

# Services For Education

## LEADING SAFEGUARDING AUDIT



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**ALL VITAL PARTS OF THE PUZZLE**

**Detail and clarity – any amendments needed?**

**DSL expertise**

**Sufficient breadth and depth of knowledge?**

**When do you work through topics instead of just highlighting the guidance and expecting staff read it?**

**Staff Training**

**In the curriculum**

**Have you worked with your RSHE lead to cross-reference topic content?**

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## FOR THE FOLLOWING TOPICS ASSESS YOUR CONFIDENCE EACH TIME USING THIS SCALE

**BE HONEST – WHERE IS YOUR CONFIDENCE FOR EACH TOPIC ON THIS SCALE?**

**A little confident**

**Somewhat confident**

**Not confident**

**Very confident**

If you aren't totally confident – identify what you need to do to improve

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*Be aware of the difference between mere compliance and best practice in all situations.*

*How is each topic covered in your setting?*

*If the usual person wasn't available – would processes still be safe and effective?*

*Do you have identified timescales to re-assess and where necessary to implement change by?*

## 1. SAFEGUARDING POLICY:

- a. Where is it located? Is it easy to find? Is it on the website and are hard copies available?
  - b. When was it last updated? Is the version on the website actually the latest version that has been adapted from any model policy to reflect your setting's needs and situation? Does it reflect latest statutory guidance?
  - c. Can you demonstrate effectiveness? How? When?
  - d. How are staff made aware of your policy? On induction? When otherwise?
  - e. How are parents and other interested parties made aware of the policy?
  - f. Is your staff code of conduct up to date? When did you last train staff about this in detail?
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## 2. LEAD DSL

- a. Is the role on their job description?
- b. Is there clear responsibility for leading on improving staff's confidence and competence – how and when?
- c. What is the availability of the DSL for staff or parents with questions?
- d. What is the capacity for the role alongside other professional responsibilities?
- e. Record keeping and monitoring progress of cases – where, how, when?
- f. Supervision – is there any?
- g. Movement of records – do you have examples of best practice? Who does this and how? What forms your decisions on how much information to share with the new school about a CP concern?
- h. When and what does the lead DSL do to improve their own CPD? How do they lead and manage other staff's CPD?
- i. What liaison about safeguarding matters is there with the governing body/trustees? How often and who instigates this?
- j. Is there liaison with IT managers to ensure the school has appropriate filters and systems to monitor internet activity in place?

### 3. DEPUTY DSLS:

- a. Is the role on their job description (not required by KCSIE but can be useful)?
  - b. What is their capacity for the role alongside other professional responsibilities?
  - c. Do they have sufficient seniority to commit the school to certain actions – for example at CP conferences?
  - d. What does their own CPD look like? Are they confident in leading and managing other staff's CPD?
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### 4. EARLY HELP:

- a. Record keeping of minor concerns – what, how, who checks effectiveness?
  - b. Use of the Signs of Safety and Wellbeing approach – i.e. the 3 houses tool?
  - c. Is the child's voice clearly heard?
  - d. Are Early Help Assessments and other inter-agency work completed as necessary?
  - e. Do all staff have adequate awareness of the LSCP threshold document's (i.e. Right Help Right Time) layers of need?
  - f. Monitoring of cases – do DSLs have confidence in understanding when escalation and de-escalation is appropriate?
  - g. Communication with outside agencies – is it timely, detailed and recorded appropriately?
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### 5. REQUEST FOR SUPPORT/MULTI-AGENCY REFERRAL FORMS:

Who can identify good practice in regards to the following? Where is your evidence base that there is consistency amongst DSLs and other staff in reporting, recording and escalating concerns? If you needed to find this information quickly – for example if OfSTED asked – who would be able to find this information without delay? What if that usual person was absent?

- a. Understanding of RHRT layers of need
- b. Record keeping – school concern forms
- c. Request for Support form
- d. Number of CiN
- e. Number of CP Plans
- f. Number of referrals overall
- g. Core Group attendance and involvement
- h. Communication with outside agencies
- i. Procedures for when a social worker/police need to interview a child in school
- j. Movement of records

## 6. VULNERABLE GROUPS

KCSIE calls these “Children potentially at a greater risk of harm”. How do you communicate to staff and visitors that these children might need additional support and safeguarding? How detailed is your vulnerable children list? Is it fit for purpose?

- a. Children who need a social worker – CP concerns, LAC and previously LAC
  - b. Children missing from education
  - c. Children requiring mental health support
  - d. Children with SEND or physical health issues
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## 7. STAFF TRAINING

- a. When and how?
  - b. Consistency of approach?
  - c. Progression of training year by year?
  - d. How do you organise the induction of new staff – particularly when staff are joining other than in September?
  - e. Who keeps records of training – who attended and what was covered?
  - f. Do you check on understanding of issues? Do you check on who acts upon training – for example who does and who doesn’t complete safeguarding concern forms?
  - g. Do all staff understand the mandatory duty to report cases of FGM?
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## 8. PRIORITISATION OF SAFEGUARDING

- a. Do you have a succinct safeguarding statement on your website and elsewhere?
- b. What links are made to other policies?
- c. Signing in procedures – when is safeguarding mentioned?
- d. Liaison with the nominated governor for safeguarding – how often does this happen and do you use your nominated governor as a critical friend?
- e. Are all attendance issues monitored and referenced to other safeguarding vulnerabilities you may have concerns about?
- f. Use of school premises by outside bodies – do they sign a safeguarding clause or policy?

## 9. SAFER RECRUITMENT

- a. Is your Single Central Record complete? Who keeps it and updates it? How often is it checked?
  - b. Safer Recruitment training – who is trained and how often do they refresh training (no longer mandatory to refresh but seen as best practice)? Is there always someone who is Safer Recruitment trained on every interview panel for all roles?
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## 10. S175 AUDIT – THINK ABOUT WHO NEEDS TO BE INVOLVED AND WHEN.

- a. Termly?
  - b. Yearly?
  - c. Links with governors?
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## 11. COMMUNICATION WITH PARENTS

- a. Via website?
  - b. Via newsletters?
  - c. Parent governor – some settings may have one with links to safeguarding?
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## 12. ISSUES OF CURRENT CONCERN AS IN KCSIE

When do we train staff on these topics? How often? Do we encourage staff to observe which topics might be triggering for themselves?

- a. Child Sexual Exploitation
- b. Child Criminal Exploitation
- c. Female Genital Mutilation
- d. Mental Health Concerns
- e. Child on Child Abuse (including intimate peer relationships, bullying, physical abuse, sexual violence, sexual harassment, upskirting, sharing nudes and semi nudes and youth produced sexual imagery, initiation or hazing violence and rituals)
- f. Serious violence
- g. Child Abduction and community safety incidents

- h. Children and the court system and children with family members in prison
  - i. Children missing from education
  - j. County Lines
  - k. Modern Day Slavery
  - l. Cybercrime
  - m. Domestic Abuse
  - n. Homelessness
  - o. So-called Honour-Based Abuse
  - p. Forced Marriage
  - q. Preventing radicalisation (including the Prevent Duty and Channel)
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### **13. SAFEGUARDING IN THE CURRICULUM**

For the specific safeguarding issues as detailed in KCSIE and with reference to the statutory guidance on Relationships (Sex) and Health Education 2020, consider your answers to the following about these topics in your curriculum, remembering not all topics are only covered in PSHE/RSHE Education. Think about the OfSTED measures of Intent, Implementation and Impact each time.

- a. Where is it covered – which curriculum subject and to what age range?
- b. What exactly is covered – what is the depth and breadth of coverage? Incidental or a specific focus in the lesson?
- c. How is it covered – what activities? What reflection time is there? Is there signposting to further support or to DSLs etc. in case of disclosure?
- d. Who teaches it – is this person confident and competent and do they know what to do if a disclosure arises?



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