Safeguarding Audit for The Vineyard Primary School

Based on a model from Merton LA edited by Michele Robbins with reference to Oxfordshire County Council's Annual Safeguarding Report, guidance from Lambeth LA and input from Wandsworth personnel.

This incorporates changes in the September 2022 KCSiE

The following audit should provide a sound basis for the annual report on safeguarding.

Safeguarding governors

Safeguarding needs to be clearly assigned in the board's terms of reference. Good practice is to have two identified governors for safeguarding to ensure continuity and to share the work involved. However all Governors should receive annual Safeguarding training. Liaising closely with staff, in planned, termly monitoring visits they should sample the evidence base. Records should be kept of those visits and could be circulated to all governors.

Safeguarding principles and policies

Safeguarding covers a wide range of issues and there is no expectation that a school should try to cover them in a single policy. Appendix 2 offers examples of safeguarding principles, source the Safer Recruitment Consortium's 'Guidance for safer working practices for those working with children and young people in education settings'. 2015.(lightly edited). Ideally each school will discuss and agree the principles that will underpin how safeguarding children and promoting their welfare will be managed. It also includes a list of policies, some of which are statutory and others that may be important because of the school's context.

Early years/primary/secondary settings

Where 2 or 3 key stages are present in a setting, include detail of specific arrangements for each.

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a. 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 robust and to identify any actions needed to make improvements.

1	Child Protection including meetings and conferences and links with Agencies and other external bodies	What's in place and **Evidence of impact**	Actions to be taken
1.1	Who is the DSL for Child Protection and safeguarding in your school? Is that person trained up to L3	Alice McArdle DSL Frances Bracegirdle DSL Charlotte Axbey (SEND), Daisy Dempster (EYs), Laura Reilly (AST) DDSL All trained to Level 3. All staff spoken to were aware and confirmed they knew all members of DSL Team, this included the new ECTs.	SG Gov to introduce himself to the staff team, many were unaware of who he was - although understood his role.
1.2	How many staff are in the Safeguarding team? Does each person in the Safeguarding Team have a <u>customised job description</u> that fully describes their role? (See KCSiE SEPT 2022 Annex C)	See above	DSL to develop specific JDs for DSL and DDSL and Gov with DSL responsibilities (see The Key / contact SMcG)
1.3	Have you informed the LA of any changes in your DSL?	Yes	
1.4	Who deputises when the DSL is not available? When was that person last trained? Does this ensure that there is always a Safeguarding lead on site?	Yes - see above. The Vineyard ensures that there is always more than one trained person available and the HT has invested in this among her staff.	

1.5	How does the school ensure that the DSL is given the appropriate resources (time, funding, training and support) to carry out the duties of the role, including the time to attend strategy meetings, case conferences and core group meetings?	DSL prioritises this role above other responsibilities she holds. She is confident that she has the time to complete and deliver successfully.	DSL to be clear on overlap with LAC children and who will be attending meetings for this vulnerable group. In terms of coaching AM and the possibility of shared responsibility if capacity she could attend the relevant LAC/PLAC meetings with CA.
1.6	How frequent is whole staff training in child protection and safeguarding? (Generalist Safeguarding Children in Education Training (level 2). Does this cover FGM? Has it covered County Lines? What happens if someone is absent on the day of the training? What happens with new staff? What records are kept of training and where? How is the impact of training evaluated?	September: KCSIE Updates, Andrew Hall online training, Prevent, weekly staff briefings, quizzes to test knowledge. DSL uses outcome of quizzes to shape future CPD. ECTs very grateful for training so far and in addition to the rest of the staff have completed an online module on SG and have follow up weekly mentoring meetings. Noted that all ECTs have made CPOM referrals since the start of the year (system therefore in place and operating) Other training: HSB, DSL forums. Absent staff: Those away at time of training are given a 1-month deadline of accessing the programme, this is quickly followed up by DSL. DSL developed google sheet to record all training. DSL & Admin team work successfully together to ensure no gaps.	Official KRCSP Level 2 Training TBC. If this is a requirement for all staff DSL can contact SMcG who is trained to deliver this.
1.7	How does the school ensure that all staff, including temporary staff and volunteers, understand exactly what to do if they have a concern about a child's welfare? What is the system for collating and reviewing information about each case/all cases? NB GDPR. CPOMS, MYCONCERN. SAFEGUARD	In September, the DSL renewed the system of volunteers in school. Now all have a formal induction and only star once enhanced DBS in place. All PGCE students have had SG introduction. Crib sheet in place for temporary supply staff. The school uses CPOMS. Staff have received the training.	Discussed ensuring those 'extra' staff who do not have access to CPOMs do have a hard copy of the CPOM referral in order to share any disclosures or concerns with DSL.

		Staff are aware that following a CPOMs referral, any action for further information is confidential but DSL will offer a follow up if they request.	
1.8	How are decisions made about referring child protection concerns to Children's Services? Do these elicit a prompt response where referral is necessary? If not what do you do?	DSLs always discuss cases - never a solo decision DSLs are aware of thresholds and of responsibility speaking to SPA	
1.19	What links exist with relevant agencies, particularly Education Welfare, Social Care, Police, Fire Service, the local Prevent Officer, and Health?	Wide range of links to external agencies: Social Workers – DSL has made a point of investing in these professional relationship School Nurse Virtual School EWO – DSL also leads on attendance (she is confident in the system in place with the Office Attendance Lead) Police liaison officer / Encompass Inclusion Team at AfC Wellbeing practitioner service	EYs to reconnect with Fire Service
1.10	What are the benefits resulting from the multi-agency partnership? How are your safeguarding governors made aware of the arrangements?	DSL Team are very aware of this: To gain insight into other agencies' roles - clarity on who takes the leadership among the partners. Gain advice. Gain protocol and remove the emotional element of the harder cases. Talking to children from different perspective. SG Governors are aware of the multi-agency approach.	
2	**2. Recruitment, supervision and training of staff and volunteers**	**What's in place.** **Evidence of impact**	**Actions to be taken**
2.1	Is your SG team fully trained? (i.e. attendance at MAP child protection training every two years). At least annual updates? What was the date of the most recent training they attended?	Yes see above	Discussion re: Supervision. DSL working among locality to offer supervision across local schools – encouraged to be wary of

	What support/supervision is in place for the team including the DSL?		this being from educationalist to educationalist rather than 'qualified professional supervision' Encouraged DSLs to have full supervision at least half termly.
2.2	Which staff and governors have undertaken **face to face** Safer Recruitment training in the past 5 years?	DSLs, SENDCo, SBM Board: 12 members and 2 SR Training	Governors to update the Safer Recruitment Training. Recent large turn over of Governors and Board are in process of completing skills audit.
	What changes in practice were made as a result?		Discussion around the legality of sharing information re: past criminal records.
2.3	How do you ensure that every appointment panel has at least one person on it who has undertaken safer recruitment training? Are a variety of safeguarding questions asked of applicants? Is each applicant asked personalised questions relating to information in their application form?	This is in place (but see point bove re: number of Governors who have had SG training) Always 2 SG question on every interview (does this require candidates giving an example of experience?)	
2.4	Where is the single central record of staff and other adults working in the school kept? Who inputs data? How often is that data checked by the head or his/her nominee? SEE CHECKLIST At Annex 1. How and when do the safeguarding governors check this? If in a MAT can details for individual academies be accessed easily?	Stored on shared drive Updated by the admin team (2 staff members) SG Gov checks this half termly Governors are clear on these responsibilities	Suggested that a SCR Audit is completed.
2.5 Adm in	How does the BOARD ensure that the school has obtained, and holds on record, written confirmation from any supply agencies and/or contractors that the agency/contractor follows safer recruitment best practice when employing staff and when they supply staff to the school?	SBM very competent and confident in process: Regular contractors present ID, DBS. Follow up with agency to ensure that this completed and checked completed.	

	How does the school **verify the identity of referees** and has it obtained assurance from the supply agencies that they have done likewise?		
2.6	Do all staff, volunteers and governors working in the school have mandatory induction that familiarises them with the CP policy; Behaviour policy; Staff code of conduct; procedures re children missing from education and the role and composition of the DSL/team? Is a record kept on their files?	Policies updated: CP in September, all staff were sent this and expected to read and confirmed once done. Behaviour policy updated and shared Systems are in place for Child Missing In Ed. Once again examples given demonstrated sharp communication between office, DSL, EWO. Induction process of new children: Clarity in the system in place.	Some staff unsure about whether they had signed code of conduct or not, copies of which should be kept in personal files. This may be worth revisiting. Governors confirmed everyone had read KCSIE but the new policy had not yet been ratified or discussed. Plans to do this at the next FGB in November.
2.7	What is in place to promote the wellbeing and mental health of staff?	DSL always available to support staff Regular meeting and check ins ELSA will take care of the wellbeing of children Staff very grateful of Wellbeing Day Counselling employment assistance programme. The motto at the school is to look after yourself - ensuring that breaks are kept to PSHE Jigsaw lessons for the children but also prompt staff to reflect on themselves Culture of thanking people – led by the HT Staff know and appreciate that the HTs door is always open – and support from Senior Leaders Mentors for ECTs	
2.8	Is the staff code of conduct discrete from a staff handbook? Does it include reference to staff conduct and behaviour outside school which might compromise child safeguarding issues or bring the school into disrepute?	SCC last evaluated in 2022 Relevant to the school and issues that the community / staffing had experienced Low Level concerns - training has been given to staff	DSL to review the work completed so far on low level concerns – and some staff lacked understanding of this. Discussion re: (ex) staff contacting families online.

	How and when was it last monitored and evaluated? Does your staff code of conduct include information about low level concerns (about staff behaviour)? Have you have had to challenge a member of staff using the guidelines? Who else was involved?		
2.9	How are updates on safeguarding procedures communicated to staff?	Briefing every Friday backed up by email Contextual information shared through meetings Vulnerable children handover meeting shared Staff meetings	
2.10	Have all staff, including supply staff and volunteers been issued with a copy of Part one of Keeping Children Safe in Education. Sept 2022? How do you know whether all staff are aware of the key messages in part One?	Yes.	
2.11	Re supply agencies. What changes have been made as a result of updated guidance in KCSiE 2022?		
2.12	How does the headteacher ensure that all safeguarding policies and procedures are followed by all staff and volunteers?	Staff are aware of the deadlines for reading and understanding relevant documents. Staff grateful for the DSL quiz - in terms of self reflection and identifying their own learning needs.	
2.13	What training have staff had re LGBTI issues? **How does the school comply with the general and specific duties of the Equality Act 2010?** What training has the board had? Re the Act?	Bitesize training through Friday briefing meaning staff feel updated on key information for key children.	This is an area for development. Although Governors aware of their responsibility in terms of the Equality Act, greater work for all staff to be done in terms of protected characteristics and Transgender / LGBTQI+
3	**Pupils including LAC**	**What's in place?** **Evidence of impact**	**Actions to be taken**

3.1	How and when are children with additional needs assessed when coming to the school?	Very thorough. SENDCo clear on response. Children assessed early on alongside input from parents, teachers and previous setting. Needs identified through specific process: observations and work with outside agencies: OT and SALT EYs: Summer term before children start contact with Nursery Schs / transfer forms / extra Stay & Play sessions for any vulnerable children / Admissions form recently reviewed to highlight LAC/PLAC/CP etc. Invite families from these grps in before September starts. SEND reports / medical reports - family send these in in advance. Transfer of information confirmed by new google form system.	
3.2	How many children have been the subject of a CP plan in the last 12 months? **What is the trend?** How many pupils are identified as CiN? **What is the trend?**	CP 2 LAC 1 CiN 0	Discussed with DSL putting a register in place with specific tabs, e.g.: SG register (CP, CiN, R&A, FS, EH, ELSA, SS, LAC, PLAC), LADO referral, SPA referral, safer handling, etc .. Ability then to draw comparisons term by term year by year
3.3	How does the school monitor to ensure that the school provides a report for Child In Need meetings and completes the Early Help Assessment (EHAT) appropriately?	DSL has system in place to incorporate views of class teacher and pupil	
3.4	Does the school's use of the EHA involve: ● input from child, parents and carers? ● discussion with and engagement of other agencies? ● when necessary a multi-agency meeting involving the child, parents and carers? ● How many have been completed in the past year?	Yes	

3.5	What systems are in place for the child's voice to be heard and taken into account when determining action? Do these allow children to express their views and give feedback? How would governors know?	See above SENDCo: Pupil guidelines are part of SEND support plans, which explains how to communicate with children. Makaton Listening boxes where children illustrate needs rather than writing these down. All classes have a listening box. Teachers check at the end of the day.	
3.6	How do staff create and use opportunities to encourage children and young people to communicate about issues that concern them? What if their spoken English is poor?	See above.	
3.7	What additional support is in place for children with mental health issues? How do you monitor the range and frequency of issues raised?	Children wellbeing practitioner works with parents to support their children – this has been successful. 2 ELSAs CAMHs referrals and support Emotional wellbeing service PASS survey Zones of regulation Calm corners Emotion Coaching Attachment Aware Schs Award Social thinking strategies training for staff MIND assemblies for children NSPCC staying safe assemblies	
3.8	What additional arrangements are made for children with Speech, Language, Communication and ASD, who may not be able to communicate about issues?	See above – in addition to this Strength in staff - pupil relationships SEND support plans which offer strategies for staff to support a child appropriately Early Help SALT consultation meeting – in order to gain advice. Colourful semantics/ choice boards etc many strategies in place.	Discussed developing a fortnightly 'panel' meeting with DSL, SEND and Behaviour Lead come together to review the most vulnerable children and review the needs that they are expressing. The venn diagram of needs!

		Strong relationship with the parents.	
3.9	What support is available for older children who seek friendship inappropriately and place themselves in vulnerable positions?	Social skills groups Lego therapy Playground support led by teaching assistant Lunchtime gardening club Proactive in education through E-Safety provision Children sharing about issues and impact of educatino (e.g. Roblox) 'I know because you taught me how to be safe'	
3.10	What support is available to children and young people, including any who are at particular risk or who have disclosed abuse? What about during school holidays? How are children made aware of Childline?	Holiday clubs On staff request, children are booked in -FUEL programme - . SBM very clear of responsibility. The school asks providers to do specific activities for key children, PPG funding pays for this. AfC offer food vouchers - school makes use of this.	
3.11	Who is the Designated Teacher for LAC? How does s/he promote the achievement of LAC/PLAC? How many are there and what is the trend? What support is in place for care leavers?	CA See points made above	
3.12	What training has s/he had and when?	Attachment Aware Course Attend Virtual School Meetings	
3.13	What issues were identified in the annual report by the designated teacher for LAC to governors and how were they dealt with? This should happen annually.		Discussed that this may have been part of the HT report – encouraged to be a standalone report. Governors to be aware of responsibility of tracking LAC / PLAC outcomes academically/ socially and emotionally
3.14	How are staff made aware of any information they need to keep LAC safe?	September INSET	Area of further development as not all staff aware of the vulnerability of this group (possibly as up

			until recent the school had no LAC / PLAC children) Encouraged info/training on LAC is in line with that of SEND and PPG
3.15	How does the school identify children who are young carers and assess and respond to their needs?	0 School have offered information about local groups (YC) with parents	Area of development, DSL to be sure of definition of Young Carer and age range that local YC agency can support families. Possibility of Vineyard offering a YC club for children and parent
3.16	How do you know whether all pupils in your school feel safe? In school and out of school?	See pupil survey – attached	
3.17	How are children at risk of, or victims of FGM, identified and supported? How many potential/actual cases have staff reported?	Annual training for all	DSL feels that greater training in terms of FGM is a priority. Encouraged to speak to Lucy McArthur at KRCSP or Sch Nurse.
3.18	What have we done to ensure an effective response to a transgender or intersex child and their parents? **NB Equality Act 2010** Does your Equality information cover uniform and hair?	This is a key issue for the school right now. The Governors are aware of their responsibilities and the CoG has been working with the HT to manage delicacy of a case among the community. Governors aware that this is new for the school and community – and ensure credible sources have been found for support and training. Discussion with Governors re: inclusivity. CofG very clear in use of language, school ethos, values etc. Governor link for racial justice – new position – very important one and immense opportunity for change in the school. School Governors very proactive.	DSL to follow this up with SMcG for local mentoring company for child concerned and further training for staff. Governors would like to review the PSHE curriculum further with many of the equality interconnecting themes in mind. Discussion continued in regards to intentionality and SG.

		What's in place?	Action?
3.19	What systems are in place to monitor whether pupils/students are on or off site during the school day?	N/A	
3.20	How many contacts do you hold on file for each child's family? What systems are in place to respond effectively when a child unexpectedly goes missing from school and a relevant adult cannot be contacted?	Minimum 2. This has been an area of challenge where single parent family only able to offer 1. School has worked with families to overcome this ensuring 1 number family / 1 number close friend. Data collection sheets at the start of the year to collect any changes in details	
3.21 Admin	How are decisions made about taking children off roll?	Attendance Officer, HT and DSL Collective decision following the EWO guidelines and policy. Systems in place for verifying the child's next location - to ensure not missing in education.	Discussion with team around families moving abroad - how to manage this.
4	**Risk Assessment**	**What's in place?** **Evidence of impact**	**Action?**
4.1	Does the school have a business continuity plan? Does it include circumstances such as those created by COVID 19?		DSL to liaise with HT & SBM to clarify.
4.2	What systems are in place to ensure that all Health and Safety guidelines are met?	System of delegation within GBoard this aligns to Gov professional expertise Termly H&S inspection Formal H&S Audit - external reviews	Site Manager to attend relevant committee meetings.
4.3	What is the system for carrying out risk assessments when they are needed? (individual children, areas of the school, educational visits). Are there templates to use? How is implementation of recommendations monitored? How do governors check risk assessments for robustness?	RA in place: Medical return to work / return to sch All school activities (trips / events) (pre-trip completed by staff) SEND / Medication Individual Health Care Plan - updated every year and when informed of changed by the parents RA for staff (e.g. pregnancy)	Governors to check RAs (SBM plans to ensure that this is part of the agenda for next Gov visit). Governors to have oversight of RA - as a case study - align to the SCR visits

			RA for specific H&S areas / equipment (how is this being monitored?) DSL RA for any member of staff/PTA without a DBS (Example given of a significant increase in EHCPs - new TAs starting and some starting without DBS, approx. 5)	
4.4	~~How does the BOARD ensure that the school assesses work experience arrangements to ascertain whether they amount to regulated activity and a DBS and Barred List check is required?~~			
4.5	~~How and when does the BOARD review any policies and procedures relating to exchange programmes or the use of 'host families' to ensure that the school is compliant with safeguarding procedures pertaining to Regulated Activity and Private Fostering where applicable?~~			
4.6	How does the school ensure that any provider of pre/after school activity has been DBS checked?	SBM has a very clear and thorough system in place that follows the agreed SG policy and SCR expectations.		
4.7	How does the school check whether adult/child ratios are adhered to?	Regarding clubs, club manager oversees this. Sch controls this by only offering the right number of spaces for the ratio to be adhered to. Clear on ratios for all trips.		
4.8	What child protection and other safeguarding training do those providers undertake? How do you know?	Club confirm the SG training that they have had from own company school requests copy of certificate and training received.	School to ensure that providers also get a copy of CP policy. Encouraged DSL to check the quality of the training club providers have had and their understanding of KCSIE.
4.9	How does the school monitor safeguarding of their pupils when placed in alternative provision?	0		
4.10	~~How many cases have you had of COVID in~~ ~~a) Staff~~ ~~b) Pupils~~			

4.11	~~How many cases on onwards transmission have occurred?~~		
4.12	~~How has your strategy evolved since the start of the pandemic?~~		
4.13	~~What provision have you made for vulnerable children during the pandemic?~~		
4.14	~~How have you supported any vulnerable children who haven't attended school during the pandemic?~~		
5	**First aid and Medical conditions**	**What's in place?** **Evidence of impact**	**Actions to be taken**
5.1	How many pupils have life threatening medical conditions if not correctly managed? How are staff made aware of them? NB Data protection. How many have a health care plan? Which agencies contributed? NB medical tracker What additional training for staff has been delivered to ensure sufficient competence in supporting children with medical conditions? How are their medications managed to ensure that they **are up to date and accessible?** How and when are care plans reviewed?	0 80% of school is first aid trained in addition to this training has been delivered for: Diabetes, Epilepsy & Asthma	DSL to follow up with SEND / Admin as unlikely 0 cases. Sch to define 'life threatening medical conditions' and follow this up so that all staff are aware of needs of key children. DSL to review the schedule for medical training e.g. Asthma etc this should be annual for all staff on site
5.2	Who manages first aid; dispensation of medications? Has s/he received training approved by the H and Safety Executive? How many other staff are trained first aiders?	First Aid boxes in all classrooms with First Aid equipment list (taken from DfE) First Aid bags in playground and lunch hall First Aid chart around the school High percentage of first aiders in the sch (DSL to confirm number) Medication: Parents complete form – administration log kept on Google Drive.	Parent shared that communication can sometimes feel quite brash, this was a parent who

		Office will contact the parents to inform of accidents - especially if a head injury	had a child in the same class as the child who had had the playground accident. Therefore some parents carry a great deal of concern and DSL/HT might like to review how accidents are being reported.
		Health & Safety Accident Management - Kingston Team. Regular Audits and inspections. Evaluates the school's work and offers patterns back.	
5.3	Are notices about the location of first aid boxes, facilities and first aiders in prominent places? How regularly are the contents checked and by whom?	Yes Boxes are checked every half term	
5.4	How do we ensure that children with medical conditions are supported so that they have full access to education, including school trips and further education?	Medical Health Care Plans Medical needs is added to the trip risk assessment Staff complete pre-trips when there are high needs in the class	Many trips are being re-established this year therefore DSL may want to spot check RA especially for those classes with high medical need children.
5.5	Do we have in place an intimate care plan for every child who needs it? Have these been agreed with parents?	Yes. Additionally general intimate care policy for the rest of the children Parents sign and confirm. EYs gives training to all staff who are involved in intimate care training: 2 adults at all times, parents are informed, recorded on CPOMs.	
5.6	How do we ensure privacy for the child without leaving children and staff vulnerable to allegations of abuse?	Child takes the lead and asked for consent throughout process. SENDCo confident that the staff follow this process and any follow up is with DSL Staff will log on CPOMs	
5.7	What is the impact of the primary PE and sport budget on children in the school? E.g. obesity, mental health. See link How do you know?	DSL stated that PE is a huge part of school life Strong PE leadership in school Club offer and uptake with LAC/PPG (all free club) Specialist teaching PE PE coach also part of the wellbeing team joining with healthy schools and PE provision.	DSL to consider whether children who are medically considered obese or have poor mental health – how are they also accessing clubs.

5.8	What insurance cover do we have in the event of a claim being made against the employer/school?	Insurance from the local authority Regular checks from the insurance company. DSL to confirm 'regular'	
5.9	How are injuries recorded? How are these communicated to parents?	See notes above	
6	**Behaviour and attendance management**	**What's in place?** **Evidence of impact**	**Actions to be taken**
6.1	How and when is the behaviour and anti-bullying policy, within school and beyond the school gates, monitored and evaluated? What part do pupils take in the process?	Behaviour policy developed in summer term 2022 Restorative conferencing and attachment theory training for all staff (DSL does not rest on her laurels - proactive in wanting to develop work).	Anti-bullying policy currently out of date and DSL working towards developing this. Plan in place to link the policies to PSHE provision (see GB point earlier) Encouraged DSL to consider implementing the children's voice in reviewing policies for impact and effect.
6.2	When was this policy last revised? By whom? How? What were the findings and what action was taken?	See point above	
6.3	How are incidents of bullying and racism logged? Who monitors the process? What did the latest analysis tell you? What was done about that? Impact?	DSL spoke about the importance of acknowledging racist comments (discussion on microaggressions).	Definition /clarity in what is deemed 'racism' policies to be updated re and logging transparency of this DSL has plans to analyse CPOMs reports Discussion on filters on CPOMs
6.4	What patterns and trends in attendance and persistent absenteeism have been considered in the past 12 months? Are any year groups/ classes/groups of particular concern? How have these concerns been addressed?	Monitored by DSL who is also attendance lead PA spreadsheet in place and this is reviewed weekly (?) Sch shared biggest challenge are families travelling abroad and returning to home land (health care abroad, visas, have a baby abroad)	

7.1	What has the school done to ensure that it complies with GDPR legislation? How is biometric data protected?		DSL to check the GDPR policy
7.2	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?	CPOMs transfers information with schools that have same system DSL will always ensure that face to face meetings take place for key cases	Discussion around KCSIE new 5 day rule
7.3	How effective is the transfer of information about pupils transferring to this school?	DSL leads the process Google form has been created that records receipt of SG concerns and file sharing	
7.4	How have you responded to the new guidance in KCSiE about when to ask applicants for posts about any criminal history?	AfC application form	To point above re: 'spent' criminal records
8	**Parents and carers**	**What's in place?** **Evidence of impact**	**Actions to be taken**
8.1	How does the school ensure that parents/carers know about the school's role in child protection and safeguarding?	SMcG spoke to 6 parents informally. Parents shared that information is presented through App, newsletter. Information ranges from club admissions to significant policies. All parents spoken to felt that they could approach school and share concerns - although who they would speak to was varied (admin/class teacher/ maybe the Head) - see action. All parents spoken to felt that their children were safe in school, they enjoyed coming to school - were happy. The school was successful in sharing SG information with the children, assemblies on safety - and all were grateful for events such as NSPCC assembly	None of the parents spoken to were able to name the DSL (even when job title explained) - one was aware that this had changed recently but not sure who. Consider best forms of communication - both in marketing yourselves as DSL and fully explaining the role. One parent spoken to felt that there could be greater communication around accidents. Their child had come home with a swollen eye and the teacher didn't know how it had happened or identified it themselves. See previous point re communicating accidents and carrying the history of a playground incident that raises the anxiety of many in the school.
8.2	How do staff create and use opportunities to encourage all parents/carers to communicate about issues that concern them?	Through annual survey	

	To what extent are domestic violence and mental health an issue with parents?	Parents stated that no information had been shared specifically about DV but workshops had been provided for parents for mental wellbeing: managing anxiety, promoting positive mental health. One parent commented on how successful the Reception 'settling in' period was to ensure positive wellbeing for her child.	One parent felt that this wasn't the domain for a primary school as she had information about SG issues from the local secondary school. DSL to consider ways to overcome this stigma; safeguarding is everyone's responsibility regardless of setting / age of child. KCSIE states that children must be considered 'victims' of DV if they witness – see / hear – incidents taking place.
8.3	How does the school inform parents/carers of support available within the school and the community?	All parents communicated with shared that the newsletter was main source of information Parents felt that communication had improved since the new HT arrived, more streamlined. Parents were very positive about the new leadership team. Parent body obviously trusts school.	Area for development - The Vineyard has strong multi agency relationships - how can these be shared beyond the school offices into the community? One parent requested that more information was given in terms of the h&s inspections carried out in school (e.g. playground equipment / tree inspections). The playground incident that took place in the school 8+ years ago will always be carried forward as part of the school's story/history - in the immediacy many lessons were learned but years on - a temperature check into how confident staff / parents feel. What else can be done to address the 'scars' of the past learning?
8.4	How does the school gather information from parents/ carers about their views on children's safety?	Surveys PTA reach out and gather views and opinions	
8.5	What guidance does the school offer, and how frequently, to parents/carers on e-safety? Prevent? FGM? Knife crime? County lines? CSE? What about parents/carers who don't attend workshops? Are the resources on the website? Do parents find them useful? How do you know?	Parents stated that the website was a useful tool and very informative but had not seen anything on the specific list of topics.	All of the parents spoken to stated that no guidance on any of the topics listed had been shared.

8.6	How many complaints were logged by the head in the past term? What issues relating to safeguarding did the analysis raise? What if any changes in practice ensued?	0	
9	**Curriculum**	**What's in place?** **Evidence of impact**	**Actions to be taken** **By whom?** **By when?**
9.1	What procedures are in place to ensure the safe use of the internet and other electronic media in school? The link to E safety audit tool is http://www.360safe.org.uk/ The link to childnet resources is http://www.childnet.com/resources Guidance about sexting can be found at link	System: classroom cloud - management system restrict sites for children / high control This is monitored by the class teacher E-Safety lessons start of each term	
9.2	Which member of staff has defined responsibilities re E safety? What training and support do staff receive about E safety? E safety internet day – school participation? Who checks that there are effective filters and monitoring systems to protect learners from harmful online material? How do governors discharge their responsibilities to ensure school filters and monitoring systems are effective?	Rebecca Spies Training to date: workshop on E-Safety, PC INSET for staff and parents, INSET for E-Safety delivery, resources available for lessons, E-Safety posters in the wall Governors are aware of the filters that apply to the children's resources.	Governors have oversight of E-Safety, Mobile Phone Policy? Discussion around Gov school visits and having standing item around SG In terms of filtering report to Governors, discussion whether this was part of HT report or stand alone. DSL to work with LGFL / Click IT to run termly reports on filtering of websites viewed across the school. (further advice from Peter Cowley)
9.3	How does the school help children to know when they are at risk and what to do about it? E.g. Personal safety, FGM, self-esteem, anti-bullying, racism, homophobia, sex and relationship education, grooming, trafficking, mental health,	Jigsaw for PSHE Healthy Relationship which links to being safe online , safer adults in and outside of school Work with NSPCC Celebrating difference for anti-bullying week	DSL to consider the curriculum provision in light of current experience/s for a child. How is this embedded across the curriculum?

	extremism, substance abuse, sexting, radicalisation forced marriage etc.) **See list at annex 2** Relationships Education (Primary), Relationships and sex education (Secondary), and PSHE? What resources have been accessed? What feedback have you had from parents?	Kindness ambassadors in the playground RSHE policy covers consent and body image - what deems a healthy relationship. Drugs & alcohol in KS2. Homophobia - addressed through inclusivity in Reception all the way up Parents share views as school very open door and sch will show the materials in advance Meet the teacher in September – inform parents of curriculum detail. Examples given of meetings with parents who may show concern re: Sex Ed. And the successful outcomes.	
9.4	How does the school deal with the Prevent duty? See https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty https://www.gov.uk/government/publications/channel-guidance How many staff have been trained? How many governors have been trained? How many referrals to Channel have been made? What was the response?	Training	
9.5	~~How does the curriculum help to prepare pupils for a confident and safe transfer from school to work, further study or training?~~		
10.0	**Governors**	**What's in place?** **Evidence of impact**	**Actions to be taken**

a.	Who are the designated governors with responsibility for safeguarding and child protection? Have they got a job description? What does their role entail? What training have these governors undertaken in the last year? Has the whole board received general safeguarding training? When?	Firas Ali & Kirsty MacEachen Yes JD is in place Level 2 Specific SG training for the GB, in addition to this HSB and DV All Governors have received this - same expectation as staff.	
10.2	How and when does the DSL report on Safeguarding and child protection to the Board? What action followed the presentation of the most recent report? What role do governors play in monitoring to ensure the action has taken place?	Through the HT report - every FGB Deep dives commissioned by the Board Examples of challenge around comms given	
10.3	Is there a schedule for the monitoring, evaluation and review by the board of **statutory policies** and procedures regarding safeguarding and child protection? Is it being followed? When was the school's Child Protection Policy last reviewed? How was the review managed? Which board committee received the report? What action resulted and why?	Yes. See point above	
10.4	How do Governors ensure that safeguarding arrangements are compliant with statutory duties?	See points above	
10.5	How do you ensure that the SG governors respect the confidential nature of their work? Have there been any breeches? If so how did you respond?	No breeches reported Sch is very thoughtful in approach and long standing CoG means that oversight of systems is robust and consistent	
10.6	How does the board monitor the effectiveness of support for children –on child protection plans; with health care plans; looked after; subject to EHA, children caring for others, or those where	Oversight of data of progress and attainment with focus upon PPG, EHCP Structures around SEND are rigorous	Encouraged Board to consider involving children on ELSA intervention (and LAC) to be a specific group to review outcomes for.

		What's in place?	Actions to be taken
	there are concerns about attendance or behaviour?	Financial investment by the Board on staff CPD, this is then tracked. Example Attachment Theory and the implementation of this	
10.7	How do governors know if pupils feel safe and know which adults to approach if they have any concerns?	Annual survey with children Annual SG Audit Parent Survey Visuals clues around the school Governor compete parent sessions	Consider this point in light of Gov Visits and standing item for safety and SG on all visits (e.g. Do you feel safe at school? Is there anywhere you don't feel safe? Can you name 2 or more members of staff you feel able to go to if you had a worry)
10.8	How does the board promote the wellbeing of the head?	Meetings with the HT - in a smaller group setting Performance Appraisals completed by CofG/Deputy CofG - coaching & wellbeing	
10.9	How does the board ensure that 2 safeguarding governors are competent to test the evidence base in an audit created by the staff?	Yes	
10.10	Have all governors been checked to identify if they are barred under Section 128 See annex 1.		DSL to check
11	**Allegations against Staff, governors and children**	**What's in place?** **Evidence of impact**	**Actions to be taken** **By whom?** **By when?**
11.1	Does the Board have a policy and 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?	Yes	
11.2	How many staff have been the subject of an allegation by a pupil in the past year? What was the process followed? What was the outcome?	2 allegations made. CofG was able to talk through the steps which took place through the allegation process. All information is stored.	
11.3	Have there been any allegations of child on child sexual abuse? If so how were they managed?	0	

	NB This must be covered in the CP policy together with sexting.		
11.4	How are staff made aware of the procedures the school must follow when an allegation of abuse has been made against the head teacher or a member of the school staff, volunteers, visitors or governors?	All staff spoken to where able to answer and clearly well trained.	
11.5	Which member of the board is designated to follow the procedure in the event of an allegation against the headteacher?	As above	
11.6	How do you ensure that your procedures for reporting such allegations to the LA are followed?	Governing Board aware of procedures and the work alongside the LADO and School	
11.7	What does the school do to reduce the likelihood of allegations against staff and volunteers?	Training Transparency Open door policy	
11.8	Who is trained in restraining students? How are incidents recorded? How frequently is the data analysed to identify patterns or trends? Did any lead to an allegation that a member of staff harmed a child?	DSL to confirm number	
11.9	Are you aware about the expectations of closer working with supply agencies? Have you ever had concerns about the behaviour of a supply teacher? How did you deal with it?	0	
12	**Site maintenance and security**	**What's in place?** **Evidence of impact**	**Actions to be taken** **By whom?** **By when?**

12.1	What steps are taken to manage public access to the site and buildings? What is the lockdown procedure and are children familiar with it? What is the fire evacuation procedure and are children familiar with it?	Gates on timing locks - this is also double checked by site manager Fire evacuation half termly drills, children are familiar with this	Review and re-implement emergency lock down system, ensuring staff / children accustomed to this.
12.2	Where there are CCTV cameras, how are the monitors positioned?	Yes Positioned over main gate & further up driveway - overlooks the car park	DSL to review GDPR policy and reference to the CCTV cameras – encouraged to seek advice on wording for policy from Peter Cowley
12.3	What areas of weakness in site security have been identified and how are they addressed?	Recently perimeter wall has repointed and repaired	Doors access on to car park (plan to lanyard lock these doors) this is a gap in security and noted by SMcG on arrival today. School is being very proactive in this
12.4	How frequent are health and safety inspections of the site? Who does them? Are pupils consulted/involved? How are governors involved?	Every day internal and external review Playground equipment, field, stagnant water, roof panels Contractors system of inspections and audits (e.g. Tree) Governors half termly review School is involving the children in some elements of H&S (example given sweep)	Discussion around including pupils in perimeter walk – at least half termly.
12.5	How are defects recorded? How often is the log checked and by whom?	Yes System in place for daily checks Weekly checks (e.g. legionella) Fire Company - quarterly visits	Headteacher to over sight of all checks and sign these off
12.6	When the school hosts or organises extended curriculum activities what steps are taken to ensure compliance with safeguarding policy and practice?	On moving to 3 form entry (& impact of COVID) many events take place outside	Discussion around signing in process – may need to be reviewed as new practice not many been following COVID

<u>Annex 1. Interview with children:</u>

A sample of 6 KS1 children and 5 KS2 children were informally interviewed about safety in school:

Do you feel safe in school? Why?
All children responded with yes, in addition to the following comments were made:
- because teachers keep me safe by looking after me so I don't fall
- because I have lots of friends around me
- because everyone is kind and the teachers are nice to us
- if you do something dangerous the teachers might look like they are being mean by telling you off but they are actually keeping you safe
- all the adults ask if you are OK, all the teachers are really nice
- there are lots of staff everywhere, it is impossible for you to get hurt without staff knowing – they might call the hospital
- there are lots of alarms in the school, I don't get scared there are tonnes of people in school
- there are lots of teachers around and my friends can help me

Is there anywhere in school where you don't feel safe?
- A number of children referred to the bushes because of wasps, because teachers tell you not to go there because it is dangerous, because there are thorns that can scratch you
- Behind the trees
- If I am alone

Who would you go to with a problem? What happens if you speak to them?
- Headteacher because she is the person I trust the most
- The safe teachers have the blue lanyard (some confusion around this colour)
- My teacher
- Headteacher
- The headteacher would solve the problem
- Parents, class teacher and close friends
- Be sure that the children understand who the DSLs are – and what DSL stands for

In terms of what would happen next
- My class teacher would leave that to me to decide
- Perhaps they would tell someone on the PTA
- Maybe they would tell my mum and dad
- Leave the decision to me - they could tell someone else
- Training for children around the role of the DSL, understanding that teachers will not / can not keep secrets and that it is the duty to pass on to DSL

How do other children share problems? What about shy children?
- They can tell their mum and dad
- Listening boxes. Every single class black box the listening box write a note and if stay private so the class teacher can discuss it with you without anyone else knowing
- Friends to help them out

Who is the DSL?
Majority unsure – others guessed the HT

How do the staff keep Vineyard safe?
- They protect us and solve the problems
- If there are dangers they will protect us
- Solve the problem - they get the children together (restorative)
- Always caring - teachers don't ignore you - they are always there for you if you need them
- When you enter the officer, the electronic scanner proves you are staff – so only certain people can enter the school
- At playtime they look around to see

Is there bullying in school? What do the teachers do about it?
Majority said no, the few that thought bullying did happen explained
- Teachers try and make it stop
- Sometimes older years can make fun of younger years and how certain people look
- The teachers would tell the bullies to stop and they would speak to their parents

What about in the classrooms?
Children didn't think behaviour was an issue.

Have you had safeguarding lessons? When? What did you learn?
- Fire Alarms
- Earthquakes
- Bullying assembly and injury and from this I learned to go to an adult straight away
- NSPCC - speak out and stay safe - tell the teacher if you are feeling unsafe - effective
- Suggest further work is completed in sharing SG concerns and systems with the children

How does school teach you to stay safe online?
- Don't go on sites you don't know what it is about
- Don't press buttons when there is a pop up
- Don't talk to anyone you don't know or tell them personal information
- Don't select the attachment - check the website authenticity
- Turn the chats off if you can

Do you have ESafety lessons?
- Yes at home I watch lots of videos about this
- Quite a mixed response – DSL to check that all students have had the unit of work on online safety – as expected.

Do you learn about different cultures?
Yes in RE, History lessons

What would happen if someone had two mums or two dads?

Children stated that they have had lessons on this, nothing should happen – some people in school do.