School procedures &amp; risk assessment last reviewed by NYCC H&amp;S service Jan 15, with next reviewed scheduled for January 2016</p> <p>Staff signatures &amp; date of review's are collated during teacher in-set days/ training days. New Staff are required to review policy &amp; sign following Induction</p> <p>Reviewed: December 2015</p>	
8.3	<p>Does the school have appropriate facilities and staff with identified responsibilities for delivering intimate personal care to pupils where required?</p>	<p><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></p>	5	<p>Yes, School facilities in place</p> <p>Intimate Care Policy in place as provided by NYCC.</p>	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>If a school is taking very young children or any child in the EYFS it will need to ensure suitable areas for changing nappies and toilet training children. This should afford the child dignity and respect. Appropriate nappy disposal bins will need to be provided along with disposable aprons and gloves for staff supporting the child in their personal care. An intimate personal care plan is not needed for typically developing toileting needs for children in the EYFS. Staff in the EYFS should understand that supporting children in learning about and taking responsibility for their own personal care is part of the EYFS curriculum, physical development: Health and self-care. Intimate personal care should be supported/carried out by the KP. The senior leaders/EYFS should monitor who is supporting the intimate personal care, how frequently and how long they take to do so.</i></p>		<p>Ratified by Governing Body</p> <p>Intimate Care Policy reviewed annually, with a register maintained, including Name, Signature &amp; Date of when teachers last reviewed. Register reviewed by Head &amp; Office Manager to ensure all staff completes this exercise.</p> <p>Reviewed: December 2015</p>	
8.4	<p><b>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?</b></p>	<p><i>Where this is part of a health care plan it should be signed off by the relevant health professionals</i></p>	5	<p>Yes, School has in place an Intimate Care Policy &amp; Policy on Medicines, ratified by Governing Body</p> <p>School follows NYCC Guidance regarding the dispense of medication</p> <p>The school also has in place a 'Home/ School Agreement' which includes the requirement for Parents to notify the school of anything that may affect their child's work or behaviour, such as medication. Policy last</p>	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>ratified 4th December 2015</p> <p>In respect of children with significant medical conditions, SEN Coordinator completes assessment with pupil, parents, teachers &amp; advisors (NYCC) to risk assess the needs of pupils with significant medical conditions to ensure the school, facilities &amp; training is adequately in place to meet the needs of the pupil</p> <p>Wider School Health Care Plan under review to improve recording of data in this area, in order to track the trend of medication, identify anomalies</p> <p>Home School Agreement Policy reviewed &amp; ratified by the Governing Body</p> <p>'First Aid of Medicines at Work Policy' to be reviewed &amp; ratified by Governing Body Spring</p>	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				2016 Reviewed: December 2015	
8.5	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>	<b>5</b>	<p>School has identified First Aiders in place, with a policy that at least one First Aider is present on site during the day</p> <p>Main First Aiders identified as being MD (Office Manager) Lynsey Rogers (Class 1)</p> <p>All staff are 'Basic' First Aid Trained</p> <p>Training valid for up to 3 years, which is monitored by the Head Teacher &amp; Office Manager to identify further training needs</p> <p>First Aid kit reviewed by NYCC annually to ensure it is fit for purpose</p> <p>'First Aid of Medicines at Work Policy' to be reviewed &amp; ratified by Governing Body Spring 2016</p> <p>Reviewed: December 2015</p>	



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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
8.6	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?		5	Yes, Two staff toilet Facilities are available for staff to use, including the Heads office which has a lockable door & window blinds to prevent access & visibility  Reviewed: December 2015	
8.7	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>	5	Policies are in place and will be ratified at GB meeting Spring 16.	
8.8	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?		5	Yes, Parental consent form signed following the admission of a pupil into the school regarding the right to publish images. Further consent is sought as an additional check prior to using photo images in order to ensure parents approve the use of such images  Reviewed: December 2015	
8.9	Does the school have a plan to manage the risks of the 14 allergens listed in the Food Information Regulations (FIR) December 2014 and any other allergens and food intolerances?	<i>There should be a system in place to gather information from parents/guardians regarding any allergens their children may have and to keep this updated. Provision of photo/information. Risk assessments should be in place for purchasing, storage, preparation, cooking, handling and service of foods containing allergens and communicated to staff involved in cooking/baking in schools, breakfast</i>	5	All staff have attended LA allergen training. Allergen sheets are completed for any cookey activities. County Caterers have responsibility within their contract to assess allergens re school meals.	

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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>clubs, after school clubs and school meals ( where not provided by NYCC )</i></p> <p><i>Allergen advice and training available from Facilities Management by SmartSolutions - Catering ( formerly County Caterers )</i></p>			
8.10	<p><b>Are all staff informed and fully aware of the circumstances whereby they must inform the provider of any police action against them?</b></p>	<p><i>This should form part of the candidate application form, contract of employment and induction programme. Staff should be expected to inform the school of any cautions, convictions, court orders, reprimands and warnings which may affect their suitability to work with children or any circumstances which could lead to consideration of disqualification.</i></p> <p><i>NYCC strongly recommend the adoption of the Declaration of Offences Policy.</i></p>	5	<p>Yes, and relevant forms completed and kept of staff files.</p>	
8.11	<p><b>Has the school carried out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children, learners and/or staff or to address assemblies?</b></p>	<p><i>Identity checks, DBS check...</i></p> <p><i>Check on organisation to ensure that its values are consistent with promoting British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (British values as defined in HM Government Prevent Duty Statutory Guidance for England and Wales, March 2015, and in DfE Promoting fundamental British values as part of SMSC in schools, Departmental advice for maintained schools November 2014)</i></p> <p><i>Guidance</i></p> <p><i>Visits and visitors: Guidance on RE resources Checklist to support schools addressing the question, 'Are RE visits and visitors organised imaginatively, effectively and efficiently so that they make a significant contribution to RE's learning objectives?' National Association for Teachers of Religious Education, NATRE (Frontier Humanities room)</i></p>	5	<p>DBS checks are required for all visitors working with children. Prevent training is booked for all staff.</p>	

## NYSCB Schools Safeguarding Audit 2015

### Section 9 - Early Years

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
9.1	Does the school ensure that children are adequately supervised and that staffing ratios are met at all times specifically when taking children under 3 years?	<i>These are set out on pages 21- 24 of the Statutory Framework for the Early Years Foundation Stage</i>	<b>5</b>	The statutory framework guidelines are always followed when planning a school trip.	

**Thank you for completing the audit.**

**Please return the completed audit to [LSCB@northyorks.gov.uk](mailto:LSCB@northyorks.gov.uk) by Friday 5 February 2016**

## Grading Classification

Unless a specific category of question is not applicable, all schools are expected to strive to achieve 5 (safeguarding concerns have been addressed). When identifying a score it is important for each school to consider whether the minimum standards for addressing safeguarding needs have been achieved. For example, where a school **has sufficient safeguards in place** to address safeguarding concerns, but **action plans are in place to improve or modernise those arrangements**, then the school is maintaining compliance and should record their **achieved level of compliance as “5”**. If any planned changes will result in safeguarding concerns, schools should record their level of compliance as level “2”, “3” “4” or “5” as appropriate.

1	2	3	4	5
Not applicable	Not in operation – potential safeguarding concerns	Identified Safeguarding Concerns/Weakness to be Addressed with no Agreed Action Plan	Identified Safeguarding Concerns/Weakness with an Agreed Action Plan in Place	Safeguarding Concerns Have Been Addressed
<p>This line of enquiry is not applicable to the school.</p> <p>There are no safeguarding concerns.</p>	<p>Not in operation.</p> <p>No action plan has been identified to address this at present.</p>	<p>Safeguarding concerns/identified weakness have been identified and the school aims to develop an action plan at senior level to address these concerns.</p>	<p>Safeguarding concerns/identified weaknesses have been identified and the school has an action plan agreed by senior management to address these concerns.</p>	<p>Safeguarding has been addressed and the school is compliant with statutory requirements.</p> <p>Improvements and modernisation of arrangements may be taking place but these do not expose any safeguarding concerns.</p> <p>There are no safeguarding concerns</p>

## **NYSCB Schools Safeguarding Audit 2015**

For each category of question, schools are requested to identify evidence which will support their answers above. **Please note that this does not include providing copies of evidence**, but should make reference to what evidence is available. For example, the name of a policy which supports a specific category and the date it was last reviewed.