



School ……………………………………………

Date carried out …………………………………

By ………………………………………………..

To assist schools in evaluating their procedures for safeguarding and Child Protection (revised October 2013)

## [www.merton.gov.uk](http://www.merton.gov.uk)

Merton School Safeguarding Audit

MERTON COUNCIL

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| SAFEGUARDING and CHILD PROTECTION **An audit for school governors, headteachers and staff**  **This audit has been designed to assist schools in ensuring that they have the evidence to show that their procedures are good and to identify any actions needed to make improvements.** | | | | |
| **1** | **Senior Designated Person for Child Protection** | Evidence | Actions | By |
| 1.1 | Who is the Senior Designated Person for Child Protection and  Safeguarding in your school? |  |  |  |
| 1.2 | Is your Senior Designated Person fully trained? (i.e. attendance at LSCB child protection training) What was the most recent date? |  |  |  |
| 1.3 | Have you informed the LA of any changes in your Senior  Designated personnel? |  |  |  |
| 1.4 | Who deputises when the Senior Designated Person is not  available? |  |  |  |
| **2** | **Information to Staff** | Evidence | Actions | By |
| 2.1 | Is there whole staff Child Protection training every three years?  What arrangements are made for staff absent during training? |  |  |  |
| 2.2 | Is the school’s Child Protection Policy reviewed annually with reports to the governing body? |  |  |  |
| 2.3 | Does the school staff handbook include information about the  Child Protection Policy and who to contact in the school? |  |  |  |
| 2.4 | Are all child protection concerns reported immediately to Children’s Services? |  |  |  |
| 2.5 | How many children have been the subject of a child protection plan within the last 12 months? |  |  |  |
| 2.6 | Does your school have a policy on staff conduct including  professional behaviour, physical intervention and whistle-blowing when was this last reviewed? |  |  |  |

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| 2.7 | Do staff and other adults working in the school receive briefing on  child protection and the school’s child protection procedures on  their first day? |  |  |  |
| 2.8 | How are updates on safeguarding procedures communicated to  staff? |  |  |  |
| 2.9 | Are you following the joint protocol on sexualised behaviour? |  |  |  |
| 2.10 | Does the school have robust procedures for the secure handling of sensitive data by all members of staff? |  |  |  |
| **3** | **Pupils** | Evidence | Actions | By |
|  | What measures are in place to ensure your school is one in which children and young people are always valued, respected, listened to and taken seriously? |  |  |  |
|  | How do staff create and use opportunities to encourage children and young people to communicate about issues that concern  them? |  |  |  |
|  | What support is available to children and young people, including any who are at particular risk or who have disclosed abuse? |  |  |  |
|  | What support is available to looked after children and their carers? Do governors receive an annual report on LAC and act on any issues identified? |  |  |  |
| 3.5 | How do you know that all pupils in your school feel safe? |  |  |  |

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| **4** | **Risk Assessment** | Evidence | Actions | By |
|  | Are systems in place to ensure that all Health and Safety guidelines are met? |  |  |  |
|  | Is there a system in place for carrying out risk assessments when they are needed? Is there a template to use? |  |  |  |
|  | How do you ensure pupil safety in off site education and work placements? |  |  |  |
|  | Are there robust procedures in place to ensure the safe use of the internet and other electronic media in school? |  |  |  |
|  | How are children briefed on safe use of electronic media i.e. the internet, social networking, mobile phones? (e-safety) |  |  |  |
|  | How is the school’s anti-bullying policy monitored? How are pupils included in the process? |  |  |  |
|  | When was this policy last revised? |  |  |  |
|  | How do you ensure that incidents of homophobic and racist behaviour are challenged? |  |  |  |
|  | What training opportunities are staff offered on racism and homophobia? |  |  |  |
|  | How do you ensure that incidents of bullying, homophobic behaviour and racism are logged and monitored? |  |  |  |
|  | Does the school report the racist incident log termly to the LA? |  |  |  |
| 4.12 | Does the school carry out an annual survey of pupils’ views on  bullying in school and beyond the school gates? |  |  |  |
| 4.13 | Does the school identify children who are young carers and assess their needs? |  |  |  |

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| **5** | **Record Keeping** | Evidence | Actions | By |
| 5.1 | What is the system for handling and recording confidential child protection and other sensitive information? |  |  |  |
|  | Does the school ensure that the electronic transfer of confidential information is secure? |  |  |  |
| 5.3 | Is the school using Common and Shared Assessments (CASAs)? How many have been completed this year? |  |  |  |
| 5.4 | How and when are children with additional needs assessed when coming to the school? |  |  |  |
| 5.5 | Has the SENCO or CP officer been on CASA training in the last 2 years? |  |  |  |
| 5.6 | How does the school ensure that confidential Child Protection information on a pupil is transferred (having been copied) when the pupil transfers to or from another school? |  |  |  |
| 5.7 | What systems are in place to follow up unexplained absence? |  |  |  |

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| **6** | **Parents** | Evidence | Actions | By |
|  | Does the school include in the prospectus or online information for parents about the school’s role in child protection and safeguarding? |  |  |  |
|  | How do staff create and use opportunities to encourage parents  and carers to communicate about issues that concern them, including parents from BME communities? |  |  |  |
|  | How does the school inform parents of support available within the school and the community? |  |  |  |
|  | How do you gather information from parents about their views on children’s safety? |  |  |  |
|  | Does the school offer regular briefing on e-safety for parents? |  |  |  |
| **7** | **Curriculum** | Evidence | Actions | By |
|  | How does the school promote child protection and the safeguarding of children through the National Curriculum? (i.e. issues of personal safety, self-esteem, anti-bullying, racism, homophobia, sex and relationship education, grooming, access to the internet etc.) |  |  |  |

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| 8 | Child Protection Conferences | Evidence | Actions | By |
|  | How do you ensure the appropriate member of staff represents the school at child protection conferences? |  |  |  |
|  | How do you ensure that the school provides reports for child protection conferences? |  |  |  |
|  | How do you ensure the appropriate member of staff represents the school at Child In Need meetings? |  |  |  |
|  | How do you ensure that the school provides reports for Child In Need meetings and completes the CASAs appropriately? |  |  |  |

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| **9** | **Governors** | Evidence | Actions | By |
| 9.1 | Have all governors had enhanced DBS checks in line with Merton policy? |  |  |  |
| 9.2 | Has the governing body designated a governor with responsibility for safeguarding and child protection, who attends appropriate training? When was the most recent training? |  |  |  |
| 9.3 | Does the Senior Designated Person make an annual report on Safeguarding and child protection to the Governing Body? |  |  |  |
| 9.4 | Is time set aside for the governing body to review policies and procedures regarding safeguarding and child protection? |  |  |  |
| 9.5 | Has the governing body considered all members of the governing body undertaking training about safeguarding and child protection? |  |  |  |
| 9.6 | How do governors monitor that child protection arrangements  are adequate and that deficiencies or weakness are remedied  without delay? |  |  |  |
| 9.7 | Do all governors understand that they should not get involved or know details of individual cases (except in relation to their disciplinary functions regarding allegations against members of staff)? |  |  |  |
| 9.8 | How do governors know if pupils feel safe and pupils know which adults to approach if they have any concerns? |  |  |  |
| 9.9 | How will governors ensure that action points in this audit are addressed? |  |  |  |

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| **10** | **Recruitment and Selection of Staff** | Evidence | Actions | By |
|  | Is the school’s recruitment policy in line with all guidance on safer recruitment practice? |  |  |  |
|  | Does the school have the single central record of staff and other adults working in the school, as advised on p48 of Safeguarding Children and Safer Recruitment in Education, statutory guidance? (see checklist Appendix 2) |  |  |  |
|  | Have at least the head and one governor undertaken the safer recruitment training? |  |  |  |
|  | If you are contracting for regular services are you checking that the contractors follow safer recruitment policies? |  |  |  |
| **11** | **Allegations against Staff** | Evidence | Actions | By |
|  | Does the school have procedures for dealing with allegations of abuse against the head teacher or a member of the school staff, volunteers, visitors or governors? How are staff made aware of this? |  |  |  |
| 11.2 | Does the Governing Body have procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that comply with guidance from the LA and locally agreed inter- agency procedures? |  |  |  |
| 11.3 | Is a member of the governing body designated to follow the procedure in the event of an allegation against the headteacher? |  |  |  |
| 11.4 | How do you ensure that your procedures for reporting such  allegations to the LA are followed? |  |  |  |
| 11.5 | Are you satisfied that the school’s arrangements do as much as possible to reduce the likelihood of allegations against staff? |  |  |  |

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| **12** | **Other Adults in School** | Evidence | Actions | By |
| 12.1 | Are all adults who are in regular unsupervised contact with children subject to enhanced DBS checks? |  |  |  |
| 12.2 | Are there rigorous procedures to check identities of all visitors and to sign visitors in and out? |  |  |  |
| 12.3 | Do you give all visitors a safeguarding statement? |  |  |  |
| **13** | **Links with other Agencies** | Evidence | Actions | By |
| 13.1 | Is the school pro-active and effective in its links with relevant agencies, particularly Education Welfare, Social Care and Health? |  |  |  |
| 13.2 | How does the school ensure good communication with other relevant agencies and services? |  |  |  |

**Appendix 1**

**Complying with Safeguarding requirements**

If an institution cannot demonstrate that the required enhanced CRB/DBS checks are complete or being carried out in order to complete a Single Central Record (SCR), then it is failing to meet the current government requirements.

The checklist on the right is a useful way of confirming whether or not the school’s SCR meets requirements.

The school should also have the following documents and pieces of information available.

* single central record
* name of the designated member of staff
* child protection policy
* training record
* policies on bullying and harassment
* records of incidents of bullying and harassment
* log of racist incidents
* accident book
* procedures to protect vulnerable pupils
* health and safety policy
* safe handling and restraint policy

**Single Central Record (SCR) – required since April 2007**

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|  |  | *Fully in place* | *Partly in place* | *Not applicable* |
| 1 | Is a single central record (SCR) of staff in place? |  |  |  |
| 2 | Does the SCR contain the names and addresses, dates of birth and qualifications of all members of staff? |  |  |  |
| 3 | Is there evidence on the SCR that all teachers have been checked |  |  |  |
| 4 | Is there evidence that all staff, who have regular contact with children employed since March 2002 (162a 2003), have been CRB/DBS checked or have sent for a CRB/DBS check if they are new to the school? |  |  |  |
| 5 | Have all staff appointed since May 2006, whether or not they have regular contact with children, been CRB/DBS checked or have sent for a CRB/DBS |  |  |  |
| 6 | Have new staff who have been out of the workforce, school or local authority for more than 3 months completed or sent for an enhanced CRB/DBS check? |  |  |  |
| 7 | Does the SCR include evidence that supply teachers who work directly for the school have a recent CRB/DBS check and have checked their identity? |  |  |  |
| 8 | Has the school evidence that agency supply teachers have been CRB/DBS checked and have checked their identity? |  |  |  |
| 9 | Have volunteers including governors who have regular (more than once a month) contact with children been CRB/DBS checked or are they never left in sole charge of children? |  |  |  |
| 10 | Does the SCR record the date when the CRB/DBS check was carried out? |  |  |  |
| 11 | Does the SCR record all teachers who have qualified teacher status (QTS)? |  |  |  |
| 12 | Does the SCR record evidence of permission to work for those who are not nationals of a European Economic Area (EEA) country and has criminal records information been obtained (or has it been sought) from countries where individuals worked or lived? |  |  |  |

**Useful Lists**

**Policy and Procedures**

1. Ofsted, Safeguarding Children, web link:

<http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children>

1. Working Together to Safeguard Children 2013, web link: <http://www.workingtogetheronline.co.uk/chapters/contents.html>
2. Section 175 Education Act 2002, web link:

<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

1. Merton Safeguarding Children Board (MSCB) webpages: [www.merton.gov.uk/lscb](http://www.merton.gov.uk/lscb)
2. Guidance: What to do if you’re worried a child is being abused - MSCB webpages:

<http://www.merton.gov.uk/health-social-care/children-family-health-social-care/lscb/worriedaboutachild.htm>

1. London Child Protection Procedures, web link:

<http://www.londonscb.gov.uk/procedures>

1. Anti bullying – MSCB webpages: <http://www.merton.gov.uk/health-social-care/children-family-health-social-care/lscb/lscbadviceforparents/anti_bullying.htm>
2. e-safety – MSCB webpages:

<http://www.merton.gov.uk/health-social-care/children-family-health-social-care/lscb/e-safety.htm>

1. Department for Education – e-safety guidelines, web link:

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/b00222029/child-internet-safety>

**Safer Recruitment and Selection**

1. Safeguarding Children and Safer Recruitment in Education – Statutory Guidance, web link: <http://www.education.gov.uk/aboutdfe/statutory/g00213145/safeguarding-children-safer-recruitment>
2. Safeguarding: disclosure and barring – changes from September 2012, web link:
3. <http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/a00209802/disclosure-barring>
4. Allegations against people who work with children – the Local Authority Designated Officer (LADO), MSCB web page:

<http://www.merton.gov.uk/health-social-care/children-family-health-social-care/lscb/lado.htm>

1. London Child Protection Procedures, [Section 15 - Allegations against staff](http://www.londonscb.gov.uk/files/2010/procedures/15._allegations_against_staff.doc), web link: <http://www.londonscb.gov.uk/procedures/london_child_protection_procedures_chapters.html>