**SECTION 157/175 AUDIT TOOL**

This Section 157/175 Audit form allows schools to self-assess their compliance against a range of standards.  These standards are important in the context of effective safeguarding arrangements.

**How to complete the audit**

The audit is in 9 sections covering a range of standards. The school should undertake an honest self-assessment / reflection against the standards and use the ‘Things to consider’ to think about what the school does well, what could be better and what they need to do next. This audit should help

you evidence your ‘culture of safeguarding’ and should be used to reflect your current practices. You must give examples and evidence how you meet the standard.

**Scaling Questions**

At the end of each section there is a scaling question. Scaling helps us understand everyone’s viewpoint. It is a tool used to help understand different views of what’s going on in your school. You will not be held to account for your scaling, and it won’t be reported on or recorded as a ‘score.’ It’s simply a tool to promote self-reflection with a view of looking at what you can do to improve.

As a minimum, the Headteacher, Designated Safeguarding Lead and a Governor should be involved in the scaling of each section, using the evidence you have provided in the boxes above. If the Headteacher is the DSL you should ask your Deputy DSL to undertake the scaling. You may wish to ask other people to be involved in the scaling e.g., your Trust’s Head of Safeguarding, a School Improvement Officer or a peer.

**Who to return the audit to and by when?**

The audit should be returned to sunderland.scp@sunderland.gov.uk by Friday, 17 June 2022.

**What will the SSCP do next?**

As well as the Section 157/175 Audit being a tool for schools to self-assess their compliance against a range of standards, it is also a way for the SSCP to better understand the issues and themes that schools face in relation to safeguarding, so that we can look at ways we can support you.

Once all returns are received, we will undertake an analysis exercise to identify common areas where we can take action to better support schools, for example through training or by identifying and sharing areas of best practice. We will do this over the summer and report the findings back to schools in September 2022.

Contents

[Standard 1: The management of safeguarding – policies, procedures and governance 3](#_Toc101276007)

[Standard 2: Roles & Responsibilities are clearly defined for all staff, including those with specific safeguarding roles 7](#_Toc101276008)

[Standard 3: Training / CPD is made available to all staff ensuring everyone can meet the statutory requirements 9](#_Toc101276009)

[Standard 4: There are clearly identified systems in place which allow staff to respond to concerns in an appropriate manner, meeting statutory and local requirements 11](#_Toc101276010)

[Standard 5: The school meets all statutory requirements for recording and record keeping 13](#_Toc101276011)

[Standard 6: All school staff are clear on the procedures for reporting concerns about adults working with children and young people 14](#_Toc101276012)

[Standard 7: Safe practice can be evidenced in all elements of school life, ensuring children and young people and adults on site are protected from harm 16](#_Toc101276013)

[Standard 8: The setting has effective systems in place to ensure both on & off-site safety 20](#_Toc101276014)

[Standard 9: Support for School Leaders 22](#_Toc101276015)

[Immediate next steps to address any critical issues 24](#_Toc101276016)

| Standard 1: The management of safeguarding – policies, procedures and governance |
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| **Statement** | **Things to consider…** | **What’s working well?** | **What are we worried about?** | **What needs to happen next?** |
| The school/setting has an effective Safeguarding/Child Protection Policy which is updated annually.  | * When was the school’s policy last updated to reflect the school’s priorities and to reflect [Keeping Children Safe in Education](https://www.keepingchildrensafeineducation.co.uk/contents_kcsie.html) (KCSIE 2021)?
* How are staff involved in the development of the policy to reflect what goes on in your school/setting?
* Does your policy reflect the safeguarding priorities in your local area/Sunderland?
* How have you ensured you meet all the new requirements of KCSIE 2021?
* How have you checked the policy is effective and implemented consistently?
 |  |  |  |
| The school/setting’s Safeguarding/Child Protection Policy has been made available to all staff, governors, volunteers; pupils and parents are aware of the policy. | * How have you ensured all staff – including ancilliary staff - governors and volunteers are aware of the policy?
* How do pupils know you have a child protection policy that is designed to keep them safe?
* How is your child protection policy and expectations shared with new staff, volunteers, and supply staff?
* How do you ensure a ‘supply’ member of staff covering an emergency absence is aware of your procedures and understands your policy?
 |  |   |  |
| The school’s Safeguarding/Child Protection policy complies with local interagency Safeguarding Procedures | * Does your policy identify how you work with key partners e.g. police, social care, early help, health etc?
* Do your staff know how and why they should access SSCP procedures online?
* How do you ensure you keep your staff up to date with the latest procedure updates e.g., recently updated procedure for bruising in pre/non-mobile children?
* How effective are your Designated Safeguarding Leads at understanding and implementing the SSCP Multi-Agency Threshold Guidance?
 |  |  |  |
| All related safeguarding policies up to date and cross referenced in your Safeguarding Policy e.g bullying, e-safety, allegations against staff, staff code of conduct etc. | * How have you implemented the recommendations form [City & Hackney’s recent Serious Case Review into Child Q](https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf) – ensuring safeguarding is at the forefront of every policy?
* How have you ensured all staff understand your policies e.g., search and confiscation?
* How effective is your Low-Level Concerns Policy? How many incidents have been reported/dealt with since September 2021?
* How does learning from low level concerns and allegations made against the workforce influence change in your policies and procedures?
* How have you ensured all staff are aware of expectations to identify, respond and manage sexual harassment, sexual violence and peer on peer abuse?
 |  |  |  |
| Key national safeguarding documents are all available to staff and volunteers  | * These will include ‘What to do if you’re worried a child is being abused; Regulated Activity in relation to Children, Guidance for Safer Working Practice; Prevent duty guidance’
* How do you ensure staff have access to all of the relevant documents? Are they easily accessible?
* How do you ensure all staff are able to read and understand those documents?
* Do you have someone responsible for ensuring those documents are the most up to date and relevant versions?
 |  |  |  |
| Key local safeguarding documents are made available to all staff and volunteers (e.g. Team Briefs, Staff Code of Conduct) | * How have you checked all staff and volunteers know how to make a referral including to early help?
* Are staff, volunteers and governors aware of how to contact children’s services, the Designated Officer and the Single Point of Contact (SPOC) for Prevent?
 |  |  |  |
| All staff have been asked to read and understand [Part 1. KCSIE](https://www.keepingchildrensafeineducation.co.uk/part_one_sg_info.html) | * How have you checked all staff have **understood** KCSIE?
* How many staff have identified pupils eligible for early help using the new additional criteria?
* What have you done to ensure all those pupils eligible for early help receive the right support at the right time?
 |  |  |  |
| All staff are aware of the whistle blowing policy and details of how to contact the designated officer are on display | * How do staff know how to access your whistleblowing policy? When did you last remind all staff?
* Are staff able to access contact details for the Chair of Governors without having to ask someone else?
* Do staff have contact details for the Designated Officer?
 |  |  |  |
| The school/setting has a policy for dealing with medical needs and administration of first aid or medication. | * How effective is your managing medical needs and administration of first aid / medication policy?
* What does your analysis of first aid incidents / near misses tell you about health and safety and other areas of school policy?
 |  |  |  |
| The school/setting has regard for the [‘Use of Reasonable Force’ guidance (July 2013).](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools) The school/setting has a restraint policy which reflects current guidance?All incidents are recorded and monitored? | * What is your 3-year trend on the number of positive handling / restraint / reasonable force incidents?
* How is pupil voice sought and recorded in relation to positive handling?
* How effective are staff at de-escalating situations without the need for positive handling?
* How do you record, track and analyse positive handling / restraint / reasonable force incidents?
 |  |  |  |
| On a scale of 0 – 10, where 10 means all school policies meet statutory requirements, they ensure safeguarding is the number one priority, the whole workforce completely understand all of the relevant policies and procedures and policies reflect your school and how it operates and 0 means that policies do not meet statutory requirements, the whole workforce does not understand them and they are not relevant to your school, where are you today?  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Headteacher | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Designated Safeguarding Lead | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chair of Governors | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anyone else who should be involved…. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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| Standard 2: Roles & Responsibilities are clearly defined for all staff, including those with specific safeguarding roles |
| **Statement** | **Things to consider…** | **What’s working well?** | **What are we worried about?** | **What needs to happen next?** |
| The school has an effective Designated Safeguarding Lead (DSL) | * Is there a named Designated Safeguarding Lead (DSL) on all relevant policy documents? How does the DSL influence safeguarding across all policy areas?
* Is the DSL a member of the senior leadership team with sufficient authority to influence the culture of safeguarding within the school?
* Do all staff know who the DSL is and any deputies?
* Has the DSL undertaken statutory 2-year training?
* How does the DSL ensure they are up to date with policies and procedures to safeguard children in Sunderland?
* How does the DSL ensure they have the skills and knowledge to participate effectively with the *‘Signs of Safety’* model of practice?
 |  |  |  |
| Pupils and parents know who the DSL is and how to contact them*e.g. posters, newsletters or information on the website* | * Who do pupils or parents go to if they are worried about someone’s safety?
* Who would pupils say they go to when they need to speak to someone?
* How do you ensure there are effective ways for pupils to share their worries about safety with those people who need to know?
 |  |  |  |
| The school/setting has at least one fully trained Deputy DSL | * How have you ensured Deputy DSLs have the same training, skills and knowledge as the DSL?
* If you have more than 1 deputy DSL, how do staff know what deputy they should go to?
* How do you ensure effective communication across your DSL team?
 |  |  |  |
| The school/setting has a nominated Governor for Safeguarding | * How does your Link Governor for Safeguarding hold school leaders to account for safeguarding?
* What training has the Link Governor received to ensure they have the right skills and knowledge to be able to hold school leaders to account?
* How do all governors ensure safeguarding is incorporated into all areas of school life?
 |  |  |  |
| Governance of safeguarding | * In relation to safeguarding, is the Headteacher’s report to Governors comprehensive and informative?
* How do governors use safeguarding information in the Headteacher’s report to influence the school’s strategic direction?
* How do all governors evidence their individual responsibility and commitment to safeguarding?
 |  |  |  |
| On a scale of 0 – 10, where 10 means roles and responsibilities are clearly defined and understood by all, DSLs have the right training and skills to be effective in this role and Governors hold school leaders to account for safeguarding and 0 means there are some gaps in meeting statutory requirements, or Governors are not effective in holding senior leaders to account for safeguarding, where are you today? |
| Headteacher | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Designated Safeguarding Lead | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chair of Governors | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anyone else who should be involved…. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Standard 3: Training / CPD is made available to all staff ensuring everyone can meet the statutory requirements |
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| **Statement** | **Things to consider…** | **What’s working well?** | **What are we worried about?** | **What needs to happen next?** |
| All staff (including ancillary staff and volunteers) have undertaken Safeguarding/ Child Protection training (including online safety) | * How do you ensure all staff undertake child protection training (including online safety) at induction and updated regularly?
* How do you evaluate the quality of the child protection training your staff receive?
* How do you ensure training is understood and implemented?
* How do you ensure staff receive continuous updates in relation to safeguarding, relevant to their role?
* How do you track that staff have received training (how is training recorded?)
 |  |  |  |
| Designated Safeguarding Leads | * All Designated Safeguarding Leads have received:
	+ Training every 2 years (as described in KCSIE)
	+ SSCP Multi-Agency Threshold Guidance
	+ Signs of Safety Partner Briefings
	+ PREVENT/Channel Awareness
	+ Other training in relation to safeguarding such as Neglect, Domestic Abuse, MSET, etc.
* How do you ensure the training provided to DSLs is quality training and meets statutory requirements?
 |  |  |  |
| Safeguarding CPD records should be kept for 40 years | * How does the school ensure it meets the requirements of the IRMS Guidance to keep safeguarding CPD records for 40+ years?
* How does the school ensure it meets the IRMS guidelines?
* [IRMS Schools Toolkit - Information and Records Management Society](https://irms.org.uk/page/SchoolsToolkit)
 |  |  |  |
| On a scale of 0 – 10, where 10 means the whole workforce (staff, governors, students on placements and volunteers etc) consistently receive high quality training that is effective in ensuring that everyone knows what do to in relation to safeguarding and their role and 0 means the school is not compliant with statutory training requirements, where are you today? |

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| Headteacher | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Designated Safeguarding Lead | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chair of Governors | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anyone else who should be involved…. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Standard 4: There are clearly identified systems in place which allow staff to respond to concerns in an appropriate manner, meeting statutory and local requirements |
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| **Statement** | **Things to consider…** | **What’s working well?** | **What are we worried about?** | **What needs to happen next?** |
| Members of staff within school pass concerns to the DSL using an agreed system and all staff are reminded annually on the process for reporting concerns. | * How do you ensure that all staff record every concern, discussion, decision, and reason for decision relating to safeguarding in your agreed way?
* Do you check who does and does not effectively record concerns? Where concerns are not recorded, what have you done to address this?
* Are staff aware of how to keep effective child protection records?
* How do you quality assure child protection records?
* How do you ensure concerns are recorded and responded to in a timely way?
 |  |  |  |
| The school ensures pupils and families receive the right support at the right time by making appropriate referrals to other agencies  | * How do you track referrals to other agencies and the outcomes of those referrals?
* How do you ensure referrals meet the relevant thresholds?
* How do you ensure consent is sought to make referrals (unless there is a serious risk to seeking consent?)
* How do you ensure staff know when and how to make an immediate referral e.g., out of hours?
 |  |  |  |
| The DSL(s) knows which pupils have an Early Help, Child in Need, Child Protection Plan and which pupils are cared for | * How do you keep a track of what pupils are open to multi-agency working?
* How do you ensure that the school has clearly identified roles in the plans to keep children safe?
* How do you effectively share details of the plan with those staff who need to know?
 |  |  |  |
| The school effectively safeguards Children Missing from Education | * How do you ensure concerns over children missing education are responded to in a safeguarding way?
* Who has responsibility for referring CME using the appropriate procedure?
* How effective is your Attendance Policy at identifying pupils with poor school attendance and offering the right support at the right time?
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| On a scale of 0 – 10, where 10 means you are confident that the whole workforce is able to identify concerns for children by spotting signs and indicators and reporting their concerns to the Designated Safeguarding Lead, following the school policy meaning signs and indicators, no matter how small, are shared consistently in a timely way and 0 means you are not confident that all staff share all concerns in a timely way in order to secure the appropriate support for a family, where are you today? |
| Headteacher | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Designated Safeguarding Lead | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chair of Governors | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anyone else who should be involved…. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Standard 5: The school meets all statutory requirements for recording and record keeping |
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| **Statement** | **Things to consider…** | **What’s working well?** | **What are we worried about?** | **What needs to happen next?** |
| The child protection record is transferred within timescales | * Does the DSL ensure that where children leave the school or move to an alternative establishment, the child’s safeguarding file / record is securely transferred within 5 working days?
* Does the school keep receipt of the secure transfer?
 |  |  |  |
| The Single Central Record include staff, volunteers and anyone in regulated activity. | * How do school leaders quality assure the single central record?
* How do those responsible for managing the single central record ensure they have the right skills and knowledge?
* How do governors know the single central record is compliant with statutory requirements?
 |  |  |  |
| On a scale of 0 – 10, where 10 means every safeguarding or potential safeguarding concern, discussion, decision and reason for that decision is consistently recorded in a timely way to create a comprehensive safeguarding chronology for each child that follows that child through their education career and 0 means you are not confident that concerns are consistently recorded in line with your school policy, where are you today? |
| Headteacher | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Designated Safeguarding Lead | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chair of Governors | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anyone else who should be involved…. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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| Standard 6: All school staff are clear on the procedures for reporting concerns about adults working with children and young people |
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| **Statement** | **Things to consider…** | **What’s working well?** | **What are we worried about?** | **What needs to happen next?** |
| The school has an Allegations Management Policy and procedure which complies with local safeguarding children procedures. | * When was the school’s Allegations Management Policy updated and agreed by Governors?
* Does the policy include what to do regarding Low Level Concerns?
* How effective has training been in raising staff awareness over expectations to report low level concerns and allegations
* What changes have you made to the way you work following the implementation of your new policy?
 |  |  |  |
| The whole workforce is aware of what is expected of them, how they should behave and what to do when someone is not. | * When was the school’s Staff Behaviour Policy/Code of Conduct last updated?
* How do you know staff have read and understood the latest [Guidance for Safer Working Practice 2022?](https://uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital)
 |  |  |  |
| All staff understand the role of the Designated Officer and details on how to contact that officer are made available to all staff. | * How are your Chair of Governors, Headteacher, DSL and leadership team aware of the changes to the process of contacting the Designated Officer in Sunderland?
* Are all staff are provided with details of the Designated Officer during induction
* Has the Chair of Governors and Headteacher / DSL attended a recent Designated Officer Open Day?
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| On a scale of 0 – 10, where 10 means the whole workforce is aware of what is acceptable and unacceptable behaviour from adults, reports any concerns in the appropriate way and are all confident in how to apply the whistleblowing policy, and 0 means some staff are unaware of behaviours expected of them or some staff are not comfortable in recognising and reporting poor behaviour from the workforce, where are you today?  |
| Headteacher | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Designated Safeguarding Lead | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chair of Governors | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anyone else who should be involved…. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Standard 7: Safe practice can be evidenced in all elements of school life, ensuring children and young people and adults on site are protected from harm |
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| **Statement** | **Things to consider…** | **What’s working well?** | **What are we worried about?** | **What needs to happen next?** |
| The school can evidence through working with other professionals that school staff try to ensure children are fully involved in plans to safeguard and promote their welfare, and that individual case decisions and referrals are informed by the wishes, feelings and experiences of children. | * The school can evidence that they have surveyed pupils on feeling safe.
* The school can evidence that they respond to any concerns raised by children and young people.
* Children in your school know who they can talk to if they have concerns or do not feel safe.
* The school encourages pupils to use MOMO (when they are open to Early Help or a Social Worker.)
* Is the voice of the child evident in your referrals to children’s services / Early Help – how have you quality assured this?
 |  |  |  |
| The school contributes to inter-agency working to support children and learners who have additional needs. | * How does the school support children with additional needs to contribute to multi-agency working?
* How does the school gather the voice of the child (even when non-verbal) and advocate on the child’s behalf?
 |  |  |  |
| The school ensures that children and young people have some understanding of how they can deal sensibly with risk by adopting safe practices, either in the real or virtual (online) world. | * How does the school promote the safeguarding of children through curriculum? Does this include issues such as issues of personal safety, self-esteem, sexting, homophobic bullying, domestic abuse, child sexual exploitation, radicalisation as appropriate?
* How effective is your curriculum in teaching children to keep themselves safe? How do you know?
* What reviews have been undertaken on your curriculum to teach children to keep themselves safe?
 |  |  |  |
| The school actively promotes good attendance and identifies and address poor or irregular attendance robustly. | * What strategies does the school use to improve attendance?
* How do all governors, leaders and staff identify attendance as a safeguarding issue?
* How do you ensure the safety of children with poor attendance?
* What *early help* support have you offered to persistent absentees (KSCIE 2021 requirement)?
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| The school promote British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. | * How effective is your curriculum to promote British Values?
 |  |  |  |
| Does the school ensure that all visiting speakers are appropriately vetted. | * Does the school have a ‘visitors policy’?
* What checks do you do on any external speakers?
* How do you choose external speakers and how do you ensure they meet the values and vision of the school?
* How is this quality assured?
 |  |  |  |
| Do children feel safe in school? | * Ofsted will ask how you know children feel safe - what answer and evidence do you have to respond to this.
* Where do children not feel safe?
 |  |  |  |
| The school ensures pupils are kept safe online and are taught to keep themselves safe online | * Does the school monitor its network and internet use, using software to ensure pupils and staff are not accessing illegal, abusive or extremist content.
* Does the school test its systems?
* How is the Acceptable Use policy understood by all staff/pupils/ parents/carers?
* Does the school policy make it explicit how to respond to potential abuse such as radicalisation/extremism, exploitation, grooming, etc?
 |  |  |  |
| The school supports young carers  | * How does the school identify and support young carers?
* What reasonable adjustments have you made to support young carers?
* How many pupils have a young carers card?
* Are parents/carers/pupils aware they can apply for a young carers card and receive support from school?
 |  |  |  |
| The school has systems in place to support young people who may be at risk of all forms of exploitation (e.g., missing, sexual exploitation, trafficking), including radicalisation | * What training have staff had to recognise forms of exploitation and radicalisation?
* What work has the school done to identify the extra-familial / contextual safeguarding risks to your pupils?
* How well do you know your community / local area and what the concerns are?
* How do you work with partners e.g., local Police to identify issues and share intelligence?
 |  |  |  |
| The school recognises that young people with additional needs are more vulnerable to abuse and staff are suitably trained to address any concerns | * What additional training has been provided to staff to recognise pupils with additional needs are more vulnerable?
 |  |  |  |
| Safety of pupils attending off-site provision / alternative education | * Is the DSL aware of all pupils who do not attend school full time or who attend alternative provision?
* How does the DSL ensure those pupils remain safe?
* How do you check all the requirements are in place around the quality assurance of alternative education?
* How do you know the off-site/alternative provision pupils attend, is not an illegal school?
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| On a scale of 0 – 10, where 10 means safe practice can be evidenced in all elements of school life, where children are kept safe from harm and taught effectively how to keep themselves safe from harm and 0 means we simply don’t know how effective we are in embedding safeguarding across our school and curriculum, where are you today? |
| Headteacher | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Designated Safeguarding Lead | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chair of Governors | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anyone else who should be involved…. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Standard 8: The setting has effective systems in place to ensure both on & off-site safety  |
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| **Statement** | **Things to consider…** | **What’s working well?** | **What are we worried about?** | **What needs to happen next?** |
| The school has adequate security arrangements for the grounds and buildings. | * Visitor IDs are checked, they are provided with safeguarding guidance and there is a signing in and out procedure.
* There is a security system at the main entrance to school so staff can vet visitors. All other entry/exit points are locked after children enter school in the morning and after breaks.
 |  |  |  |
| The school has adequate risk assessments in place (site, equipment, and visits) | * Risk assessments are in place to cover all aspects of the school’s work, such as premises and equipment, on-site activities, off-site activities, educational visits and the venues used, use of minibuses and other forms of transport.
* What has your analysis of IR1 (Incident Reports) told you and what have you done about it?
 |  |  |  |
| The school has adequate risk assessments in place (pupils) | * Risk assessments and/or management plans are in place for any children who present particular risks e.g. sexualised behaviour or have particular vulnerabilities e.g. victim of bullying.
 |  |  |  |
| Regular health and safety audits are carried out  | * The school can evidence that Health and Safety audits are undertaken either internally or by an external organisation
* The school can evidence that the actions of the last audit have they been followed up or how the school is working towards their completion?
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| On a scale of 0 – 10, where 10 means we are completely robust and effective at keeping all children safe both on and off site at all times and 0 means we are not effective at keeping children safe on and off site, where are you today? |
| Headteacher | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Designated Safeguarding Lead | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chair of Governors | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anyone else who should be involved…. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Standard 9: Support for School Leaders |
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| **Statement** | **Things to consider…** | **What’s working well?** | **What are we worried about?** | **What needs to happen next?** |
| School leaders have a number of sources of support available to them when making decisions in relation to their pupils. These can be both internal and external. | * What support do school leaders currently receive in relation to safeguarding?
* When were your DSLs last trained and by who (2-year statutory training?)
* How do you ensure DSL training is sufficient quality and is in line with Sunderland SCP procedures?
* When did DSLs last attend Multi-Agency Threshold Guidance Training and Signs of Safety Training? How has this impacted on safeguarding in your school?
 |  |  |  |
| The school uses appropriate training providers to help them in meeting their training requirements. | * How do you ensure all staff are up to date with safeguarding training?
* How do you ensure the quality of the safeguarding training your staff receive?
* How do you ensure all staff training is relevant to the local area / context?
* Please identify which organisations provide staff training
 |  |  |  |
| Support and supervision is provided to those staff who deal regularly with social and welfare issues. | * How do you ensure those staff who regularly deal with safeguarding issues receive good quality supervision?
* Who provides supervision to your DSL?
* What impact does supervision have on staff / pupils?
 |  |  |  |
| The school is confident that they are kept aware of policy changes by LSCP, local authority or other. | * How do you ensure you keep up to date with the latest policy changes?
* How do you ensure staff are aware of changes to policies and procedures in Sunderland?
* Please identify sources used to keep you up to date
 |  |  |  |

|  |
| --- |
| On a scale of 0 – 10, where 10 means school leaders and those responsible for safeguarding receive the appropriate support to be completely effective in the role and 0 means school leaders do not receive an adequate amount of support to be effective in the role, where are you today? |
| Headteacher | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Designated Safeguarding Lead | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Chair of Governors | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Anyone else who should be involved…. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

# Immediate next steps to address any critical issues

|  |  |  |  |
| --- | --- | --- | --- |
| **What needs to change?** | **How will this be achieved?** | **Who is going to do it and when?** | **How will we know when this has been successful?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |