

School Safeguarding Audit

To assist schools in evaluating their procedures for safeguarding and Child Protection (revised September 2024)

School **HOLLY PARK**

Date carried out **November 2024**

By **Ann Pelham (HT) & SLT. Reviewed by safeguarding team & Safeguarding governor**

Essential - Please BRAG rate this document:

Blue – action complete, no further action required

Green – on-going and on target

Amber – requires attention

Red – endanger of not completing



SAFEGUARDING and CHILD PROTECTION

An audit for school governors, headteachers and staff

This audit has been designed to assist schools in ensuring that they have the evidence to show that their procedures are good and to identify any actions needed to make improvements. Please use the 'Evidence' column to describe what provision is currently in place, the 'Actions' column to identify actions required or desired, with a time frame.

Please read and have regard to the following documents: [Keeping Children Safe in Education 2024](#), [London Child Protection Procedures 7th edition](#) and [Working Together to Safeguard Children 2023](#)

| 1 | Senior Designated Person for Child Protection | Evidence | B R A G | Actions & timeframe | B R A G |
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| 1.1 | Who is the Senior Designated Person for Child Protection and Safeguarding in your school? Are they a senior leader within the school? Who deputises when the Senior Designated Person is not available? | Maria Michael DHT Member of SLT We have 7 other DSLs who can all deputise | | | |
| 1.2 | Is their role specified in their job description and CP policy? | Yes in job description | | | |

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| 1.3 | <p>Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of your setting. You may need to ask filtering or monitoring providers for system specific training and support.</p> <p>The DSL should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:</p> <ul style="list-style-type: none"> -filtering and monitoring reports which should be reviewed annually Online Safety Self-Review Tool for Schools 360safe Broadband and Beyond - Online Safety Audit (lgfl.net) -safeguarding concerns that are picked up through monitoring -checks to filtering and monitoring systems <p>For further information on filtering and monitoring standards, please visit the link below. Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)</p> | <p>We are filtered and monitored by LGFL</p> <p>The IT lead has shown how we can get reports on our filtering systems and how effective they are</p> <p>DSL will download a report weekly</p> | | | |
| 1.4 | <p>When did your DSL and DDSLs last receive Level 3 CP Training? (i.e. attendance at a Barnet Safeguarding Children Partnership child protection training event, Level 3 must be updated every two years)</p> | <p>Maria Michael Nov 2022 Ann Pelham Nov 2022 Kathy Puzey Nov 2022 Diana Kelly Nov 2022 Sally Thomas Jan 2023 Eve Mehtar Sept 2024 Emily Sampson Sept 2024 Sarah Walton Oct 2023</p> | | <p>Book 5 members of staff on to training as soon as possible</p> | |

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| 1.5 | Does the DSL regularly check the https://thebarnetscp.org.uk/bscp for updates and attend DSL Safeguarding Briefings? Are you signed up to receive Andrew Hall's free weekly newsletters? https://www.safeguardingschools.co.uk/safeguarding-briefing-joining-page Are there any other external links you have? | Yes Yes attends safeguarding briefings Yes receive Andrew hall | | | |
| 1.6 | Has your Senior Designated Lead had Prevent training in the last 24 months? Have you contacted Perryn Jasper, Prevent Education Officer, for training and advice? Perryn.jasper@barnet.gov.uk | January 2023 | | | |
| 1.7 | Have you informed the LA of any changes in your Senior Designated personnel? nick.burr@barnet.gov.uk (please note that Nick is not a member of the safeguarding team and cannot answer questions regarding safeguarding) | Yes Updated Sept 2024 | | | |
| 1.8 | The DSL role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively Is this in place and what does it look like? | Yes Non class based role Flexibility in timetable if needed Half day leadership time Have had coaching for the last year Have developed a safeguarding team to reduce the burden | | | |

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| 1.9 | <p>How many MASH referrals has the school made in the last 12 months? Has there been any challenge to MASH decisions? Has the school read and/or used the BCSP new 'resolution' policy (found on the BCSP web-site)?</p> <p>The Barnet Safeguarding Children Partnership - Resolution policy (thebarnetscp.org.uk)</p> | <p>9 referrals in the last 12 months</p> <p>Have not had to use the resolution policy</p> | | | |
| 1.10 | Does the DSL liaise with mental health support services, e.g. BICS, where safeguarding concerns are linked to mental health? | <p>Yes</p> <p>referrals to BICS</p> <p>Grief Encounter</p> <p>CAMHS</p> <p>Early help</p> | | | |
| 1.11 | <p>Does the DSL take a strategic approach sharing with SLT:</p> <ul style="list-style-type: none"> • Which pupils have, or previously had a social worker. • Know the academic progress of these pupils. • Champion high aspirations for these pupils • Support staff to provide additional support and make adjustments for these pupils. • Triangulate and share information with SLT on all aspects of school data for these pupils (e.g. attendance and behaviour log) • Are relevant staff updated when appropriate to support a pupil. • Ensure that siblings of vulnerable pupils are identified and given appropriate support. | <p>Yes – is always an agenda item on govs committees</p> <p>S&PW – no names</p> <p>Regular agenda item on SLT</p> <p>Pastoral team is made up of DSL's and they meet weekly to discuss pupils causing concern</p> <p>All info about a child is on CPOMS</p> | | | |
| 1.12 | <p>Is a DSL always available during school hours?</p> <p>Is there adequate and appropriate DSL cover arrangements for any out of hours/out of term activities?</p> | <p>Yes</p> <p>Office member here from 8am</p> | | | |

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| | | We have a very big team of trained DSLs DSL rota for EYFS after school club | | | |
| 1.13 | <p>Does the DSL have a working relationship with your Early Help Hub? Is the school the lead professional for any early help cases?</p> <p>Is the DSL aware of the new definition of Early Help and the emphasised areas where help may need to be considered (see below)?</p> <ul style="list-style-type: none"> Pupil has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit. Pupil has a parent or carer in custody (previously it was 'family member in prison') or is affected by parental offending. Pupil is frequently missing/goes missing from education, home or care. | <p>Yes. Learning Mentor and DHT attend assessment panel meetings. They attend TAF meetings with Early Help. DHT attend CIN meetings with Early Help. The school is currently not the lead professional in any EH cases.</p> | | | |
| 1.14 | Does the DSL ensure all staff in the setting receive annual safeguarding training and regular safeguarding and child protection updates throughout the year? | <p>Yes staff receive full biannual training from ECP They receive annual training in September every year They receive updates via briefing notes, quizzes and staff safeguarding newsletters</p> | | | |
| 1.15 | Does the DSL ensure all staff receive safeguarding training as part of their induction and as soon as they join the setting? This includes going through | Yes all new staff receive Induction that includes | | | |

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| | relevant school policies and procedures. | safeguarding They receive all relevant policies | | | |
| 1.16 | Does the DSL ensure that pupil files are transferred within 5 days to a new setting? Does the DSL obtain the Child Protection File for any new child joining their setting? | Yes Yes | | | |
| 1.17 | Is the DSL aware that when a school places a pupil in an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. How does the school do this? | Yes Haven't had to do in recent years | | | |
| 2 | Information to Staff | Evidence | B R A G | Actions & timeframe | B R A G |
| 2.1 | Does staff induction include going through and signing (where applicable): <ul style="list-style-type: none"> The Child Protection and Safeguarding Policy The Child-on-Child Abuse Policy and procedures, if separate (Including issues surrounding sexual violence and sexual harassment) The Staff Code of Conduct which includes whistleblowing https://www.gov.uk/whistleblowing Keeping children Safe in Education Part 1 or Annex A (if not working directly with children/young people) | Yes Yes this is in safeguarding policy Yes Yes Yes | | | |

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| | <ul style="list-style-type: none"> • Annex B (if working directly with children/young people) • The Behavioural Policy • The Children Missing Education Policy, including the safeguarding response to children who go missing from education. • Appropriate child protection and safeguarding training, including online safety training. • Information about the role and identity of the DSL and deputy DSL(s) • Contextual safeguarding issues for the school • How to keep LAC and PLAC safe • CCE and the need to refer cases to the National Referral Mechanism | Yes | | |
| | | Yes | | |
| | | Yes | | |
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| | | Yes | | |
| | | Yes | | |
| | | Yes | | |
| | Do you provide copies of these policies and a copy of KCSIE Part One or Annex A? | Yes | | |
| | Who delivers this training/induction and how is it logged? E.g. on SCR | DSL (Maria Michael) Logged on a sheet that goes in their file Logged on SCR | | |
| | Do all staff members receive regular safeguarding and child protection updates as required, at least annually? | Yes Sept Inset by DSL annually | | |

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| | How do you communicate any addendums or changes to policies? | Briefing notes Emails Staff Inset | | | |
| 2.2 | Is whole school Child Protection training provided by an external trainer every three years? Is attendance recorded? Have all staff have undertaken Prevent awareness training within the previous 24 months? For training and advice - perryn.jasper@barnet.gov.uk Is attendance recorded? | Yes ECP Done every three years Last done Nov 2022 Channel online training January 2023 | | | |
| 2.3 | Does whole school training encompass all safeguarding topics even if not directly relevant in the setting? E.g. upskirting, FGM KCSIE 24 has emphasised the importance of staff being aware of exploitation as a risk factor. Are staff aware of the definitions of sexual and criminal exploitation and know what the indicators of this type of harm are? | Yes Yes | | | |
| 2.4 | Contextual safeguarding – How do you know what specific safeguarding topics the school needs to focus training on? What topics do you need to cover? Do staff receive regular updates at least annually? | CPOMs – informs school context DSL briefings – local & national info Staff receive updates needed at least annually – Govs do safeguarding walk asking questions – Last one in Jan 2024 – | | | |

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| | <p>Do staff understand that the context of how pupils live is relevant to the support and care they need?</p> <p>Do staff recognise that poor behaviour may be a pupil's way of communicating that they are experiencing abuse or neglect?</p> <p>What topics have recently been covered?</p> | <p>this highlights any weaker areas for training</p> <p>Recent training included County Lines – as they operate close by</p> <p>Staff have had training about how emotions affect behaviour Trauma informed schools project 2024/25</p> <p>Barnet/London context – knife crime gangs/county lines</p> <p>School context: Our main concerns are: Domestic Violence</p> <p>Poor parenting Parents hurting children Inappropriate use of IT / watching inappropriate films Sexualised behaviour</p> | | |
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| | Do all staff understand the importance of information sharing and how all information, no matter how small, can help to build a case? | <p>Parent's mental health</p> <p>Yes – included in behaviour training in Sept 2024 DSL talked about this in Restorative Approach inset</p> <p>Yes – encouraged to report cause for concern</p> | | | |
| 2.5 | Do all staff understand and recognise that some pupils are more at risk than <i>others</i> ? (e.g. pupils who have a social worker, PLAC, SEND, transgender etc.) | Yes | | | |
| 2.6 | <p>Are staff clear that they can refer directly to MASH in exceptional circumstances?</p> <p>Do staff understand that they should report to the DSL whenever possible?</p> <p>Does your school safeguarding poster have the Barnet MASH contact on it? (the poster for adult visitors)</p> | <p>YES</p> <p>YES This is a question in the safeguarding quiz that is sent out</p> <p>YES</p> | | | |
| 2.7 | Does the school have an up-to-date Child Protection and Safeguarding Policy which includes: <u>Statement of intent</u> | <p>Yes</p> <p>Rewritten and used</p> | | | |

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| | <p><u>Acronyms</u></p> <p>[Updated] <u>Definitions</u></p> <ol style="list-style-type: none"> 1. [Updated] <u>Legal framework</u> 2. [Updated] <u>Roles and responsibilities</u> 3. <u>Multi-agency working</u> 4. [Updated] <u>Early help</u> 5. [Updated] <u>Abuse, neglect and exploitation</u> 6. <u>Specific safeguarding issues</u> 7. <u>Child-on-child abuse</u> 8. <u>Online safety and personal electronic devices</u> 9. <u>Consensual and non-consensual sharing of indecent images and videos</u> 10. <u>Context of safeguarding incidents</u> 11. <u>Pupils potentially at greater risk of harm</u> 12. <u>Use of the school premises for non-school activities</u> 13. [Updated] <u>Alternative provision</u> 14. <u>Work experience</u> 15. <u>Homestay exchange visits</u> 16. <u>Concerns about pupils</u> 17. <u>Managing referrals</u> 18. <u>Concerns about school safeguarding practices</u> 19. <u>Safeguarding concerns and allegations of abuse against staff</u> 20. [Updated] <u>Communication and confidentiality</u> 21. <u>Safer recruitment</u> 22. <u>Single central record (SCR)</u> 23. <u>Training</u> 24. <u>Monitoring and review</u> <p>Appendices</p> <p>A. <u>Specific safeguarding issues</u></p> | <p>Barnet/School Bus suggested policy as it is more succinct and covers all of these up to date changes Sept 2024</p> | | |
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| 2.8 | <p>How do you know that your school's CP policy is effective?</p> <p>Give example(s) of how you know this.</p> <p>Is there any further communication/training needed?</p> | <p>Handed out annually – emailed</p> <p>On website</p> <p>Govs review annually</p> <p>Gov learning walk – questions biannually</p> <p>Staff recordings on CPOMS</p> <p>Regular quizzes emailed out</p> <p>issues are regularly picked up on and action taken/referrals made</p> | | | |
| 2.9 | <p>Is there a Staff Handbook/Code of Conduct? What does it include? Do all staff read this at least annually?</p> <p>Suggested topics to include:</p> <p>Professional behaviour, physical intervention, use of IT and mobile phones, whistleblowing, social media and behaviour outside school which might compromise child safeguarding issues or bring the school into disrepute?</p> | <p>Handbook annually updated</p> <p>Routines & procedures</p> <p>Policies – incl safeguarding/child protection</p> <p>Whistleblowing</p> <p>Behaviour</p> <p>Online safety</p> <p>Acceptable use</p> <p>Code of conduct</p> <p>New staff find handbook useful</p> | | | |

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| | <p>Do staff understand the requirement to report low level concerns regarding adult behaviour to the headteacher?</p> <p>Is your 'code of conduct' effective? How do you know this? Is any more communication/training required?</p> | <p>It is updated annually Existing staff do spot errors and make suggestions</p> <p>Yes staff know to report low level concerns about adults – there have been reports</p> <p>Code of conduct seems to be effective</p> | | | |
| 2.10 | <p>Are ALL staff aware of the new definition of early help and are they able to identify children who would benefit from Early Help? This includes the emphasised areas identified in KCSIE 24 where help may need to be considered.</p> <ul style="list-style-type: none"> • Pupil has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit. • Pupil has a parent or carer in custody (previously it was 'family member in prison') or is affected by parental offending. • Pupil is frequently missing/goes missing from education, home or care. <p>Do all staff understand the role of 0-19 Early Help and know where your school's local hub is?</p> | <p>Yes DSL discussed in Sept 24 Inset day updates</p> | | | |

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| 2.11 | Do your staff know what to do when children do not attend school? | Yes Pupil support officer in charge of attendance First day calling Buy in to EWO service half termly Reporting a child missing from education – follow Barnet guidelines | | |
| 2.12 | Is there a designated teacher for Looked After Children? Who is it? | Yes Sally Thomas | | |
| 2.13 | How do you ensure that all staff receive appropriate online safety training that is relevant and up to date? Do all staff understand how to keep themselves safe if working remotely? | Use ECP Online was February 2024 Guidelines written for COVID for remote learning and Google Meets on Google In Staff Handbook | | |
| 2.14 | Do all staff know how to identify and report any concerns whilst working remotely? | YES But remote working less likely now | | |
| 2.15 | Do all staff know to provide effective supervision during the use of electronic devices to assist in safeguarding against unsafe activities online? Are all staff aware of reporting mechanisms for safeguarding and technical | Yes There is a policy | | |

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| | <p>concerns, and that they should report if:</p> <ul style="list-style-type: none"> • they witness or suspect unsuitable material has been accessed. • they can access unsuitable material. • they are teaching topics which could create unusual activity on the filtering logs. • there is failure in the software or abuse of the system. • there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks. • They notice abbreviations or misspellings that allow access to restricted material. | <p>Computer rules displayed in classrooms</p> <p>Acceptable use policy also for pupils</p> | | | |
| 2.16 | <p>Is the 'Schoolsafe' poster clearly displayed in the school office? The poster can be found here: https://www.barnet.gov.uk/working-children-barnet/information-schools/school-safeguarding link is now working</p> | <p>Yes</p> <p>HT office</p> <p>DHT office</p> <p>SENCO office</p> <p>Pupil support office</p> <p>Office manager office</p> | | | |
| 2.17 | <p>How do you ensure that staff are able to identify children whose mental health may be deteriorating or who are suffering mental ill health?</p> | <p>We have a learning mentor who sees children regularly</p> <p>Pastoral team meet weekly to discuss concerns</p> <p>There are 5 mental health first aiders</p> | | | |
| 2.18 | <p>Do you have a member of staff trained in mental health first aid MHFA? Who is that member of staff? Are all staff aware of this person's role?</p> | <p>HT did DFE recommended</p> <p>Designated senior</p> | | | |

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| | | mental health lead training Jan 2023 5 MHFAs Kathy Puzey Maria Michael Diana Kelly Andrea Needham Eve Mehtar staffroom notice board. Posters in toilets | | | |
| 2.19 | Do all staff, including SLT and governors, understand that even if no cases of child-on-child abuse have been reported, this is not an indicator that child-on-child abuse is not occurring? | YES | | | |
| 2.20 | Do all staff understand and demonstrate that child-on-child abuse and prejudice-based or discriminatory bullying, even low level, must not be tolerated? Whether online or offline this includes: <ul style="list-style-type: none"> • Derogatory or inappropriate language • Derogatory or inappropriate gestures • Inappropriate attitudes towards the opposite sex and transgender • Homophobic language or attitudes • Racist views or language • Sexual harassment and sexual violence • Extremist views | Yes If we have any of these incidents occur we record and follow up E.g Y6 calling 'gay' dealt with immediately with talk time and a follow up session | | | |
| 2.21 | Are staff aware of pupils that are at greater risk of child-on-child abuse? Do all staff understand that low level sexually inappropriate behaviour, if left unchallenged, can lead to acts of sexual violence? | Yes Yes | | | |

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| | Do all staff react (follow the behaviour policy) in the same way to these issues? | Yes | | | |
| 2.22 | Do staff know what to do if they see, or are told about inappropriate material on a pupil's electronic device? | YES – in policy | | | |
| 2.23 | Has the child-on child abuse audit been completed? | YES | | | |
| 3 | Pupils | Evidence | B R A G | Actions & timeframe | B R A G |
| 3.1 | What measures are in place to ensure your school is one in which children and young people are always valued, respected, listened to and taken seriously? How do staff create and use opportunities to encourage children and young people to communicate issues that concern them? | Councils – several Play leaders Mini mentors Wellbeing champions Reading champions JTAs Learning mentor Rights respecting school Anti bullying week High 5 MTS training Weekly Talk time Tool kits Zones of regulation Restorative approach Class charters | | | |

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| | | LAC share their wishes and feelings prior to PEP meetings and are invited to attend their meetings | | | |
| 3.2 | How do you know if children in your school feel safe and 'know how to recognise when they are at risk and how to get help when they need it'? | Council discussions PHSE units of work Anti bullying ambassadors Play leaders Mini mentors Ofsted pupil views 2024 | | | |
| 3.3 | How do you know that your systems aid the identification of children who are Privately Fostered? How many referrals have been made in the past year? https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/fostering-adopting-and-looked-after-children/private-fostering.html | None in past two years Did have a concern about a child – followed through investigation and found out it was not | | | |
| 3.4 | What support is available within the school for children and young people, including any who are at particular risk or who have disclosed abuse? Please also consider disabled children, LACs including children previously LAC, care leavers, young carers, children with a social worker and children who identify as LGBTQ+ or gender questioning. Updated guidance can be found in paragraph 201 of KCSIE 2024 but this section is still under review. | Head, Designated teacher, learning mentor, Inclusion manager, pupil support officer, DSL Learning mentor – frequent check ups Make referrals IAT Lunchtime club run by | | | |

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| | Is a 'safe space' made available for vulnerable groups to go? | <p>learning mentor BYCAS</p> <p>PEP meetings</p> <p>Orchard Lunch club Wellbeing Garden Sensory room</p> | | |
| 3.5 | <p>How do you support pupils to identify how they are feeling?</p> <p>How does your school ensure that pupil voices/views, particularly vulnerable pupils/groups, are heard and noted?</p> | <p>Talk times Learning mentor PHSE units of work Use of appropriate books Restorative approach Zones of regulation Tool boxes Councils All LAC have pupil voice in their termly PEP meetings - a one to one chat with me following questions on the PEP forms and then shared in the meetings. SEND children have pupil</p> | | |

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| | | voice in their EHCP annual review meetings | | | |
| 3.6 | <p><u>Age appropriate</u></p> <p>Do all pupils understand what sexual abuse is and that any type of sexual abuse will not be tolerated?</p> <p>Do all pupils understand the concept on 'consent'?</p> <p>Do all pupils understand that filming or distributing inappropriate material could result in criminal proceedings?</p> | <p>NSPCC have done assemblies</p> <p>PANTS assembly annually</p> <p>PHSE – keeping safe unit of work</p> <p>Online safety workshops annually</p> <p>Child friendly child on child abuse policies</p> <p>Assemblies on Consent</p> | | | |
| 4 | Risk Assessments & other policies | Evidence | B R A G | Actions & timeframe | B R A G |
| 4.1 | <p>If there is a report of sexual violence, does the DSL have immediate access to a risk and needs assessment/safety plan template?</p> <p>Is the need for a risk assessment/safety plan considered on a case-by-case basis when there is a report of sexual harassment?</p> <p>NB There is a good safety plan template available. Please email liam.foote@barnet.gov.uk if required.</p> | <p>YES</p> <p>Have used this in the past</p> | | | |
| 4.2 | Does the school have robust procedures for the secure handling of sensitive | Yes | | | |

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| | <p>data by all members of staff?</p> <p>Have all staff access to a secure messaging service such as USO-FX, Egress https://www.egress.com/what-we-offer/email-encryption</p> | <p>Policies Data in transit policy Acceptable use policy</p> <p>Key staff use USOFX SENCO uses Egress</p> <p>DSL password protects emails to MASH DSL uses Egress to transfer safeguarding records if schools do not have CPOMs and also has a Microsoft account</p> | | | |
| 4.3 | Are systems in place to ensure that all Health and Safety guidelines are met? (H&S policy regularly reviewed) | <p>Policy shared with staff and governors annually Staff sign to say they have read</p> | | | |
| 4.4 | Has the Building Audit tool been completed with the site manager? | YES | | | |
| 4.5 | Is there a system in place for carrying out risk assessments for individual pupils, including pupils who may need positive handling (restraining)? Is there a template to use? Have members of staff received de-escalation and positive handling training? | <p>Team teach has been done recently for staff who work with pupils who may need this Yes have a positive handling policy and a letter to go to parents if this has been used</p> | | | |

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| 4.6 | <p>Are children, young people and their parents/carers involved in decisions relating to behaviour and use of restraint.</p> <p>Are support/behaviour plans in place and their impact monitored and evaluated regularly?</p> <p>Does your school have a system for recording and reporting incidents (distinguishing between planned and unplanned interventions – interventions that are not recorded on the plan)?</p> <p>Does your school review how restraint is used in individual cases, and patterns or trends in its use, to inform changes in approach where necessary?</p> <p>Does your school review incidences of restraint to ensure there is no disproportionate use for an identifiable group (disability, race, gender) without justification?</p> <p>https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention</p> | <p>Parents are informed if positive handling has been used</p> <p>Letter is sent as necessary – none in past academic year</p> <p>Do use behaviour plans if necessary for individual pupils</p> <p>Would review if there were cases</p> | | | |
| 4.7 | <p>How do you ensure pupil safety, attendance and well-being in alternative off-site education and work placements?</p> <p>How often do you meet with the young person?</p> <p>How are part-time timetables monitored and how do you know the pupil is safe when not in school? How is this information recorded?</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/</p> | <p>Have nobody educated off site</p> <p>No part time timetables currently</p> | | | |

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| | attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf | | | | |
| 4.8 | Does the school have a robust anti-bullying policy that includes cyber/online bullying? Is it reviewed with pupils? How often is this policy reviewed? | Anti bullying policy updated annually Policy reviewed in assemblies School council review it Have anti bullying ambassadors Have a pupil friendly policy Anti bullying charter Bronze All together award for anti bullying in 2023 by anti bullying alliance | | | |
| 5 | Record Keeping | Evidence | B R A G | Actions & timeframe | B R A G |
| 5.1 | What is the system for recording confidential child protection information? Does your system allow for identification of a range of categories/sub-categories? E.g. abuse and neglect, child-on-child abuse. Are all staff aware of the school's system? Do they follow it? | School alert form on CPOMs for behaviour, Safeguarding & cause for concern Chronology sheets automatically created on CPOMs - We run reports to generate a chronology | | | |

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| | | Staff are all aware of the system There are different categories | | | |
| 5.2 | Is there a system in place for reviewing child protection concerns, at least termly, and recording this review? These reviews include consideration of other information as appropriate: eg attendance, academic attainment and progress, behaviour, and accidents. | Yes Pastoral team meet weekly SLT updated monthly | | | |
| 5.3 | Does the school ensure that the electronic transfer of confidential information is secure? Has the school used the LA template for secondary transfer? Have all files for pupils that are transitioning, including any risk assessments or reintegration/transition plans, been transferred? Are you clear that the receiving school/college would know who the Team Around the Child are and know how to contact them? | Use Barnet secure system to communicate with other agencies Use initials not full names in emails etc Use USOFX Used the Barnet secondary transfer template All files have been transitioned to secondary schools safeguarding files – delivered via CPOMS or Egress | | | |

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| | | <p>CPOMs electronic transfers where possible DSL uses Egress to transfer files to schools without CPOMs</p> <p>Historical paper records (from before CPOMs) for all the LAC will still need to be transferred when they leave</p> | | | |
| 5.4 | <p>Does the DSL keep a record, on the pupil's CP file, of people and organisations they have shared information with?</p> <p>Does the DSL keep up-to-date chronologies for all pupils where concerns have been logged.</p> <p>Further guidance has been added to KCSIE 2024 regarding the records DSLs need to keep about safeguarding concerns. As well as keeping detailed, accurate, secure written records of all concerns, DSLs should also record discussions and decisions made including the rationale for those decisions. Records should also show instances where referrals were or were not made to other agencies, e.g. Prevent.</p> | <p>Yes</p> <p>Yes chronologies kept on CPOMs</p> | | | |
| 6 | Parents | Evidence | B R A G | Actions & timeframe | B R A G |

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| 6.1 | Where reasonably possible, does the school hold two contact numbers for every child? | YES | | |
| 6.2 | Do parents know how to find the school's CP policy and who to talk to if they have worries or concerns? | <p>Yes on website Safeguarding lead DSL is on the website and in policy The pastoral team are also on the website</p> <p>Held safeguarding workshops for parents last academic year</p> | | |
| 6.3 | <p>Have parents been informed of the RSHE syllabus? Are there clear processes in place for sharing information and plans with parents, staff, pupils and the local community?</p> <p>https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> | <p>Yes – a letter (template from Tania barney) was emailed out to all parents and is on the school website This is in the Meet The Teacher pack annually</p> <p>Parent workshops were held about the whole PHSE curriculum last year</p> <p>There is a PHSE page on the website</p> <p>A governor attended</p> | | |

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| | | several Barnet RSE courses | | | |
| 6.4 | How do staff create and use opportunities to encourage parents and carers to communicate about issues that concern them, including parents from BAME communities? | <p>SLT and learning mentor stand at the gate in the morning and at the end of the day – informal conversations</p> <p>Have parenting workshops for parents</p> <p>Home/school visits for new starters</p> <p>Key worker system in place in EYFS</p> <p>Parent Gym</p> | | | |
| 6.5 | How does the school inform parents of support available within the school and the community? | <p>Posters</p> <p>Leaflets sent home</p> <p>page on website</p> <p>Sign post as necessary</p> <p>meet the teacher packs</p> | | | |

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| 6.6 | How do you gather information from parents about their views on children's safety and wellbeing? | Informal chats Parent governors Informal coffee meetings Ofsted parent view Report feedback PTA meetings Parent consultations Ofsted Parent questionnaires 2024 PEP meetings for LAC and the birth parents are also invited in some cases | | | |
| 6.7 | How do you work with parents who are anxious about their children being in school? Are 0-19 Early Help or Barnet Integrated Clinical Services or other services involved? | Learning mentor Pupil support officer Early help have been involved with some of our families SENCO Team around the child/or family meetings | | | |
| 6.8 | Are parents made aware of the school's complaint policy (where applicable) and is this available on the school's website? | Yes On website | | | |
| 7 | Curriculum | Evidence | B R A G | Actions & timeframe | B R A G |
| 7.1 | How does the school promote child protection and the safeguarding of children | PHSE curriculum | | | |

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| | through the National Curriculum? (i.e. issues of personal safety, self-esteem, anti-bullying, racism, homophobia, sex and relationship education including consent, access to the internet and on-line safety, radicalisation, peer on peer abuse etc.) | <p>SRE in Y6</p> <p>PHSE books</p> <p>Antibullying week</p> <p>Online safety in computing curriculum</p> <p>Road safety in curriculum</p> <p>Various schemes –</p> <p>Happy to be me</p> <p>Values</p> <p>Rights respecting schools</p> <p>Assemblies</p> <p>Anti bullying ambassadors</p> <p>Various workshops for specific topics</p> <p>Talk Time</p> <p>Equality afternoon</p> <p>Cultural Day</p> <p>Diversity week</p> <p>Picture books</p> | | | |
| 7.2 | <p>Secondary Schools:</p> <ul style="list-style-type: none"> • Are students taught about the physical and emotional damage caused by female genital mutilation (FGM)? • Are students signposted to support and supported to access support? • Do your students recognise that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom | | | | |

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| | <p>you are responsible from FGM?</p> <ul style="list-style-type: none"> Are students supported to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence, forced marriage and consent? | | | | |
| 7.3 | Have you implemented the RSE (Relationship and Sex Education) syllabus? Have you taken any advice on whether this syllabus meets the required elements? BPSI can support this activity. | Yes PHSE lead goes on all Tania Barney courses Info has been sent home to parents | | | |
| 7.4 | How do you know that your RSHE curriculum supports your most vulnerable pupils and meet the needs of your community? | RSE letter has been sent to parents SEND children supported by TAS in these sessions | | | |
| 8 | Online Safety | Evidence | B R A G | Actions & timeframe | B R A G |
| 8.1 | <p>Do you have an on-line safety policy? How is it communicated to pupils, staff and parents? How do you know this policy is clear, understood and respected by all?</p> <p>Does the school have a policy or addendum for remote learning/working?</p> | <p>Yes Reviewed annually by governors Shared with staff at start of year Shared on school website</p> <p>Online safety addendum</p> | | | |

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| | | for COVID | | | |
| 8.2 | What mechanisms are in place for reporting breaches of this policy? | Staff report breaches | | | |
| 8.3 | Is your remote learning platform secure? | Use Google Classroom Yes it is secure The stream is turned off in holidays | | | |
| 8.4 | How does the school promote online safety throughout the curriculum and school day? How are parents kept up to date with online safety? https://www.gov.uk/government/publications/education-for-a-connected-world | Computer rules and acceptable use forms signed by parents and pupils Rules displayed in classrooms Anti bullying week includes online safety Online safety day Feb School online safety day in June PHSE online safety units Computing – digital literacy units Parent sessions by ECP annually Reminders in newsletters as necessary Online safety info on website | | | |

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| | | Unplugged ICT lessons Topical matters reported to parents e.g Squid game, Huggy Wuggy | | | |
| 8.5 | How do you know that your pupils can identify online risks and seek support when needed? | Through the curriculum and lessons Through incidents that have been reported – that have occurred outside school | | | |
| 8.7 | Is there a regular meeting with the IT security manager? | As needed | | | |
| 8.8 | Does the school have filtering and monitoring systems established to limit pupils' exposure to risks? Does the school have filtering and monitoring concerning inappropriate words of the different languages spoken in the school? | YES Don't know about this | | | |
| 8.9 | Is the school/colleges aware of the filtering and monitoring standards published by the Department for Education? Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) Has the school actioned the following: <ul style="list-style-type: none"> • identify and assign roles and responsibilities to manage filtering and monitoring systems. • review filtering and monitoring provision at least annually. | Yes aware Roles identified Provision to be monitored annually | | | |

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| | <ul style="list-style-type: none"> • block harmful and inappropriate content without unreasonably impacting teaching and learning. • have effective monitoring strategies in place that meet their safeguarding needs <p>Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.</p> | LGFL reports weekly confirming filtering Staff to monitor use in classrooms | | | |
| 8.10 | Are there clear procedures established for the use of mobile technology in the school? How is it communicated to pupils and parents? | <p>YES</p> <p>Only Y5 and 6 allowed phones – collected and locked away all day</p> <p>No iPhones etc allowed that take photos, make calls or connect to the internet</p> <p>Will be participating in the Barnet schools smart phone free school initiative and encouraging parents to sign the parent PACT Nov 2024</p> | | | |
| 9 | Multi-agency working | Evidence | B R A G | Actions & timeframe | B R A G |
| 9.1 | How do you ensure the appropriate member of staff represents the school at meetings which address issues of child protection and well-being? E.g. Child | DSL attends these meetings | | | |

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| | Protection Conferences and Team around the Child meetings? Have any meetings been missed this year? If so why? | Have deputies who could attend if required | | | |
| 9.2 | How do you ensure that the school provides an up-to-date report for such meetings? | DSL writes it – gathering info from any necessary parties | | | |
| 9.3 | Does the school ensure any actions agreed at meetings are undertaken within required timescales? | Yes | | | |
| 9.4 | How have you ensured good communication with social workers and TACs? | Emails Phone calls Online meetings face to face meetings with social workers in school | | | |
| 9.5 | Is the school pro-active and effective in its links with relevant agencies, particularly Education & Skills, Social Care, Early Help, BICS and Health? | Yes | | | |
| 9.6 | Does your school take advantage of any free offers of training for staff or workshops for pupils? E.g. recent training from the BSCP on FGM. | Yes | | | |
| 9.7 | How does the school ensure good communication with other relevant agencies and services? | Emails Phone calls Online meetings | | | |
| 9.8 | Do staff have access to the latest guidance from the 'Continuum of Help and Support Threshold Document,' as set out by the BSCP and know how to submit referrals to relevant agencies? The Barnet Safeguarding Children Partnership - (thebarnetscp.org.uk) | Yes DSL shared it in Nov 2023 with SLT It was given out on DSL course this year also | | | |
| 10 | Governors (this section must be completed with at | Evidence | B | Actions & timeframe | B |

| | least the designated governor for safeguarding) | | R A G | | R A G |
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| 10.1 | Has the governing body appointed a designated governor (DG) with responsibility for safeguarding and child protection? When did they attend Safeguarding and Child Protection training? Has this governor attended Level 3 training? | Yes – acting role – Clare Hegarty She has level 3 training | | Look to recruit permanently Update training | |
| 10.2 | Does the Senior Designated Person make, at least, an annual report on safeguarding and child protection to the Governing Body? | Termly report to govs at S&PW committee Termly report in HT report for full govs meeting | | | |
| 10.3 | Is time set aside for the governing body to review policies and procedures regarding safeguarding and child protection? Is the CP policy reviewed every term? | Yes Emailed for consultation Can be discussed termly at S&PW as always on agenda | | | |
| 10.4 | <ul style="list-style-type: none"> Can governors guarantee (how do they know) that: There are effective and appropriate policies and procedures in place. Volunteers are appropriately supervised. There are procedures in place to handle pupils' allegations against other pupils. There are systems in place for pupils to express their views and give feedback. The policies, procedures and training opportunities in the school are | Yes – see policies All policies and procedures cover volunteers as well as staff Yes – reported at various meetings Yes Yes – discussed at | | | |

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| | <p>effective and comply with the law at all times.</p> <ul style="list-style-type: none"> The school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children' Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors. | <p>meetings</p> <p>Yes – Chair has been involved in past incidents</p> | | | |
| 10.5 | Do all governors understand the school's safeguarding context and therefore can understand, contribute to, and challenge the school's strategic response? | <p>Yes – this is discussed with governors before we do a safeguarding learning walk</p> <p>Ofsted 2024</p> | | | |
| 10.6 | <p>Are the GB aware of their safeguarding responsibilities; are they aware and alert to the signs and symptoms of abuse and neglect and do they know how to refer concerns to the DSL?</p> <p>Do all governors attend whole school training sessions?</p> <p>Have all governors had safeguarding training on induction?</p> <p>Are governors aware of and understand the BSCP safeguarding arrangements i.e. MASH?</p> | <p>YES</p> <p>YES</p> | | | |
| 10.7 | Are the GB and SLT aware of the members of the Leadership Forum? | | | | |
| 10.8 | Did governors consult with staff when shaping the safeguarding policy? | <p>On full govs agenda</p> <p>Comments gathered on Gov Hub</p> | | | |
| 10.9 | How do Governors monitor that child protection arrangements are adequate and that deficiencies or weakness are remedied without delay? | <p>Safeguarding gov meets with DSL termly</p> <p>Discussed at S&PW</p> | | | |

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| | | termly Bi-annual gov safeguarding learning walk | | | |
| 10.10 | How many times does the DSL meet with the SG over the year? What do you do/discuss? Has the safeguarding governor been involved in this audit? | Termly Record keeping Reporting arrangements and procedures SCR Staff files Yes - to review, discuss and make comment | | | |
| 10.11 | Has the governing body appointed a designated governor (DG) with responsibility for Wellbeing and positive Mental Health of pupils? | Annemarie Thomas Chair of S&PW | | | |
| 10.12 | Do all governors understand that they should not get involved or know details of individual cases (except in relation to their disciplinary functions regarding allegations against members of staff)? | YES | | | |
| 10.13 | How do governors know if pupils feel safe and if pupils know which adults to approach if they have any concerns? | Through discussions at meetings Learning walks Ofsted 2024 | | | |
| 10.14 | Is the school's single central recorded scrutinised by a governor on a regular basis? Is it signed off each time? | Yes Termly Hard copy book signed and on SCR | | | |

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| | | Safeguarding review 2023 Ofsted 2024 | | | |
| 10.15 | Have governors recently reviewed the school's safer recruitment policy and practice? | Yes on the annual cycle for review | | | |
| 10.17 | Are governors satisfied that appropriate training has been secured for all staff and that pupils can be supported by staff to talk about their concerns including their sexuality or gender? | YES | | | |
| 10.18 | Are governors aware of their specific roles in relation to filtering and monitoring standards? What does this look like within your school? Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) | YES | | | |
| 10.19 | Has a Link governor been appointed for RSHE? | YES Anne marie Thomas | | | |
| 11 | Recruitment and Selection of Staff | Evidence | B R A G | Actions & timeframe | B R A G |
| 11.1 | Is the school's recruitment policy in line with all guidance on safer recruitment practice? Is this followed? | Yes Updated annually | | | |

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| 11.2 | <p>Do you ensure that the school receives two references, one of these being from the most recent employer, for new recruits? Do you have access to references when interviewing candidates?</p> <p>Are references checked verbally with referees?</p> | <p>Yes We try to get prior to interview</p> <p>Verbal where possible</p> | | | |
| 11.3 | <p>Does the school hold a Single Central Record of staff and other adults working in the school? Is it compliant with the advice on the Barnet BPSI web-site?</p> | <p>Yes Managed by office manager Jane Morris checked Summer term 2023 Training course attended by DSL and office manager 2023 Safeguarding review 2023 Ofsted 2024</p> | | | |
| 11.4 | <p>Has your Single Central Record had a health check? Request this from liam.foote@barnet.gov.uk</p> | <p>Safeguarding review 2023 Ofsted 2024</p> | | | |
| 11.5 | <p>Does the school undertake prohibition checks for all staff that are 'teaching' including non-qualified teachers?</p> | <p>YES</p> | | | |
| 11.6 | <p>How do you ensure that agencies, used by the school, have completed the correct checks? Is this identified on your SCR?</p> | <p>YES</p> | | | |

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| 11.7 | Do all volunteers, including school governor, have a risk assessment in place? This applies only to people recruited post September 2018. Is this information recorded on the SCR? | YES | | | |
| 11.8 | Have at least the Head and one governor undertaken safer recruitment training in the last 7 years? | YES HT – 2022 DHT - 2023 SENCO – 2022 Chair of Govs - 2022 | | | |
| 12 | Allegations against Staff | Evidence | B R A G | Actions & timeframe | B R A G |
| 12.1 | Does the head teacher and chair of governors abide by the London Child Protection Procedures Section 7? https://www.londoncp.co.uk/chapters/A_contents.html | YES | | | |
| 12.2 | Is the LADO always consulted when there is an allegation or potential allegation against staff? | YES | | | |
| 12.3 | Is a member of the governing body designated to follow the procedure in the event of an allegation against the Head Teacher? Do all staff know who this is and how to contact them? | YES CHAIR | | | |

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| 12.4 | <p>How do you know that all members of staff understand how to refer a concern regarding adult behaviour towards children?</p> <p>Please check:</p> <ul style="list-style-type: none"> Do all staff know that an allegation/concern regarding adult behaviour towards pupils should be reported to the headteacher? Do all staff know who to report to if they have a concern about the headteacher's behaviour towards pupils? <p>Do all staff know who the LADO is, what their role is and that they can report directly to the LADO or MASH?</p> <p>LADO@barnet.gov.uk Rob.wratten@barnet.gov.uk</p> | <p>Evidence they have done so before</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> | | | |
| 12.5 | <p>How does the school ensure that its arrangements and culture do as much as possible to reduce the likelihood of allegations against staff?</p> | <p>Channels for parents concerns SLT readily available at gates Staff constantly reminded about conduct and teacher standards</p> | | | |

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| 12.6 | How many LADO referrals has the school made in the past year? Are reported 'low level' concerns regarding staff behaviour assessed and logged for potential future reference? | None Have been some in previous years YES | | | |
| 12.7 | Are there procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. https://www.gov.uk/government/organisations/teaching-regulation-agency | YES | | | |
| 12.8 | Are the school aware that referrals to the LADO concerning agency staff must be led by the school and not the agency? | YES | | | |
| 13 | Lettings | Evidence | B R A G | Actions & timeframe | B R A G |
| 13.1 | Does your school have a Lettings Policy and contract that incorporates safeguarding arrangements and expectations? Is this policy reviewed annually by school governors? | Have a lettings policy Reviewed annually by governors | | | |
| 13.2 | Are all lettings vetted regarding the school's equality duties and anti-discrimination law? Are all lettings approved by the governing board or board of trustees? | YES Longer term lettings could be vetted – not one off parties | | | |

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| 13.3 | Do the Governing Body seek assurance that the hirer has appropriate safeguarding and child protection policies and procedures in place and that there are arrangements for the hirer to liaise with the school on these matters where appropriate? | YES We did this recently for a half term camp | | | |
| 13.4 | Does the school always ensure that a DSL is available, either provided by the hirer or the school? | Not for a one off party – although can be contacted by phone For longer term let – provided by the hirer Eg After School Club | | | |

Please can you list any actions and timeframes (identified above) and place them into the table below.

| Action | Timeframe |
|---|----------------------------|
| 1.4 Update DSL Training | ASAP |
| 1.4 DSL training for new Pupil Support Officer | Once in post – Spring 2025 |
| 10.1 Appoint permanent Safeguarding governor | Spring 2025 |
| 10.1 Level 3 training for new safeguarding governor | Spring/summer 2025 |