Ysgol Maesydderwen

Annual Safeguarding Audit Tool for Schools

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	Name(s)	**Role(s)**
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Submit audits to safeguarding.education@powys.gov.uk		

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Annex 3: Safeguarding audit tool

The purpose of this safeguarding audit tool is to support all education settings to review their safeguarding arrangements. The audit tool is intended to help education settings to identify strengths and weaknesses in their safeguarding arrangements and to ensure they are exercising their legal safeguarding obligations in line with the *Keeping learners safe* statutory guidance. This tool can be adapted for different types of education setting as appropriate, and work-based learning (WBL) providers may find the WBL toolkit more suitable.

What is safeguarding and child protection?

In the context of this audit tool, safeguarding is the action taken to promote the well-being of children. Safeguarding means:
● protecting children from abuse, neglect and other kinds of harm
● preventing harm to children's health or development
● ensuring children are provided with safe and effective care
● taking action to enable children to have the best outcomes.

Child protection is part of a safeguarding process. It focuses on protecting individual children identified as suffering, or likely to suffer abuse, neglect or other kinds of harm.

All education settings have statutory duties to operate in a way that takes into account the need to safeguard and promote the well-being of learners. When reviewing safeguarding arrangements education settings should consider how effective they are in the following:

- creating and maintaining a safe learning environment for learners
- identifying where there are well-being concerns and taking action to address these, where appropriate, in partnership with other agencies
- the development of learner's understanding, awareness, and resilience through the curriculum.

Achieving this objective requires systems designed to robustly:

- prevent unsuitable people from working with learners
- promote safe practice and challenge poor and unsafe practice
- identify instances in which there are grounds for concern about a learner's well-being arising from home, community, school or college, and initiate or take appropriate action to keep them safe
- contribute to effective partnership-working between all those involved with providing services for learners.

How to use this audit tool

The audit tool **should not** be used as a checklist, but rather to support a whole-setting approach to safeguarding and provide a benchmark against which to work to continually develop and improve. Effective safeguarding arrangements must be about the ethos, character and culture of an education setting, rather than any finite set of actions or policies. The audit tool encourages education settings to go beyond checking that a policy is in place, for example, to reviewing what impact that policy is having. The Designated Safeguarding Person (DSL) for child protection should support the education setting's safeguarding approach. Everyone working in an education setting, whether employed by the local authority or otherwise, who comes into contact with children and their families has a role in safeguarding children. They form part of the wider safeguarding system for children and are in a position to identify concerns early and provide help for children to prevent issues from escalating. This audit tool seeks to help education settings to promote this ethos.

The audit tool is intended as an exemplar, against which to review current safeguarding arrangements in education settings. Your education setting may have a current assessment tool that enhances and supports this work and that helps in how you audit the education setting's approach. There is currently no expectation that you should duplicate your assessment or that this tool takes precedence over your existing approach. It simply provides you with a robust option that has been widely tested and aligns with the pre-inspection expectations of Estyn.

The tool has been developed with input from Estyn and meets the requirements expected by Estyn, but is not designed to be completed for inspection purposes only. The tool should be a continuous assessment of the effectiveness of an education setting's safeguarding arrangements.

The audit tool requires a process of evidence-gathering, including talking with learners and their families, discussing safeguarding with staff in the education setting and reviewing safeguarding incidents to learn what is working well and what needs development. This should be an ongoing process, so that there is a constant reflection, learning and updating of processes. You can use this audit tool either as part of a peer-review process, or for self-assessment. The tool encourages a peer-review approach, where settings offer 'critical friend' support to each other. Having someone from outside the education setting come in and go through the audit tool provides a valuable independent perspective that can enhance effective practice and highlight gaps.

As well as checking on whether you have robust safeguarding policies and practices in place, the tool asks you to make professional judgements on how effective and comprehensive they are. In order to make those judgements you will need to collect evidence, including talking to learners, colleagues, governors and parents/carers.

The summary sheet at the beginning is intended to allow you to provide a quick overview for staff, learners, parents/carers and governors on the strengths and weaknesses of the education setting in relation to safeguarding; the actions page will show them what steps are being taken to build on the strengths and address the weaknesses.

The guidance notes below have been written in line with *Keeping learners safe*.

1. **How safe do learners feel?**

The United Nations Convention on the Rights of the Child (UNCRC) sets out that children have a right to be safe and protected from harm, and have the right to express their opinions and participate in decision-making. In accordance with the UNCRC, the best way to understand how safe an education setting feels to learners is to ask them and observe how they and staff interact. A positive learner–staff relationship provides evidence that staff are friendly and positive about the education setting, and that learners are listened to and able to speak with confidence in the education setting.

The general atmosphere of the education setting is also a good indicator of how safe people feel. The kind of evidence that can help form your judgements include the physical environment and protocols for visitors but these measures alone are not enough to justify the feeling of safety. Reviewers should consider how the ethos and atmosphere of the education setting demonstrates a safeguarding culture and a level of care for each learner.

Equally, education settings should not assume that their learners are able to keep themselves and others safe. Appropriate site security measures should be taken to ensure the site feels safe and that parents/carers feel confident that appropriate measures have been taken.

2.   How effectively do you communicate safeguarding issues and policies?

Effective communication is, in essence, an exchange of information that allows all involved to listen to and learn about each other. Therefore, it involves more than knowing that staff have access to, or have read, policies. It is important to check that learners, and those who come into contact with them, understand the purpose of information-sharing in order to safeguard and promote learners' well-being. It is also useful to assess how comfortable they feel about sharing information by reviewing, for example, recent communications.

It is important that all learners, parents, agency staff, support staff and governors are aware of the education setting's safeguarding policy, and that the policy sets out safe practices for all involved with the education setting. An indicator of effective communication is that learners, parents, carers and staff all understand what constitutes an unsafe situation and are aware of what they would need to do to keep themselves and others safe, and what to do if they have a concern. Checking that information is in a format and language that can be easily accessed and understood by all of the education setting's users is important, as is the regular review and updating of relevant information.

Education settings can also enable stakeholders, including children and young people, to participate in the development of policies through consultation approaches in line with the National Participation Standards (see www.childreninwales.org.uk/our-work/participation/participation-standards/). The whole community should also be aware of the human rights of children as laid out in the UNCRC.

3. How effective is your approach to safeguarding?

This section requires a review of the education setting's approach to safeguarding and its ability to effectively manage a safeguarding concern. This involves reviewing the extent to which staff members are confident about recognising signs of abuse, neglect and other kinds of harm, and their understanding of the steps to take in response and the need to act quickly. This should not be a matter of going through a checklist of issues and symptoms, but rather of assessing how confident people are about safeguarding learners, how alert they are to what is happening to individual learners and how open communication channels are. Reviewing recent incidents can help, looking at how long it took before a concern was raised, what happened, what action was taken and how quickly, and what the outcome was.

Incidents should be collected and recorded systematically so that the process is easily accessible to all staff, including a record of concerns (allowing, for example, people to spot multiple concerns about an individual), action taken and the outcomes. There should be a consistency of approach throughout the education setting for identifying and managing incidents. In particular, records for children identified as at risk should be up to date and of a high quality.

Check for a coordinated approach across the education setting around planning and delivering personal and social education (PSE) and relationships and sexuality education (RSE). The approach to RSE should be proactive in supporting learners to be aware of risks to their well-being and safety. The curriculum should support existing policy within the education setting on important issues and provide sufficient information on managing risk, e.g. in: sex and relationships; drug, alcohol and tobacco education; accident prevention; anti-bullying; online safety; extremism and radicalisation. Gathering evidence on how these issues are explored will help in assessing the effectiveness of the education setting's approach to safeguarding. It is also important to review the education setting's approach to physical intervention.

4. How robust are your safeguarding practices?

Robust safeguarding practices involve both whole-setting approaches that make safeguarding everyone's concern, and the specific focus of named people responsible for ensuring safeguarding policies and practices are being carried out. There should be a DSL with responsibility for safeguarding in the education setting whom everyone is aware of.

All staff should be competent and feel confident about implementing the protocols for securely managing incidences and dealing with disclosures. Safeguarding procedures should form a part of supervision and management processes. Staff should feel

supported in taking responsibility for safeguarding, knowing that any concerns they raise will be taken seriously, and that senior managers will back them up if needed.

The DSL should be aware of appropriate training and be given the time to attend training. All staff working with learners (including temporary, peripatetic and agency staff) should be aware of safeguarding procedures and have child protection training and Disclosure and Barring Service (DBS) checks. Any training and assessment of staff should be appropriately recorded and updated. It is also important that governors or board members know enough about safeguarding to be able to sufficiently challenge the education setting's safeguarding practices and satisfy themselves that safeguarding procedures are robust, particularly with regard to taking action and recruitment.

5. How effectively are you working with others to safeguard children?

Part 7 of the Social Services and Well-being (Wales) Act 2014 (see www.legislation.gov.uk/anaw/2014/4/part/7) includes provisions aimed to help promote more effective leadership and inter-agency collaboration, as well as ensure all agencies give sufficient priority to safeguarding. The Wales Safeguarding Procedures (see https://safeguarding.wales/) also emphasise that safeguarding is everyone's responsibility, and that the effective protection of children cannot be achieved by a single agency acting in isolation. The procedures clarify how individuals and agencies should communicate and work together in partnership to identify and keep children safe.

The education setting should be able to show clear records with the names of any staff or external agencies that the DSL has shared information with, what information was shared and the rationale for this. The DSL needs to ensure that parents/carers understand the education setting's need to share information and work in partnership with other agencies when there are concerns about a child's well-being.

When commissioning a service from another organisation, there should be robust mechanisms in place to ensure that these organisations have appropriate policies and procedures in place for safeguarding children and child protection.

Gathering evidence to inform your judgements

This section provides some examples of how you might form your judgements and the evidence you can collect to underpin them. It is not intended to be ticked off; but rather as a prompt to recognise what you do, and what more you could do.

Section 1
How safe does the education setting feel?
Evidence includes:
● Students are aware of the procedures that are described in the Safeguarding Policy and have had opportunity to discuss and feedback on it through PSE, Anti bullying Week, Assembly, discussions during registration periods, school council.   ● Both students and parents are made aware that while confidentiality is important, the safety of the child is paramount and therefore information will be shared if this is necessary.

- The School Council have been consulted on the Safeguarding Policy and, as part of the school's pastoral system, students are aware of the importance of passing on their concerns.
- The school's Safeguarding policy includes information on prevention, procedures and support and was revised and ratified by Governors in September 2023.
- The policy is reviewed and ratified on a yearly basis or sooner should changes to designated staff be needed.
- Clear, well organised guidance is given to all staff on the importance of safeguarding and the policy makes their role in the procedure very clear.
- Staff training is on a regular basis and emphasises the need for confidentiality and for staff to follow procedures as stated in the policy.
- The policy takes into consideration the requirements of the LA and Social Services.
- The policy underpins Safeguarding processes within the curriculum such as the PSE programme and is reflected in other key policies such as the Equality and Diversity policy and the Anti Bullying policy.
- The policy works in conjunction with safeguarding issues within the school curriculum such as the PSE programme and is underpinned by the quality of the pastoral support system within the school.
- Effective communication between both pastoral and academic systems supports the Safeguarding Policy, ensuring that policy is turned into practice.
- SHRN and PASS surveys completed by all pupils in addition to wellbeing surveys devised internally in response to need.
- Internal pupil questionnaires completed to measure impact and suitability of social and emotional mentoring being carried out by trained members of the pastoral team.
- Qualifications and DBS checks are carried out on all new appointments in conjunction with the Local Authority Human Resources Department.
- Teaching staff are registered with the EWC.
- The school ensures that 2 references are provided as is stated in the Powys Recruitment Policy
- An up to date register is kept in school of all staff who have been DBS checked by the Local Authority – these are renewed every 3 years
- The school has a risk assessment policy that states that Governors and/or those students on work placement within the school who do not have a DBS check will not be allowed to be with children unaccompanied.
- Supply staff from an agency have their DBS checked and the school has a copy of the agency's own vetting procedures.
- Governors are DBS checked.
- The school has updated its site security through the introduction of Maglocks on all outside doors.
- Site security is discussed at the Governors Health and Safety Sub-committee Meeting. The Health and Safety Governors' Sub Committee meets on a regular basis and minutes are presented at Governors' meetings.

- All staff and visitors wear identification lanyards and visitors are aware that they will be challenged if they are not wearing ID.
- CCTV is on every external door and in corridors.
- Our reception staff are given training on site security and the signing in procedures. Staff have access to guidance on restraint and physical intervention and how to challenge visitors, if required.
- Staff on duty are easily contactable and staff undertake duty as lunchtime supervisors.
- Members of SLT are on duty in every lesson and during all unstructured times, supported by teaching and support staff to maintain the discipline of the school.
- Safety plans in place, agreed with parents/carers and pupils when concerns raised.
- Risk assessments in place for pupils who have previously raised health and safety concerns, management strategies shared with all staff. Risk assessments agreed with pupils and families to ensure high levels of understanding. RA shared with outside agencies where needed. Risk assessments reviewed every half term or sooner if needed.
- Risk assessments in place for all external provision, Evolve used to monitor this. Mrs J Davies, Assistant Head has responsibility for ensuring that this is completed to the required standard.
- 6th form buddy programmes in place to mentor younger and more vulnerable pupils.
- Wellbeing checks conducted during registration periods with pupils for whom safeguarding concerns are raised. Said pupils are allocated a trusted adult to report to when needed.
- All safeguarding concerns are logged on 'My Concern' by staff to ensure robust record keeping, efficient communication and appropriately and timely actions following disclosures. Mrs Ruth Bullions, Assistant Headteacher (DSL), Miss Kirsty Irvine Deputy Head and Mr Phil Grimes Headteacher (both DDSLs) named as designated safeguarding leads monitoring My Concern.
- PASS Survey 2021/22 Results:
  - 75% of pupils scored the maximum possible score for feelings about school
  - 79% of pupils scored the maximum possible score for preparedness for learning

- SHRN Survey 2021/22 Results:
  - 63% of students feel that teachers care about them as a person
  - 66% feel that there is support at school if they are unhappy, worried or unable to cope

Section 2

How effectively do you communicate safeguarding issues and policies?

Evidence includes:

- All staff are given Level 1 training through the ESW and a record of who has received this training is kept by the school and also by the LA.
- DSL is Level 3 trained and other designated staff are Level 2/3 trained.
- New members of staff are required to attend Level 1 Safeguarding training early in the autumn term.
- Safeguarding is a topic on the new staff Induction Programme.
- The DSL/Deputy DSL are responsible for the delivery of a session to NQT's and other new staff as part of their CPD programme.
- Professional Development for staff throughout the year includes aspects of the Safeguarding Policy e.g the introduction of new referral processes and multi agency working. Designated staff attend inter - agency training as available. The most recent training has been provided on My Concern on 1st September 2023. Refresher Trauma Informed training was also provided on the same date.
- Five members of staff are qualified Trauma & Mental Health Practitioners from September 2022.
- The information booklet given to temporary staff ensures they are all aware of school policies and procedures.
- Safeguarding and its associated issues form a regular part of assembly themes, PSE lessons and the policy is referred to in the School Prospectus which can be found on the school website.
- Information regarding safeguarding is published in the School Prospectus and made available on request and an electronic copy can be found on the school website.
- The Clerk to the Governors makes the policy available on the school website after each review of the policy. The policy states that information may need to be shared with other agencies if necessary.

- The school has an anti-bullying policy that complies with the acts stated above and also has a complaints procedure as part of the policy. We have discussed the policy with representatives of the student body and with Governors. The policy is also in the Staff Manual. As part of Anti Bullying Week, students will discuss aspects of this policy in their tutor time.
- The policy was most recently reviewed during Spring 2023 and will next be reviewed during 2023-24 as part of the school's policy review cycle.
- The school regularly reviews and updates its Health and Safety policy. It is ratified by Governors on a bi-annual basis.
- The policy is shared with all staff and information is clearly presented.
- The Health and Safety Governors' Sub Committee meets on a regular basis and minutes are presented at Governors' meetings.
- First Aid training is regularly updated and all staff are aware of who the First Aiders are.
- First Aid training for all staff on Asthma and Epi pen takes place with all staff and is delivered by the school nurse.
- Extra training for all first aid and relevant staff on Diabetes takes place as needed, this is delivered by the Diabetic nurse assigned to the pupil.
- Health information is accessible in the Main Office (for Epi Pen cases or serious medical situations).
- Health care plans are distributed to pastoral leads and staff trained in first aid.
- Evacuation plans are in place and widely accessible for pupils with mobility issues. These plans include the use of the Evac Chairs. Training is updated according to guidelines on their use.
- Student information on First Aid issues is given to staff and confidentiality and the dignity of the child are observed.
- The school's core data gives a record of students on the medical register which is regularly updated.
- As part of the PSE programme, students are involved in health focused days involving many of the topics related to health and safety.
- There is a rigorous and detailed system within the school for the planning of Educational visits and was drawn up to be in line with Powys policy on educational visits.
- Parental involvement is sought to support the school in supporting and safeguarding the child.
- Internet safety is a major topic and the support of the Police Liaison Officer and liaison with other external agencies e.g. The schools police liaison officer supports the firm, clear message that is given to students on this topic in ICT lessons and across the curriculum.
- Safer Internet Day activities are planned and delivered in Years 7-9
- A Computer User Agreement is completed by all students
- Close supervision and monitoring of students both directly by teaching staff and remotely using Impero takes place and appropriate actions are taken should an incident occur which is not in line with the Agreement.

- E Safety training for staff is planned in twilight sessions this year and training from Police Liaison Officer was delivered to Year Groups in year assemblies last academic year.
- Information on e-safety is available via the school website.
- E Safety guidance was also delivered to parents in an after school workshop by the Child Exploitation team last year.

- A safeguarding update is delivered at the start of every academic year, processes are made clear to staff. All staff are given a simple coloured guide to fasten into their planners for reference should a disclosure be made to them.
- Posters are displayed relating to safeguarding and child protection themes with helpline numbers (e.g. for external agencies)
- Safeguarding themes are interwoven into the annual assembly programme for the whole school.
- Records of parent/carer meetings are kept in pupil's files and logged on My Concern should safeguarding concerns arise
- Children's Services or any other outside agency referral forms are stored in pupils' files, logged on My Concern and the centralised SEMH spreadsheet.

Section 3

How effective is your approach to safeguarding?

Evidence includes:

- The PSE programme is relevant and supported by excellent resources and many external agencies.
- The school regularly reviews and updates its PSE programme to ensure current topics are included.
- Students are aware of the procedures that are described in the Safeguarding Policy and have had opportunity to discuss and feedback on it through PSE, Anti bullying Week, Assembly.
- Both students and parents are made aware that while confidentiality is important, the safety of the child is paramount and therefore information will be shared if this is necessary.
- The school works closely with the CAIS team to deliver education around drug and substance misuse and to support individual and groups of students as appropriate.
- The School Council have been consulted on the Safeguarding Policy and, as part of the school's pastoral system, students are aware of the importance of passing on their concerns.

- All safeguarding concerns are logged on 'My Concern' by staff to ensure robust record keeping, efficient communication and appropriately and timely actions following disclosures. Mrs Ruth Bullions Assistant Headteacher (DSL), Miss Kirsty Irvine Deputy Head and Mr Phil Grimes Headteacher (both DDSLs) named as designated safeguarding leads monitoring My Concern.

- A Positive Behaviour for Learning Policy is adhered to by all staff and pupils which supports consistency in maintaining discipline across the school.

- Wellbeing checks conducted during registration periods with pupils for whom safeguarding concerns are raised. Said pupils are allocated a trusted adult to report to when needed.

- Students are aware of the procedures that are described in the Safeguarding Policy and have had opportunity to discuss and feedback on it through PSE, Anti bullying Week, Assembly, discussions during registration periods, school council.
- The pastoral structure is made very clear to pupils so that pupils are aware of available, specialised staff to whom they can voice their concerns.
- Pastoral reviews are conducted twice yearly where pupil's perception and understanding of safeguarding procedures is evaluated as is the quality of support provided.
- Internet safety is a major topic and the support of the Police Liaison Officer and liaison with other external agencies e.g. The schools police liaison officer supports the firm, clear message that is given to students on this topic in ICT lessons and across the curriculum.
- Safer Internet Day activities are planned and delivered in Years 7-9
- A Computer User Agreement is completed by all students
- Close supervision and monitoring of students both directly by teaching staff and remotely by The ICT Technician team takes place and appropriate actions are taken should an incident occur which is not in line with the Agreement.
- Information on e-safety is available via the school website.

Section 4
How robust are your safeguarding practices?

Evidence includes:

- Qualifications and DBS checks are carried out on all new appointments in conjunction with the Local Authority Human Resources Department.
- Teaching staff are registered with the EWC.
- The school ensures that 2 references are provided as is stated in the Powys Recruitment Policy
- An up to date register is kept in school of all staff who have been DBS checked by the Local Authority – these are renewed every 3 years
- The school has a risk assessment policy that states that Governors and/or those students on work placement within the school who do not have a DBS check will not be allowed to be with children unaccompanied.
- Supply staff from an agency have their DBS checked and the school has a copy of the agency's own vetting procedures.
- Governors are DBS checked.
- The Physical Intervention and Restraint Policy gives clear guidelines to staff and includes information on how the school deals with complaints from pupils or parents.
- The policy makes it clear that staff must follow the school's Behaviour and Discipline Policy as the first line of intervention and gives very clear definitions of when and how physical intervention and restraint can be used
- The policy is written to conform to the requirements of the LA and statutory regulations and has been reviewed against the guidance given in Welsh Assembly Government Circular 097/2013
- Staff understand the terminology that had to be used in the policy and relevant appendices are included e.g. copies of paperwork required to record any incident.
- The policy informs parents of situations where restraint and reasonable force may be acceptable.
- Key staff in school are Team Teach trained with all staff trained in Prevent.
- Students requiring time-out to support their emotional wellbeing are issued with a Time Out card by the Pastoral Team in discussion with parents/carers and SLT Link (KI). Should this need to be used during a lesson, students are able to leave the classroom/workspace on informing their teacher of the need to use their card.
- Should a quiet place be needed for the student to work/reflect, they are placed in an appropriate safe supervised quiet area until able to return to lessons – Hub or internal exclusion room.
- Students involved in serious behaviour/discipline issues may be referred to the Internal Exclusion Room by senior staff whilst the matter is investigated, or as a follow-up action if short-term withdrawal from lessons is deemed appropriate. The Internal Exclusion Room is supervised at all times.
- The school issues guidance for staff for internal exclusion room referral and supervision.

- The school uses positive assertive discipline, restorative approaches & trauma informed approaches to support behaviour, emotional & mental health. Six members of staff are TIS trained and 2 members of staff are trained in the practices of Nurture UK.
- The arrangements reflect the guidance set out in section 3.24 of the Welsh Assembly Government Circular 097/2013.

- The school's Safeguarding policy includes information on the dangers of radicalisation and extremism and was revised in line with Prevent Duty Guidance for Wales and England in September 2016.
- The policy is reviewed and ratified on a yearly basis or sooner should changes to designated staff be needed.
- Clear, well organised guidance is given to all staff on the importance of Prevent duties and the policy makes their role in the procedure very clear.
- Staff training is on a regular basis and emphasises the need for staff to follow procedures as stated in the policy. All staff are given Level 1 training through the ESW and a record of who has received this training is kept by the school and also by the LA.
- DSL and DDSLs are Level 3 trained.
- The designated lead is Ruth Bullions, Assistant Headteacher – Wellbeing. Designated deputy leads are Phil Grimes Headteacher and Kirsty Irvine, Deputy Headteacher. The Designated Governor is Hugh Pattrick. All staff are aware of this information which is included in the Safeguarding Policy.
- All safeguarding incidents are recorded by the DSL/Deputy DSL and the Headteacher is informed of the incidents.
- In regular meetings between the DSL and the Deputy, the log of Child Protection incidents is analysed.
- When an incident occurs the DSL and/or the Deputy meet together with other staff if appropriate.
- All Referrals to external agencies are discussed and recorded by the DSL and the Deputy DSL.
- The School Nurse meets regularly with the DSL and Deputy DSL.
- In regular meetings between the DSL and/or the Deputy and the Designated Governor, any safeguarding issues/trends are discussed.
- Safeguarding issues/trends are discussed at full Governors' meetings and confidentiality around those concerned is ensured.
- All staff have completed the statutory GDPR and cyber-security training.
- Only secure email addresses are used to transfer records between institutions.
- The school has a formal complaints policy that sets out clear procedures for dealing with complaints as they arise. A member of SLT has responsibility for dealing with all formal complaints to ensure consistency.

- The GDPR Privacy policy, last ratified by the governing body during the Autumn Term 2023, sets out what we as a school and the LA does with the education related information it receives about children and young people and how it complies with GDPR rules and regulations.

Section 5

How effectively are you working with others to safeguard children/learners?

Evidence includes:

- All referrals to outside agencies such as Children's Services, CAMHS, Youth Intervention Team, CAIS, etc. are all stored on secure drives within the school system and uploaded to Tyfu and My Concern where appropriate.
- Records/minutes of multi-agency meetings attended by the DSL or other staff are all stored on secure drives within the school system and uploaded to Tyfu and My Concern where appropriate. Should minutes need to be sent outside the organisation, secure email addresses are used.
- Records of information-sharing are kept within minutes of meetings.
- Safeguarding/child protection files and records on vulnerable learners are updated by trained members of the pastoral teams and stored in locked cabinets in a locked office and relevant documentation uploaded to Tyfu and My Concern.
- The PSE programme is relevant and supported by excellent resources and many external agencies.

- Internet safety is a major topic and the support of the Police Liaison Officer and liaison with other external agencies e.g. The school's police liaison officer supports the firm, clear message that is given to students on this topic in ICT lessons and across the curriculum.
- The school has an anti-bullying policy that complies with the acts stated above and also has a complaints procedure as part of the policy. We have discussed the policy with representatives of the student body and with Governors. The policy is also in the Staff Manual. As part of Anti Bullying Week, students will discuss aspects of this policy in their tutor time. Last year students put together and launched their own anti-bullying pamphlet to make the definition of bullying clear and the ways in which pupils can help themselves and each other and signposting support available.

Policies

The school or college has a range of policies that are relevant to its approach to safeguarding and these all provide evidence for the evaluation tool. These include:

- anti-bullying
- e-safety
- positive behaviour for learning
- restraint
- child protection
- equal opportunities
- freedom of information
- healthcare needs
- safeguarding
- prevent
- substance misuse
- equality and diversity
- GDPR
- health and safety
- attendance
- inclusion/SEN/ALN
- safer recruitment

Safeguarding audit

Summary

Completing this should be the final stage in the assessment process

Section 1	Red (action needed)	Amber (some action needed)	Green (no action needed)
How safe does the education setting feel?		X	
Section 2	Red (action needed)	Amber (some action needed)	Green (no action needed)
How effectively do you communicate safeguarding issues and policies?		X	
Section 3	Red (action needed)	Amber (some action needed)	Green (no action needed)
How effective is your approach to safeguarding?			X
Section 4	Red (action needed)	Amber (some action needed)	Green (no action needed)
How robust are your safeguarding practices?		X	

Section 5	Red (action needed)	Amber (some action needed)	Green (no action needed)
How effectively are you working with others to safeguard children/learners?		X	

Actions summary		Action(s)	By when (date)	By whom (name and role)	Progress (date and update)
Section 1: Making the education setting safe					
Priority 1	*Ensure that all safeguarding and health and safety related policies continue to be reviewed regularly and fully understood by all staff*	1. *Policies placed on appropriate governor meeting agendas for review and ratification* 2. *Staff briefings to be used to make staff aware of changes to policy; staff to sign to confirm they have read and understand policies*	*July 2024*	*Ruth Bullions – DSL* *Hugh Pattrick – Chair of Governors*	*All policies reviewed and up to date, shared with staff – Sept 2023* *Signatures of staff still to be collected*
Priority 2	*Collect and respond regularly to stakeholder feedback in relation to perception of safety in school*	1. *Collect wellbeing questionnaires from all stakeholders to gather*	*July 2024*	*Ruth Bullions – DSL*	*Questionnaires completed, feedback*

		feedback; use to inform SIP priorities for 2023-24. 2. *Respond to questionnaires with 'You Asked, we acted' report.*		*Kirsty Irvine - DDSL*	*collated. SIP priorities established – Sept 2023* *You asked we acted report to be written once changes have embedded to show impact.*
Priority 3	*Conduct more robust risk assessments and impact evaluations for all outside agencies*	1. **Request RA from outside agencies** 2. **Use baseline assessments where possible to measure impact of outside agency interventions.** 3. **Collect stakeholder feedback to gauge levels of success of outside agency interventions.**	*July 2024*	*Ruth Bullions – DSL* *Kirsty Irvine - DDSL*	*Some RA received from outside agencies and checked – Sept 2023* *Additional RA to be received.*

					Motional assessments used as baseline for outside agency interventions – ongoing
					Stakeholder feedback questionnaire still to be developed.
Section 2: Improving how we communicate in relation to safeguarding					
Priority 1	*Embed the use of My Concern to ensure robust recording and tracking of actions for safeguarding concerns*	*1. Refresher training to staff throughout the academic year to ensure clarity of understanding of My Concern.* *2. DSL to monitor quality of information shared on My Concern and to raise with staff*	*Sept 2023*		*All staff received basic training in 2022-23, refresher training delivered to all*

		should this fall below expectations.			*staff in Sept 2023.* *DSL to continue to monitor quality of information sharing moving forward.*
Priority 2	*Make safeguarding a greater focus within whole school parental communications and marketing materials*	*1. Common theme in school newsletters and headteacher letters to parents.* *2. Update parents via email of common safeguarding issues that are being dealt with in school* *3. Consult with parents should changes to policies be considered.*	*Ongoing*	*Phil Grimes – Headteacher* *Kirsty Irvine – Deputy Headteacher*	*All actions complete as of September 2023 but communication and consultation will be ongoing.*

Priority 3	*Safeguarding to be a regular agenda item on the school council agenda to raise the profile across the school and improve communication channels*	*1. Safeguarding to be a standing agenda item in all school council meeting.* *2. Feedback to the wider community following school council discussions and actions.*	*Ongoing*	*Ruth Bullions – DSL* *Kirsty Irvine - DDSL*	*Safeguarding on all SC meeting agendas in 2022-23.* *Feedback to school community to be more formal/regular in 2023-24.*
Section 3: Developing our approach to safeguarding					
Priority 1	*Ensure that the Positive Behaviour for Learning policy works in tandem with the safeguarding policy*	*1. Check PB4L policy to ensure safeguarding is adequately considered.* *2. Ensure PB4L policy is consistently applied by all staff.*	*July 2023*	*Ruth Bullions – DSL* *Kirsty Irvine - DDSL*	*PB4L policy evaluated, reviewed amended, ratified by governors – Jan 2023*

QA					*Internal QA processes designed to assess consistency of application – July 2023* *Refresher training on PB4L – Sept 2023* *QA processes 2023-24 to focus on improving consistency of application further.*
Priority 2	*Ensure staff are aware of who they would talk to highlight*	*1. Refresher safeguarding training to be provided to all*	*Sept 2023*	*Ruth Bullions – DSL*	*All actions completed as of Sept 2023.*

		staff at the start of each academic year. 2. Crib sheet to staff to ensure consistency in how staff deal with disclosures. 3. Display posters in prominent places around the school detailing safeguarding leads to whom reports must be made.		*Kirsty Irvine - DDSL*	*Refresher training to be delivered to any staff joining the school during the academic year.*
safeguarding concerns for pupils and possibly colleagues					
Priority 3					
Section 4: Working better to safeguard learners					
Priority 1	*Improve accuracy of registers within Sims through further compliance checks and training*	*1. Compliance checks once per fortnight to monitor accuracy of registers.* *2. Reports to staff where inaccuracies arise.* *3. Further training to staff who make repeated errors.*	*July 2024*	*Ruth Bullions – DSL* *Kirsty Irvine - DDSL*	*Compliance checks commenced May 2023. Reports to staff followed checks. Accuracy improved.*

				Intervention groups added to Sims in the 2023-24 timetable to ensure the correct staff are completing the register for each lesson. *Compliance checks to be more regular (adhere to fortnightly aim) to maintain levels of accuracy.*

Priority 2	*Conduct regular audits of training records to ensure all staff have received the highest quality*	*1. Write internal evaluation forms to be completed following all staff training events.* *2. Collect and analyse evaluation forms to inform improvement.*	*July 2024*	*Ruth Bullions – DSL* *Kirsty Irvine - DDSL*	*Quiz completed by all staff following safeguarding training Sept 2023 which gauged levels of understanding.* *Further evaluation forms still to be written.*
Priority 3	*More robust cross checking of safeguarding practices, policies and procedures of third party organisations against the school's own.*	*1. Collect all safeguarding policies/procedures of third party organisations.* *2. Cross check against school's version.* *3. Feedback to agency should discrepancies arise so that*	*July 2024*	*Ruth Bullions – DSL* *Kirsty Irvine - DDSL*	*To be completed.*

		suggested amendments can be made.			
Section 5: Working better with others					
Priority 1	*Improve accuracy of records of information sharing with outside agencies*	*1. Spreadsheet to be trialled for the tracking of information shared with outside agencies.*	*Dec 2023*	*Ruth Bullions – DSL Kirsty Irvine - DDSL*	*Spreadsheet still to be developed.*
Priority 2	*Coordinate across the SLT and pastoral team to ensure attendance at as many external meetings as possible*	*1. Caseload to be checked half termly to ensure that SLT have the capacity to attend external meetings.* *2. Monitor attendance at all meetings.* *3. Ensure reports sent should absence be unavoidable.*	*July 2023*	*Ruth Bullions – DSL Kirsty Irvine - DDSL*	*All actions completed as of Sept 2023*
Priority 3	*Ensure staff are aware of and using the* Regional Safeguarding Board's threshold document *The right help at the right time*	*1. Introduce staff to the content of the document* *2. Provide staff with meeting time to familiarise with content.*	*July 2024*	*Ruth Bullions – DSL Kirsty Irvine - DDSL*	*To be completed.*

		3. Staff to sign to confirm they have understood content. 4. Monitor application of advice.			

Section 1	**Red (action needed)**	**Amber (some action needed)**	**Green (no action needed)**
How safe does the education setting feel?		X	
	No – action required in this area	We need more evidence to answer question	Yes – as shown by evidence we have
Do learners feel safe in the education setting?			*X*
Are you effective in listening to and acting upon learners' safety concerns?		*X*	
Do parents/carers have confidence about safety in this education setting?		*X*	
Are there site security measures, including secure entry and exit points that help you feel safe?			*X*
Are there good measures in place to ensure effective safeguarding for extracurricular activities or off-site provision?			*X*
Are all staff appropriately trained to plan, undertake and review educational visits/trips?			*X*

Are educational visits/trips recorded on Evolve, and in line with required timescales?			*X*
Are the identities of all visitors checked, and do they sign in and out?		*X*	
Are visitors made aware of your commitment to safeguarding?		*X*	

Actions: what needs to change?

- ***Ensure that all safeguarding and health and safety related policies continue to be reviewed regularly and fully understood by all staff***
- ***Collect and respond regularly to stakeholder feedback in relation to perception of safety in school***
- ***Conduct more robust risk assessments and impact evaluations for all outside agencies***
- ***Ensure that all visitors to the school have safeguarding procedures shared with them***

Section 2	Red (action needed)	Amber (some action needed)	Green (no action needed)
How effectively do you communicate safeguarding issues and policies?		*X*	
	No – action required in this area	Need more evidence to answer question	Yes – as shown by evidence we have
Is your safeguarding policy updated annually?			*X*
Do you review annually how well your safeguarding policy and procedures work?			*X*
Has everyone (learners, parents/carers, agency staff, support staff, governors) been given information on what is in the policy?		*X*	
Do the policies set out how, through teaching and pastoral support, staff can help to strengthen safeguarding and prevent abuse and neglect?			X
Is safeguarding treated as a priority issue in the senior management team?			*X*
Is safeguarding a regular item in staff meetings?		*X*	
Is safeguarding a regular item in student council meetings?		*X*	
Is safeguarding covered regularly in your newsletter?		*X*	

			X
Are you confident that everyone recognises the child protection and safeguarding responsibilities placed upon them by *Keeping learners safe?*			X
Are safeguarding policies and practices easily accessible and explained on your website in a user-friendly way?		X	

Actions: what needs to change?

- ***Embed the use of My Concern to ensure robust recording and tracking of actions for safeguarding concerns***
- ***Make safeguarding a greater focus within whole school parental communications and marketing materials***
- ***Safeguarding to be a regular agenda item on the school council agenda to raise the profile across the school and improve communication channels***

Section 3	Red (action needed)	Amber (some action needed)	Green (no action needed)
How effective is your approach to safeguarding?			X
	No – action required in this area	Need more evidence to answer question	Yes – as shown by evidence we have
Are you confident that you are effectively identifying, recording and acting on safeguarding concerns?			X

Are you satisfied with the level of pastoral and additional support available to learners, including any who are at particular risk or vulnerable?			X
Are you confident that enough support is provided to learners who have experienced abuse, neglect or other kinds of harm?			X
Do all staff know about the procedures for reporting absences or exclusions of learners who are looked after, on the child register or who could be at risk?			X
Are you satisfied that the curriculum provides learners with sufficient information about safeguarding?		X	
Do you have an anti-bullying policy that is in line with the statutory Rights, Respect, Equality guidance (see gov.wales/school-bullying)?		X	
Do you have policies that address how to deal with the range of issues learners may be faced with?			X
Do you regularly review and update pupil information, including contact information, family details, and pupil permissions?			X
Do you have a policy on the use of photography and video recording? Are permissions collected from parents/carers and adhered to, and are images used and stored in accordance with safeguarding advice?			X

Are safeguarding issues embedded into policies and practices that support attendance and behaviour?			X
Do you have robust admissions, registration, absence and Child Missing Education processes?			X
Are you confident about your processes for addressing abuse, prejudice, discrimination and harassment?			X
Are you confident that your approach to physical intervention and restraint is appropriate? Is this reflected in your behaviour policy or a separate school policy?			X
How effective is your approach to and management of e-safety?			X

Actions: what needs to change?

- ***Ensure that the Positive Behaviour for Learning policy works in tandem with the safeguarding policy***
- ***Ensure staff are aware of who they would talk to highlight safeguarding concerns for pupils and possibly colleagues***

Section 4	**Red (action needed)**	**Amber (some action needed)**	**Green (no action needed)**

How robust are your safeguarding practices?		*X*	
	No – action required in this area	Need more evidence to answer question	Yes – as shown by evidence we have
Is there a DSL and a deputy responsible for safeguarding?			*X*
Do staff/learners/parents/carers and outside agencies know who these people are (e.g. are they named on your website?)			*X*
Are you confident that all learner's voices are heard?		*X*	
Are all staff clear about what to do if a child protection disclosure is made and how it must be reported, recorded and monitored?			X
Would all staff know what to do if a concern was raised about a colleague, including about the headteacher/principal?			X
Have all staff and volunteers had child protection and safeguarding training to help them identify signs of abuse? Do they know how to report concerns about abuse, whether it is in the learning setting, in the home or in other education settings? Is this regularly refreshed with suitable training, in line with your policy?			X
Have all staff and volunteers had wider safeguarding training as relevant to their role, such as Prevent?			*X*

Question			
Have the DSL and relevant governor(s) had recent safeguarding training that is relevant to their role?			X
Is your school compliant with the statutory training requirements for VAWDASV?			X
Are sufficient arrangements made for staff and volunteers absent during training?		X	
Are temporary, peripatetic and agency staff made aware of the education setting's safeguarding/child protection procedures?		X	
Is there a central register that records the safeguarding training that all staff have undertaken, including an assessment of effectiveness and impact with appropriate updates?			X
Are safeguarding concerns shared securely with the DSL?			X
Are records stored securely with controlled access that protects confidentiality?			X
Are there secure systems in place for the transfer of safeguarding files when a learner moves school?			X
How well do staff understand their roles and responsibilities in keeping referrals confidential?			X
Are all staff clear about how to discuss a safeguarding concern or issue with a learner?			X

Is your school compliant with safer recruitment processes, including safer recruitment training and has the school adopted the Volunteering in Schools model policy?			*X*
Do all staff (including temporary staff and unsupervised volunteers) have DBS checks, and are these updated as required by your policy?			*X*
Is there a record that all staff appointed after 2002 have a Criminal Records Bureau (CRB)/DBS check and at the appropriate level?			*X*
Are EWC checks undertaken for all relevant staff, including the category of registration?			*X*
Are you confident that governors have sufficient knowledge to question and challenge safeguarding provision in the school?		*X*	
Are all racist incidents, violent incidents and accidents reported as accurately and as a priority?			*X*
Do you have robust procedures in place to check the safeguarding practices, policies and procedures of third-party organisations that the school commission or engage?		*X*	
Do you have robust policies and practices in respect of hiring out school facilities to third parties or in respect of co-located community facilities?			*X*

- Actions: what need to change?
- ***Improve accuracy of registers within Sims through further compliance checks and training***
- ***Conduct regular audits of training records to ensure all staff have received the highest quality***

- *More robust cross checking of safeguarding practices, policies and procedures of third party organisations against the school's own.*

Section 5	Red (action needed)	Amber (some action needed)	Green (no action needed)
How effectively are you working with others to safeguard children/learners?		X	
	No – action required in this area	Need more evidence to answer question	Yes – as shown by evidence we have
Do you inform parents/carers and learners of the support available within your education setting and via other services or community links?			X
Do all staff understand the role they have to play in providing services/support as part of multi-agency safeguarding?			X

Have parents/carers and learners been informed of the education setting's need to share information with other agencies if necessary?			X
Do you work with outside agencies to develop learners' awareness of safeguarding issues?			*X*
Are staff confident in how to communicate safeguarding concerns appropriately, including via a Multi-Agency Reporting Form (MARF)?			*X*
Have relevant staff had training on working with other agencies in line with your policy?		X	
Are staff aware of and using the Regional Safeguarding Board's threshold document *The right help at the right time*?	X		
Are you confident that your education setting works effectively with other agencies in regard to child protection concerns?		*X*	
Are staff aware of which children are on the Child Protection Register and do the relevant staff contribute fully to the child protection processes?			X
Does the DSP/DSL know how to escalate concerns about a safeguarding case as per the Regional Safeguarding Board's *Resolution of Professional Differences Protocol*?			X

Actions: what needs to change?

- *Improve accuracy of records of information sharing with outside agencies*
- *Coordinate across the SLT and pastoral team to ensure attendance at as many external meetings as possible*

- ***Ensure staff are aware of and using the*** **Regional Safeguarding Board's threshold document** *The right help at the right time*