

# Safeguarding Audit Tool

To assist schools in evaluating their procedures for safeguarding and Child Protection under the Education Act 2002, Section 157/175.

## Arrangements for Original Safeguarding Audit:

School: **Winton Primary School**

Date original carried out: **12<sup>th</sup> November 2015**

Date of re-audit/update: **15<sup>th</sup> March 2016**  
(additional text from re-audit in purple)

Audit Carried Out By: **Soola Georgiou**

Role: **Acting Principal Officer, Safeguarding in Education (Islington Council)**

For original audit:

RAG rating:] **Red = Not Met** **Amber = Partially Met** **Green = Met**

## Due Diligence and Re-Checks: 5<sup>th</sup> and 6<sup>th</sup> January 2017

### What is the purpose of the 'due diligence' re-checks in this document?

The original safeguarding audit was highly successful and demonstrated highly effective practice in relation to safeguarding, incorporating policy, protocols, practice, partnerships with other agencies and also the demonstrable impact of actions taken by school staff to keep children safe.

This re-audit has taken place as a matter of due diligence in order to:

- Re-check each of the areas covered in the original audit to ensure that highly effective practice has been sustained
- Incorporate to the audit any legislative changes, including those within the latest version of 'Keeping Children Safe in Education', so that the school's stringent approach to safeguarding remains in line with the latest requirements and highly effective.

Due-diligence and re-checks carried out by SLT: Andrew Rigby (HT), Sue Roberts (Acting DHT), Bev Newman (Acting DHT),

## **Legislative Information**

### **Education Act 2002, c. 32 Part 11: General duties of LAs and governing bodies, Section 175 in relation to welfare of children:**

(1) A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.

(2) The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

(3) The governing body of an institution within the further education sector shall make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution.

(4) An authority or body mentioned in any of subsections (1) to (3) shall, in considering what arrangements are required to be made by them under that subsection, have regard to any guidance given from time to time (in relation to England) by the Secretary of State or (in relation to Wales) by the National Assembly for Wales.

(5) In this section:

“child” means a person under the age of eighteen;

“governing body”, in relation to an institution within the further education sector, has the meaning given by section 90 of the Further and Higher Education Act 1992 (c. 13);

“maintained school” means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school.

## Safeguarding and Child Protection Audit + Due Diligence Re-Checks (Jan 2017)

This audit has been designed to assist all schools in Islington in ensuring that they have the evidence to show that their procedures are good and to identify any actions needed to make improvements. Each area has been re-checked by the SLT in January 2017 to ensure that policy, practice, partnership and effectiveness continue to be of a high standard. In addition, re-checks incorporate legislative changes such as those in the most recent version of Keeping Children Safe in Education.

RAG rating:]	Red = Not Met	Amber = Partially Met	Green = Met
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		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
<b>1</b>	<b>Senior Designated Safeguarding Lead</b>					
1.1	Who is the Senior Designated Safeguarding Lead?		Andrew Rigby			Updated RAG Rating: <b>Green</b> Andrew Rigby remains DSL
1.2	(a) Is your Senior Designated Safeguarding Lead fully trained? (i.e. attendance at designated or named safeguarding lead training, Group 5)? (b) What was the most recent date? (c) Who delivered the training?		(a) Yes Level 4 (b) 15/10/14. DSL has booked to attend the refresher on 19/11/15 (c) Claudia Thelwell	There was no refresher training on the 19/11/15? Please re-book.	DSL	Updated RAG Rating: <b>Green</b> Refresher training completed: 15 <sup>th</sup> January 2016. Due again this term (Spring 2017)

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
1.3	(a) Has the DSL attended the multi agency CP training run by the safeguarding children board? (b) If so when?		(a) No. The format of the training has recently changed and all DSL training run by LBI is multi agency.	Working Together stipulates that DSLs should attend multi agency training. Once a refresher is attended, this requirement will have been met. <b>15<sup>th</sup> March 2016 Update: Complete</b> (See Action Plan Evaluation and Updated Audit Report for Details)	DSL	<b>Updated RAG Rating: Green</b>  As previous audit – March 2016
1.4	Who deputises when the Senior Designated Safeguarding Lead is not available?		1. Sue Roberts 2. Claire Brown 3. Bev Newman			<b>Updated RAG Rating: Green</b> Bev Newman currently Acting DHT – Deputises and has operational responsibility for safeguarding.
1.5	When did the Deputy DSLs last attend Group 5 training?		SR: 13/2/14 - Level 4 CB: 27/9/13 – Level 3 – refresher booked for 21/1/16 BN: 15/10/14 – Level 4 refresher booked for 21/1/16	CB is over the limit for DSL training which should be once every two years at a minimum. <b>15<sup>th</sup> March Update: Complete</b> (See Action Plan Evaluation and Updated Audit Report for Details)	CB	<b>Updated RAG Rating: Green</b>  Full day group 5 multi agency CP training for: CB: 21.1.16 BN: 21.1.16  Also – Alan Alexis (Learning Mentor) attended this training. All training in date.

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
1.6	(a) Has the Deputy DSL attended the multi agency CP training run by the safeguarding children board?  (b) If so, when?		No.	Group 5 training is now all multi agency. Previous to this it was a requirement that all DSLs attend some multi agency training – Working Together 2015 <b>15<sup>th</sup> March Update: Complete</b> (See Action Plan Evaluation and Updated Audit Report for Details)	Deputy DSLs	Updated RAG Rating: <b>Green</b>  Yes – see information above. 15 <sup>th</sup> March 2016.
1.7	If the DSL is not the headteacher, how does the DSL communicate with the headteacher over individual cases?	N/A	The headteacher is the main DSL			Updated RAG Rating: <b>Green</b>  HT remains main DSL. Acting DHT (BN) also has operational responsibility. <u>All decisions are made via consultation with HT.</u> Regular meetings and communications (in person and email). <u>The most complex CP cases are managed jointly.</u>
<b>2</b>	<b>Information to Staff</b>					

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
2.1	<p>(a) Is there whole staff Child Protection training at a minimum every three years?</p> <p>(b) When did staff last receive child protection training?</p> <p>(c) What arrangements are made for staff absent during training?</p> <p>(d) Have non teaching staff received training?</p> <p>(e) Are all staff ware of the signs and indicators of abuse in children? Would they be alert to the more subtle signs?</p> <p>(f) Are all staff aware of their legal duty to safeguard and promote the welfare of children?</p> <p>(g) What is the process for staff reporting concerns about children?</p>		<p>(a) Yes annually</p> <p>(b) 17/9/14 Level 2 delivered by Claudia. Teaching SRE 29/4/15 – Tierl Thompson, Christopher Winters foundation, FGM training 10/6/16, same organisation</p> <p>(c) Absent staff attended separately but at a different time on the same day. Longer term absentees will be updated by deputy DSL.</p> <p>(d) Yes, everyone included in the Level 2.</p> <p>(e) All staff receive CP/Safeguarding Training annually – with particular focus on spotting signs of abuse. Staff remain vigilant about sharing and remaining aware of concerns in a number of forums, including pupil progress meetings, pastoral care meetings and as a matter of general practice in ongoing conversations about pupils' welfare.</p> <p>(f) Yes as they read Part 1 of KSCIE</p> <p>(g) Staff talk to DSL or Deputy DSL or other two DSLs first. This is to assess seriousness asap. Thereafter they are asked to complete a concerns form.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>Most recent whole staff CP training:</p> <ul style="list-style-type: none"> <li>• 13<sup>th</sup> January 2016 (Claudia Thewell) – Teaching + Support Staff</li> <li>• 30<sup>th</sup> September 2016 (Claudia Thewell) – office and premises staff + lunchtime staff.</li> <li>• 9<sup>th</sup> November 2016 (Anne Stewart) – Teaching and support staff.</li> </ul> <p>(c) Staff who were not present at the training attended training at another school on 5<sup>th</sup> October 2016.</p> <p>(d) Yes – see above.</p> <p>(e) Yes – as previous audit.</p> <p>(f) Yes – Part 1 KCSIE read in September 2016 (most up to date version) and signed for.</p> <p>(g) As previous audit.</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
2.2	How do you monitor and evaluate the impact of CP training on practice ?		<p>Staff consistently demonstrate a clear understanding of their responsibilities (eg bringing concerns to immediate attention; properly completing concern forms etc). the school has a good track record of taking robust action following concerns, including being involved in follow up action with other agencies. Records show that the school's initial assessment of concern has frequently been accurate and that following investigation/assessment by CSC there has been a need for pupils to become CIN or to be subject to a CP Plan. As a result of this, there is clear evidence that pupils are kept safe and well.</p> <p>Low number/no concerns around staff not taking appropriate action in relation to concerns. Staff demonstrate awareness of procedures in any ongoing discussions around safeguarding</p>	The headteacher and his deputies to allocate time for this good practise to continue, so that there is a robust, ongoing monitoring system.	SLT	<p>Updated RAG Rating: <b>Green</b></p> <p>All info as previous audit.</p> <p>Quizzes continue – those staff with gaps in knowledge have further training/support to ensure gaps are addressed.</p> <p>1 hour 'safeguarding assessment session' to take place with support staff to ensure safeguarding knowledge is secure.</p> <p>Also – action: due diligence check on safeguarding knowledge of external agencies to take place in Spring term (eg, Caterlink).</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
2.3	Do you hold a central record of staff training?		Yes – kept as part of single central record			Updated RAG Rating: <b>Green</b> Now held separately as a training schedule for all CP / Safeguarding related training.

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
2.4	Is the school's Child Protection Policy reviewed annually with reports to the governing body?		<p>Yes the school's CP policy is reviewed annually in the autumn term. Last review date January 2015, next review date 1<sup>st</sup> December 2015.</p> <p>Any relevant matters are discussed at all GB meetings (eg curriculum committee will be considering the role of PHSE in curriculum this year and this will be linked to the school's towards safeguarding).</p> <p>Any key areas for consideration for all governors may be reported more regularly, including any issues arising mid-year.</p> <p>Chair of Governors (safeguarding governor) also kept fully abreast of issues, including any minor alterations to policies and procedures as a result of issues which arise. In addition, Chair is kept aware of any matters brought to LADO attention, and what the issues/outcomes have been.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>Most recent policy approved by governors on 9<sup>th</sup> November 2016. Most recent annual safeguarding report went to Governing Body on 9<sup>th</sup> November 2016.</p> <p>Termly updates as needed.</p> <p>All other matters as previous audit.</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
2.5	<p>(a) How are changes in policy, procedures and guidance disseminated to all staff?</p> <p>(b) How do you assure yourself that the policy has been read and understood?</p> <p>(c) How do you assure yourself that all staff, including new and part time staff are adhering to the policy?</p>		<p>(a) All policies available on T drive of server. New policies are e mailed to all staff.</p> <p>(b) Key policies given out in morning meeting as hard copies, or during relevant staff meetings. Staff meetings are weekly (after school on Wed). In addition, there are two weekly morning meetings (Mon and Wed). Occasionally, if something urgent needs to be conveyed to staff, there would be an additional morning meeting as required. Key safeguarding policies available in staff room on the Everybody's Business wall display. This is demonstrated by the number of concerns which are reported in correct manner.</p> <p>(c) KCSIE has to be signed for to ensure it has been read and understood (staff sign confirmation register). There is a Quiz at the end of the training, linked to Policy. From Spring 2016 the intention is to introduce a post training quiz around key aspects of safeguarding, including revisiting key principles over time.</p>	<p>The Summary information for Visitors Safeguarding Leaflet needs to be updated with the current DSLs</p> <p><i>Action Completed. Quiz now in place.</i></p>	Head	<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit.</p> <p>Quiz now in place.</p>

		<b>RAG rating – Updated March 2016</b>	<b>Evidence</b>	<b>Actions</b>	<b>By</b>	<b>Due Diligence / Re-Checks – Jan 2017</b>
			<p>Any gaps between policy and procedures would be challenged by DSL and SLT members. Regular guidance and updates (eg the approach to take with a vulnerable pupil) given at staff meetings and morning meetings. A Safeguarding leaflet is given to all people who work on a regular basis in the school which highlights key information should staff have a concern Awareness of good practice is expected to be demonstrated as part of everyday professional conduct and practice. The full CP Policy is available on website. IN addition, the Everybody’s Business display in the staffroom (includes easy access to key documents and refers to the school website for further safeguarding information</p>			

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
2.6	How are NQTs and newly appointed staff given information and induction about CP and safeguarding within your school?		Induction process incorporates safeguarding induction, including giving staff an outline of procedures, what to do if they have a concern, where to find concern forms, giving out safeguarding policy and KCSIE to be read and signed.			Updated RAG Rating: <b>Green</b>  As previous audit
2.7	(a) Does the school provide information to parents and others about the Child Protection Policy and who to contact in the school? (b) Are policies on the school website? (c) Are parents given hard copies of the CP policy? (d) Are the school's statutory safeguarding responsibilities included in booklets or brochures given out on admission? (e) Are these responsibilities discussed with parents/carers? (f) Are policies made available in other languages?		(a) Safeguarding Leaflet and school website (b) Yes (c) In the Safeguarding Leaflet, they are advised that hard copies are available on request from the school office (d) Yes (e) Yes upon arrival at school, the safeguarding leaflet is included along with the school prospectus (f) No 25% Bengali 20% Somali, about 20 languages spoken as a first language overall  <b>15<sup>th</sup> March Update: Now Complete (See Action Plan Evaluation and Updated Audit Report for Details)</b>	(a) Leaflet to be updated with current DSLs (see above) (f) The school may consider providing a translated version of their safeguarding leaflet to the 45% non English speaking parents, through The Big Word, details on request.	(a) Head (f) Head	Updated RAG Rating: <b>Green</b>  As previous audit.  Translated version of safeguarding information leaflet now available to parents in Bengali, Arabic and Turkish.  In addition: Aut 16 and Spr 17 – We have held coffee mornings and workshops for parents linked to the schools safeguarding responsibilities (including visiting professionals to discuss how we work with other agencies).

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
2.8	Are all child protection concerns reported immediately to Children's Services?		Yes and sometimes even if there is uncertainty in which case advice will be sought.			Updated RAG Rating: <b>Green</b> As previous audit
2.9	What is the process for staff reporting concerns about children?		Cause for concern form, immediately bring to attention of DSL, or appropriate senior member of staff			Updated RAG Rating: <b>Green</b> As previous audit
2.10	How many children have been the subject of a child protection plan within the last 12 months?		1			Updated RAG Rating: <b>Green</b> 2

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
2.11	<p>(a) If a staff member disagreed with the decision of the DSL in relation to a safeguarding concern, how would that be managed? Would there be appropriate challenge or would staff defer to the DSL?</p> <p>(b) Would staff speak to you about a whistleblowing concern? Would they share concerns about adults working in the school with you?</p> <p>(c) How do they imagine you would respond if they did share concerns?</p>		<p>(a) Reasons would be explored and appropriate action taken. They would be informed of their own right (and responsibility) to take their own action if they deem it necessary (eg contact CSC)</p> <p>(b) Follow procedures – whistleblowing policy. If a safeguarding nature/allegation – contact LADO. The policy is readily available in the staff room on T drive and school website.</p> <p>(c) Professionally and appropriately. They would be supported. The code of conduct also supports staff in feeling safe.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>Whistleblowing policy / procedure to be re-shared with staff and key principles reminded later in Spring term (also to be tested as part of a quiz linked to Keeping Children' Safe in Education – most recent version).</p>
2.12	Do staff and other adults working in the school receive briefings on child protection and the school's child protection procedures on their first day?		Yes, as part of induction. Before contact with children, they are given the leaflet and policy. Previous CP training is explored and they are made aware of the Everybody's Business Board in the staff room.			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
2.13	How are updates on safeguarding procedures communicated to staff?		Staff meetings			Updated RAG Rating: <b>Green</b>  Also – morning meeting,
2.14	Are you following guidance on child sexual exploitation, e.g. in the London Child Protection Procedures?		Yes.			Updated RAG Rating: <b>Green</b>  As previous audit
2.15	Does the school have robust procedures for the secure handling of sensitive data by all members of staff?		CP info locked and secure Staff not allowed to use personal e mail If e mails identify children they are password protected. All staff have password protected memory sticks.			Updated RAG Rating: <b>Green</b>  As previous audit
2.16	Are all staff aware of who the DSL and deputy DSLs are? How are they informed?		Informed from day one and made aware regularly in meetings and briefings including during their induction.			Updated RAG Rating: <b>Green</b>  As previous audit
<b>3</b>	<b>Pupils</b>					Updated RAG Rating:

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
3.1	<p>(a) How are children made aware of the school's duties to safeguard them?</p> <p>(b) How are children involved in the safeguarding process and their views and opinions sought?</p> <p>(c) How is the voice of the child heard and their daily experiences understood? (school councils, assemblies, worry boxes etc)</p> <p>(d) Who would children be most likely to speak to if they were worried about something in school or at home?</p>		<p>(a) Regular assemblies, both general (around safety) and specific (around key safeguarding issues)</p> <p>(b) Pupil voice, anti-bullying week</p> <p>(c) Typically disclosures have been made to key members of staff who have a higher rate of contact with more vulnerable pupils (eg HLTA for pastoral support, Learning Mentor AHT, HT). Evidence seen of Pupil Questionnaire in 2014, including comprehensive summary of key points gleaned from the answers given .where there were concerns, these were discussed with individual pupils.</p> <p>(d) Head and assistant head receive disclosures. High level Teaching assistant also receives lots of disclosures, she leads the lunchtime team and children trust her. And learning mentor. Head is confident children will tell any member of staff if they had a concern.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>Additional work has been carried out with older pupils around the schools role in relation to behaviour linked to inappropriate use of online media (due to events which have happened outside of school), including texting and sexting.</p> <p>NSPCC – worked with Y5 Community Police (Police Engagement Programme) Theatre Workshop</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
3.2	Are all staff clear about how to deal with disclosures from children? (questioning, recording, who will be told etc)		Yes, staff are aware of the process for managing disclosures. They will ask open questions, while being encouraging and reassuring. In the interview process a scenario is posed to assess staff responses.			Updated RAG Rating: <b>Green</b>  As previous audit
3.3	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?		School creed updated through Pupil Voice Oct/Nov 2015. Evidence of voice of the child as updated to incorporate resilience at the request of pupils			Updated RAG Rating: <b>Green</b>  Philosophy for Children is now part of the curriculum to promote pupil voice, critical thinking and the expression of their own ideas.  All staff have had Solihol training to ensure appropriate positive reactions, including to vulnerable pupils (2016-17) – incorporating the principles of containment, “rupture and repair”, attachment theory and reciprocity.  Pupil Interviews during school reviews linked to listening to pupils views about safety (eg, Jan 2016 and 2017 School reviews)  Behaviour policy updated Aut 2016 (via working party) to reflect the above developments.

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
3.4	How do staff create and use opportunities to encourage children and young people to communicate about issues that concern them?		Through anti bullying week, through pupil voice, through the way children’s emotions are managed. The school encourage a safe and supportive culture and the staff are confident that children feel safe.			Updated RAG Rating: <b>Green</b>  Also – as above (3.3)
3.5	What support is available to children and young people, including any who are at particular risk or who have disclosed abuse?		Bespoke and individual support is available according to their needs. TAC meetings are convened and CAHMs referrals are made where appropriate to ensure children receiving early help and therapeutic support . The school involves the child and parent. Learning mentor and TA would play key roles in supporting children in these situations.			Updated RAG Rating: <b>Green</b>  As previous audit
3.6	What support is available to looked after children and their carers? Do governors receive an annual report on LAC and act on any issues identified?		No LAC at the moment. A child became LAC but was in the school only three weeks. Governors were made aware. This info would be included in head’s report and anonymised for governors.			Updated RAG Rating: <b>Green</b>  No LAC at this time.

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
3.7	How is staying safe reflected in the curriculum?		The school runs Anti bullying week, the pupil voice, SMSC and staff presentations on the voice of the child, choices they can make and resilience			<p>Updated RAG Rating: <b>Green</b></p> <p>Updates: The school now engages fully with the 'Police Engagement Programme' as part of the PSHE curriculum, which covers such topics as risk of gangs, stranger-danger, road safety etc.</p> <p>The school has also further developed it's work around Drugs, Alcohol and Tobacco education, including staff training and this now explicitly mapped out during a 'focus week' for all year groups within the PSHE curriculum.</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
3.8	How do you know that all pupils in your school feel safe?		Because they tell staff. They are given opportunities to tell staff. During anti bullying week children are encouraged to speak to staff to report any bullying. There are meetings with groups of children, when children don't feel ok this supports them. There is a worry box. Through pupil voice staff will be made aware of pupils' concerns and there is a questionnaire too.			<p>Updated RAG Rating: <b>Green</b></p> <p>This is also confirmed through pupil interviews which take place regularly and ask pupils about safety, including bullying.</p> <p>Whole external school review in Spring 2016 incorporated this and pupils said they stay safe and that bullying (including homophobic bullying) is rare and always dealt with.</p> <p>During the review Personal Development, Behaviour and Welfare were judged to be outstanding.</p>
<b>4</b>	<b>Risk Assessment</b>					

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
4.1	<p>Are staff aware of risks such as:-</p> <ul style="list-style-type: none"> <li>(a) Domestic violence</li> <li>(b) Trafficking</li> <li>(c) Forced Marriage</li> <li>(d) Honour based violence</li> <li>(e) Spirit possession</li> <li>(f) Sexual exploitation</li> <li>(g) Gang related violence</li> <li>(h) Radicalisation and extremism</li> </ul> <p>And how children may be affected? Please explain how this information is disseminated and how good practice is supported.</p>		<p>(a)- (h) Yes to all to the extent that they are covered in safeguarding training, through the CP Policy. Specific FGM training has already been delivered this term , Prevent training will be delivered in the Spring Term to all staff. The deputy DSL SB has completed the Channel awareness e learning and the headteacher will be completing it on Friday 27/11/15.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>Update: All staff and Governors have now done Channel Prevent / Radicalisation training. Staff continue to be aware as covered in CP training, through there may be some minor variability depending on individual staffs depth of experience.</p> <p>Action to further secure this area: Anne Stuart to run a 2 hour 'key issues' staff meeting in Summer 2017 to provide a 'refresher' on all these issues.</p>
4.2	<p>Are staff aware of parental issues such as substance misuse, mental health and their links to child protection?</p>		<p>Yes - through safeguarding training. Through pupil progress meetings, barriers to children's progress is discussed and how pastoral care can support this – pupil premium includes barriers eg mental health</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>Sollihul training in 2016-17 provided further depth for this. Also, opportunity for staff to consult with CAMHs clinician to discuss these issues in relation to individual pupils when needed.</p>
4.3	<p>Are systems in place to ensure that all Health and Safety guidelines are met?</p>		<p>Yes there is a H &amp; S policy reviewed regularly. Statutory guidelines are met regarding chemicals, asbestos training and specific advice and audits from H&amp;S</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>Review and update to policy due Spring 2017. New policy to be adopted.</p> <p>Update/Action: All staff to do H+S online training spring term (all new staff: Health and Safety online induction training)</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
4.4	<p>(a) How do the school's admissions procedures enable staff to identify children who may be privately fostered or trafficked?</p> <p>(b) How does the admissions process support the safeguarding of children?</p>		<p>(a) Upon arrival birth certificates are requested, office staff are stringent in following up questions asked about parental responsibility esp. if ambiguity. Recent case where dad displayed controlling behaviour and there was inconsistent info from parents.</p> <p>(b) Requesting ID and passport; if concerns or doubts they refer to DSL. There is follow up with previous settings about concerns.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>Action: to make enquiries with other schools/The Key to ensure our own admissions procedures remain in line with best practice, including around issues of requesting adult identification and personal details.</p> <p>Done. 12.1.17. Admissions procedures with regard to establishing adult identification is in line with expectations.</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
4.5	Is there a system in place for carrying out risk assessments when they are needed? Is there a template to use?		Neglect toolkit is used. Evidence seen. Staff seek advice from CSC, MARAC risk assessment template used.			<p>Updated RAG Rating: <b>Green</b></p> <p>In addition – <b>new information</b></p> <ul style="list-style-type: none"> <li>• Use of RAMP (Risk Assessment Mgt Plan – linked to sexual behaviours)</li> <li>• Medical Risk assessments for pupil with medical needs.</li> <li>• Behaviour risk assessments for pupils with unpredictable / challenging behaviour (particularly new pupils not known to the school).</li> <li>• Risk Assessments for Trips – policy in place in line with Islington model policy. Also, any vulnerable pupils (medical or behaviour) specifically identified within risk assessments for trips.</li> <li>• The school now has a specific ‘Prevent’ risk assessment.</li> </ul>
4.6	How do you ensure pupil safety in off site education and work placements?		n/a			n/a

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
4.7	Are there robust procedures in place to ensure the safe use of the internet and other electronic media in school?		Pupils: every child must sign up to an acceptable use policy. A group of children form an e safety team; through pupil voice they feedback.			<p>Updated RAG Rating: <b>Green</b></p> <p>e-safety team no longer in place in previous format. However, e-safety is part of the PSHE curriculum. School has an e-safety week. There are filtering systems, firewalls and clear expectations in place covering inappropriate content.</p> <p>Link Police officer works regularly with Y5 and Y6 – appropriate use of electronic communication, texting, sexting.</p> <p>Theatre Company in Summer 2016 and Aut 2016 – production on bullying incorporating e-safety.</p> <p><u>Action: Spring 2017</u></p> <ul style="list-style-type: none"> <li>• Islington Lead Computing consultant to work with each class to deliver a 'model e-safety lesson' in each year group.</li> <li>• Islington Lead Consultant to run a parent workshop on e-safety.</li> </ul>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
4.8	How are children briefed on the safe use of electronic media i.e. the internet, social networking, mobile phones? (e-safety)		E safety lessons occur at start of school year. The school runs events and activities around E safety day in February each year. Katy Potts, the Primary ICT Manager at LBI has held workshops with children and parents.			Updated RAG Rating: <b>Green</b>  Additional information – see above (4.7)
4.9	How is the school's anti-bullying policy monitored? How are pupils included in the process?		Evidence seen of comprehensive programme planning for anti-bullying week 16/11/15 'Make a Noise about bullying' – the school focus on children who lack confidence and who exhibit signs of low self-esteem. Standing up to bystanders.			Updated RAG Rating: <b>Green</b>  Anti-bullying week 2016: "Power for Good"  Practice remains as previous audit.  Further Actions: Pupil voice – numerous discussions around bullying and pupils voice is heard. Plan for Pupil Voice in Summer 2017 to cover all aspects of bullying and for pupils ideas to contribute to updated version of policy. DHT, Learning Mentor and HLTA to produce summer Pupil Voice Plan New anti-bullying policy to include pupils contributions on prejudice based bullying (which has been included in pupil voice sessions over past year).

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
4.10	When was the anti-bullying policy last revised?		The anti-bullying policy was last reviewed on 13.4.13. It is next due for review in Spring Term 2016			Updated RAG Rating: <b>Green</b>  See above
4.11	How do you ensure that incidents of homophobic and racist behaviour are challenged?		Evidence seen of such incidents being addressed this academic year.			Updated RAG Rating: <b>Green</b>  Clear approach to recording / responding to prejudice based bullying in place.
4.12	What training opportunities are staff offered on racism and homophobia?		There is constant vigilance around these areas. Identity and Values training for governors and staff in Spring 2015.			Updated RAG Rating: <b>Green</b>  As previous audit.  Also – plans for Heather Vacciana to run a staff meeting on Prejudice Based Bullying in Autumn 2017 to further embed this (including revisiting prejudice based bullying toolkit)
4.13	How do you ensure that incidents of bullying, homophobic behaviour and racism are logged and monitored?		There is a clear log of all Racist, Bigoted and Homophobic Incidents for this academic year with a severity rating, recording the concern and the follow up action, including involving parents and supporting them.			Updated RAG Rating: <b>Green</b>  As previous audit

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
4.14	Do you use the Prejudice Motivated toolkit for schools which includes definitions of bullying?		The school have not received the toolkit but are very interested in using it.	Heather Vacciana, who launched the toolkit in September 2015, has contacted the school <b>15<sup>th</sup> March Update: Now Complete</b> (See Action Plan Evaluation and Updated Audit Report for Details)	Head	Updated RAG Rating: <b>Green</b>  As previous audit
4.15	Does the school carry out an annual survey of pupils' views on bullying or other behavioural issues in school and beyond the school gates?		Pupil survey carried out annually			Updated RAG Rating: <b>Green / Amber</b>  Has not been done in past 12 months.  Action: Plan is for HLTA (Pastoral Support) and Learning Mentor to run a pupil survey linked to behaviour and bullying in Spring term in preparation for pupil voice plan in Summer 2017.
4.16	Does the school identify children who are young carers and assess their needs and refer to the appropriate service?		Yes, this is done by head and deputy.			Updated RAG Rating: <b>Green</b>  As previous audit
4.17	How does the school identify children who become privately fostered in year and alert Social Care?		Record of who is authorised to pick up child if not the parent. Office staff ask questions. All staff exercise vigilance – staff are regularly reminded in briefings. In FS – Home visits cover this issue.			Updated RAG Rating: <b>Green</b>  As previous audit.  In addition: DSL is due to meet (in February) specialist private fostering social worker to further deepen knowledge base.

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
4.18	Is the school aware that there is a mandatory legal duty to report Female Genital Mutilation (FGM) and that it should be a part of the PHSE agenda?		Yes FGM training is delivered. It is broadly part of the PSHE/SRE curriculum in an age appropriate way (ie: the focus not so much on the 'details' of FGM, but on individual dignity, who has/had not the right to do what, respect for 'private parts' of the body as we get older etc...). The school took advice from the Christopher Winters project on this (and have recently re-drafted the SRE policy, and held some SRE parent workshops) to bring the school SRE curriculum in line with latest guidance.			Updated RAG Rating: <b>Green</b>  As previous audit – though FGM to be a more fully explicit part of the PSHE curriculum.  Actions: Guidance to be taken from Heather Vacciana due to community sensitivities.  Support for staff to be in place to deliver FGM sessions.
4.19	Does the school use CAF and Team Around the Child as early help strategies?		Yes			Updated RAG Rating: <b>Green</b>
4.20	(a) How many CP referrals did you make in the last academic year? (b) How many CIN referrals did you make in the last academic year? (c) How many early help referrals did you make in the last academic year?		(a) (b) and (c) 9 overall			Updated RAG Rating: <b>Green</b>  2015-16 - 12 overall referrals

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
4.21	How many children are currently on a CP Plan/CIN Plan or receiving early help?		1 CP Plan CIN 1 Early Help 0			Updated RAG Rating: <b>Green</b> CP Plan: 2 CIN: 1 Early Help: 2 (+3 offered but not accessed)
4.22	(a) Is the school aware of the Prevent Duty and have staff received training?  (b) If so, what was the training and when was it delivered?		(a) Yes, head to complete the Channel online course Nov/Dec 2015  (b) Channel General awareness e learning course Evidence seen of work done with staff to develop a safe and respectful culture at the school including an explanation of Fundamental British Values	All staff to complete the Channel General Awareness e learning course in Spring 2016.  <b>15<sup>th</sup> March Update: Now Complete</b> (See Action Plan Evaluation and Updated Audit Report for Details)	All staff	Updated RAG Rating: <b>Green</b>  As previous audit (also see previous information above)
4.23	How do you ensure that all staff are alert to the specific needs of children in need and those with special educational needs ?		Through training and through feedback at meetings regarding individual children – morning briefings facilitate good communication between staff regarding the needs of children.			Updated RAG Rating: <b>Green</b>  As previous audit
<b>5</b>	<b>Record Keeping and Sharing Information</b>					

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
5.1	How are concerns about children recorded and monitored?		Cause for Concern forms and various pro formas in CP Policy.			Updated RAG Rating: <b>Green</b> As previous audit
5.2	(a) At what point would staff be expected to begin to record concerns about children? (b) Where are records of concerns kept? (c) Who has access to them?		(a) Immediately (b) CP files (c) Senior Leadership team. Other staff as required and if authorised, in the interests of appropriate information sharing. Locked in HT office, limited access. Kept in secure storage unit.			Updated RAG Rating: <b>Green</b> As previous audit

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
5.3	(a) What is the system for monitoring the progress of children with a CP Plan? (b) How is information about children with a CP Plan shared with staff?		<p>(a) Attendance strategy – two weekly tracking and half termly strategy meetings, multi-agency meetings – documentation, safeguarding and CP procedure, bespoke plans and procedures for vulnerable pupils, regular liaison with external agencies. Both pastoral and academic progress of vulnerable pupils is rigorously tracked through appropriate statutory procedures (eg PEP) as well as school systems (eg Pupil progress meetings)</p> <p>(b) Any information which would be deemed to be in the best interests of the child to share is shared with all staff (eg if it informs how staff respond to the child, issues to look out for etc)</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
5.4	Does the school ensure that the electronic transfer of confidential information is secure?		Yes, secure e mail is used, password protected documents			Updated RAG Rating: <b>Green</b>  As previous audit
5.5	How and when are children with additional needs assessed when coming to the school?		As soon as possible. Depending on needs the school will arrange for the assessments to be carried out. Sometimes the child's start date is delayed until appropriate assessments are completed eg a supporting a child at risk of permanent exclusion.			Updated RAG Rating: <b>Green</b>  As previous audit  (Additional note: this also includes liaison with parent and previous setting, where appropriate, to create a transition plan to this setting).
5.6	(a) How do you ensure that your child protection records are thorough, up to date and fit for purpose? (b) Is there evidence of 'day on day' recording to prevent information being lost and to build a picture over a period of time? (c) Do you have a chronology on file to enable auditing and quality assurance? (d) How do you quality assure record keeping in order to safeguard children?		(a) Deputy DSL keeps a safeguarding communication log. Chair of Governors does a formal annual visit on safeguarding. Head carries out checks. Annual cycle of monitoring takes place. (b) Yes evidence seen in chronologies (c) Yes (d) Chair of Governors, Headteacher and Assistant. External reviews through SIS.			Updated RAG Rating: <b>Green</b>  As previous audit

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
5.7	<p>(a) How does the DSL ensure that confidential child protection information on a pupil is transferred promptly (having been copied) when the pupil transfers to or from another school?</p> <p>(b) Does the DSL obtain a receipt and keep a copy of all records transferred for 25 years?</p> <p>(c) Does the DSL telephone the DSL in the transferring school to discuss pupils who are on a CP or CIN Plan?</p>		<p>(a) Secure e mail is used.</p> <p>(b) Confirmation from transferring school is obtained. Copies of records are retained. Formal receipt not obtained, but e mail is requested confirming receipt.</p> <p>(c) Yes</p>	<p>SG has sent Guidance for the Transfer of Records which includes a receipt at Appendix 1</p>		<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>(a) – update: if not secure email then copies are sent recorded delivery or hand delivered).</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
5.8	What systems are in place to follow up unexplained absence?		<p>First day texting First day calling for vulnerable pupils (CP plan or CIN plan) Second day calling for all pupils. If a child is on CIN or CP Plan or vulnerable, actions will be escalated. School employed EWO will be on the case if necessary.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>However – in order to further refine/improve processes:</p> <ul style="list-style-type: none"> <li>• Procedures to be re-structured and reviewed.</li> <li>• Electronic sign-in system for late pupils to be introduced (Feb 17).</li> <li>• Learning mentor role to be restructured so from 9.15 – first and second day calling takes place (links to his role with vulnerable pupils).</li> </ul> <p>Long term to improve pupils late picked up (which will be a 2017-18 priority):</p> <ul style="list-style-type: none"> <li>• In spring term data collection on pupils picked up late (prevalence and time).</li> <li>• Summer term – strategy meeting by attendance team to review this information as a basis for a plan of action.</li> </ul>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
5.9	What systems are in place to follow up on children that go missing for periods of time or move and there is no known address?		LA safeguarding policy and guidance from Access and Engagement Team. The school currently plan to discuss this and ensure full understanding of admin officer and latest guidance – as part of next attendance strategy meeting in November/December 2015.			Updated RAG Rating: <b>Green</b>  As previous audit  Examples are available – school practice is consistent and LA policy is stringently followed.
5.10	What is the process for managing children who are removed from school for parents to electively home educate?		Risk assessment sent to LA. Children are taken off roll only when parent puts wishes in writing.			Updated RAG Rating: <b>Green</b>  As previous audit  (Also – meeting with parent to discuss)
<b>6</b>	<b>Parents</b>					
6.1	Does the school include in the prospectus or online information for parents about the school's role in child protection and safeguarding?		On the school website there is a Safeguarding link which takes parents to the safeguarding policy and link to the safeguarding leaflet and statutory guidance. Prospectus: the safeguarding leaflet is contained here along with references to the school website. The headteacher has designed a Prevent Leaflet for parents.			Updated RAG Rating: <b>Green</b>  As previous audit

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
6.2	How do staff create and use opportunities to encourage parents and carers to communicate about issues that concern them, including parents from BME communities?		Parent questionnaire encourages feedback. Head makes himself as friendly and available as possible. SLT always in the playground mornings and afternoons and ensure they smile and chat to parents. Parent Liaison worker is employed, who is a parent and is well liked by the parents.			Updated RAG Rating: <b>Green</b>  As previous audit  In addition – safeguarding coffee mornings and workshops
6.3	How does the school inform parents of support available within the school and the community?		Through Parent Liaison Officer. Referrals to The Parent House, runs ESOI course, financial management and back to work run by registered charity.			Updated RAG Rating: <b>Green</b>  As previous audit  Also – parent liaison worker (Nicola) takes on parent feedback from coffee morning and listens to ideas about what might be helpful in future.

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
6.4	How do you gather information from parents about their views on children's safety?		Evidence of Parental Questionnaire Analysis summer 2015 where parents were asked if children feel happy, safe, making good progress, well looked after, taught well, appropriate homework, well behaved, bullying, how the school is led and managed, parental concerns and receiving information from the school			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>(New Parent questionnaire was conducted in Summer 2016. Parents views on possible content for curriculum booklets was asked for and new curriculum booklets produced in Autumn 2017).</p> <p>Reading questionnaire with parents in Aut 2016 also covered information about how many use electronic devices.</p>
6.5	Does the school offer regular briefings on e-safety for parents? How are these delivered?		Yes during e safety day. Parent workshops are offered.			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>LA – Katy Potts – next day due in Spring 2017</p>
<b>7</b>	<b>Curriculum</b>					

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
7.1	How are children supported in staying safe and protecting themselves? (eg coping with peer pressure, gang-related issues)		Through curriculum, discreetly planned opportunities re drugs awareness and Police sessions for each year group.			Updated RAG Rating: <b>Green</b>  As previous audit  Also – police engagement programme now fully in place, increased curriculum offer for DATE (Drug Alcohol Tobacco education). Also see information above – staying safe is a key issue throughout the curriculum and Pupil Voice planning.
7.2	How do you know your children are safe?		Parent voice, School Council, Pupil Voice, through staff following the safeguarding policy and procedures, through regular briefings with staff, through the curriculum and through key dates in the school calendar eg anti bullying, e safety, FGM, when specific safeguarding issues are addressed.			Updated RAG Rating: <b>Green</b>  As previous audit

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
7.3	How does the school promote child protection and the safeguarding of children through the National Curriculum? (i.e. issues of personal safety, self-esteem, anti-bullying, racism, homophobia, sex and relationship education, grooming, access to the internet etc.)		<p>Safety messages are mapped across the curriculum (this is currently being further developed through more systematic mapping of PSHE inked to the school's new curriculum maps )</p> <p>Curriculum is dynamically amended – as necessary – to reflect or support any key local issues as they arise</p> <p>Pupil voice sessions are mapped out throughout the year to promote key messages around safety</p> <p>SMSC is a key part of curriculum offer (and is monitored as part of the monitoring of teaching and learning). Evidence seen of Pupil Voice Overview in summer 2015 and the overall theme for summer and, the five principles taught. Also evidence of Pupil Voice Overview for this academic year 2015-16.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit – practice has continued</p> <p>In addition – bespoke engagement from link Police Officer or other agencies (including theatre company) where a cohort might be particularly vulnerable on a particular issue (eg, e-safety).</p>
<b>8</b>	<b>Child Protection Conferences</b>					
8.1	Is the school represented at all strategy meetings, child protection conferences and core group meetings?		Yes			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
8.2	Do you send reports to case conference on the ISCB's multi agency conference report template at least three days before conference?		School was unaware of new process i.e. sending a conference report three days before conference, and not just when the school cannot be represented, but this has now been remedied.			Updated RAG Rating: <b>Green</b>  As previous audit
<b>9</b>	<b>Governors</b>					

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
9.1	(a) What is the name of the nominated governor for safeguarding? (b) when did he/she last attend child protection training? (c) What form did the training take (INSET/ISCB/Twilight) (d) Will the school consider all governors attending safeguarding training?		(a) Katherine Heffernan (b) 2012 (c) LA run evening session (d) Yes all governors will be attending the course.	Nominated governor to attend refresher training		Updated RAG Rating: <b>Green / Amber</b> (Green overall – the ‘amber’ aspect is due to school wishing to appoint a second safeguarding governor – which would be in excess of statutory requirements)  As previous audit  (a) KH remains safeguarding governor, though a new safeguarding governor to be appointed in current academic year. (b) 12/03/2015 (c) Twilight – 2 hours (d) All governors have done safeguarding training except one (new governor) – who will do it at next available opportunity (nb: booked onto training on <b>29<sup>th</sup> March</b> )
9.2	Have all governors had enhanced DBS checks and checks of the Children’s Barred List?		Most of them, three have not and will not be in contact with children.  All govs will be expected.			Updated RAG Rating: <b>Green</b>  All govs DBS checks done (prior to Sept 2016).

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
9.3	(a) When was the most recent Safer Recruitment training?		Katherine Heffernan (chair of Governors) – 7/2/13	Chair to book Safer Recruitment refresher		Updated RAG Rating: <b>Green</b>  KH has updated training on 12.3.15
9.4	(a) Does the headteacher/Senior Designated Safeguarding Lead provide an Annual Report on safeguarding and child protection to the Governing Body and send a copy to the LA? (b) When was the last safeguarding report submitted to the governing body?		(a) Yes (b) Autumn Term 2014			Updated RAG Rating: <b>Green</b>  Yes.  Last report submitted to Gobs 9 <sup>th</sup> November. To LA on 3.1.17.

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
9.5	<p>Please indicate which policies the school has in place linked to safeguarding and when they were last updated and signed off by the governing body.</p> <ul style="list-style-type: none"> <li>(a) Anti bullying</li> <li>(b) E safety</li> <li>(c) Equalities</li> <li>(d) Positive handling</li> <li>(e) Intimate care/toileting</li> <li>(f) Whistleblowing</li> <li>(g) Use of photography/images</li> <li>(h) Site security</li> <li>(i) Staff Conduct</li> <li>(j) Use of hazardous materials</li> <li>(k) School Trips</li> <li>(l) Students off site and leaving the premises</li> <li>(m) Managing allegations against staff</li> <li>(n) Students and young people on work experience in school</li> <li>(o) Others</li> </ul>		<p>(a) Anti bullying 13/4/14  (b) E safety annually  (c) Equalities 18/10/13 – to be revised Spring 2017  (d) Use of appropriate physical restraint updated 1/2/12  (e) Intimate Care Policy updated/reviewed in December 2014 (just prior to the opening of the new 2 Year Old Provision in January 2015  (f) Whistleblowing updated 18/10/13  (g) Use of photography - contained in Staff Code of Conduct and E safety policy part 3.  (h) Site Security - safeguarding policy  (i) Staff Discipline, Conduct and Grievance updated 18/10/13.  (j) Use of hazardous materials – Health and Safety updated 18/10/13  (k) School trips – New Policy linked to ‘Evolve’ system. Educational visits policy due for review this term Autumn 2015.  (l) n/a  (m) Statement of procedures dealing with allegations against staff – in CP policy updated annually  (n) n/a  (o) Attendance updated 18/10/13  Behaviour updated 18/10/13  Safer recruitment 23/10/15</p>	<p>All policies to be dated and signed off by the governing body and include review dates</p> <p><b>15<sup>th</sup> March Update: Now Complete</b> (See Action Plan Evaluation and Updated Audit Report for Details)</p> <p>From this point forwards all policies requiring sign-off from gov body are subject to this process, including current safeguarding policy.</p>	Headteacher and Governing Body	<p>Updated RAG Rating: <b>Green</b></p> <p>KH has updated training on 12.3.15</p> <p>See appendix A</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
9.5	Continued		Sex education updated and to be signed off 18/11/15 SEN 18/10/13 Supporting pupils with medical conditions 18/10/13 Complaints procedure 18/10/13 Exclusions 1/2/12	15 <sup>th</sup> March Update: Now Complete (See Action Plan Evaluation and Updated Audit Report for Details)		Updated RAG Rating: <b>Green</b>
9.6	Is time set aside for the governing body to review policies and procedures regarding safeguarding and child protection?		Yes in termly meetings			Updated RAG Rating: <b>Green</b>
9.7	How do governors monitor that child protection arrangements are adequate and that deficiencies or weakness are remedied without delay?		Chair of governors meets with Head regularly. Head will call her immediately if there is a concern. She is also made aware of allegations against staff with anonymised overview.			Updated RAG Rating: <b>Green / Amber</b>  As previous audit. Annual safeguarding report + regular updates.  Currently amber/green because of intention to appoint a second safeguarding governor in order to even further increase robustness of governors monitoring of safeguarding arrangements. At time of audit this appointment has not yet been made (nb: new recruitment drive for govts to start soon)

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
9.8	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 or through being involved in a complaints panel)?		Yes see above			Updated RAG Rating: <b>Green</b>  As previous audit
9.9	How do governors know if pupils feel safe ?		Head will update them in regular meetings. They have access to the outcomes of pupil questionnaires. Some also visit the school and ask pupils.			Updated RAG Rating: <b>Green</b>  As previous audit  Also – through external school reviews which focus on Behaviour, Welbeing and pastoral support.
9.10	How will governors ensure that action points in this audit are addressed?		Head will ask governors to review it termly.			Updated RAG Rating: <b>Green</b>  As previous audit. Also – during govs safeguarding visits – to be asked to ‘test out’ aspects of the audit.
<b>10</b>	<b>Recruitment and Selection of Staff</b>					

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
10.1	<p>(a) Who (apart from governors) has attended safer recruitment training?</p> <p>(b) When did the training take place?</p> <p>(c) Who delivered it?</p>		<p>(a) and (b) Andrew Rigby - 11.6.13</p> <p>- Trudy Morgan (SBM) - 11.6.13</p> <p>Both due update at next possible opportunity. The headteacher is planning that ALL members of the senior leadership team, as well as 2YO provision room leader, will be trained in safer recruitment before the end of spring term 2016 in order to broaden the knowledge base around this.</p> <p>There is always someone on every interview panel with Safer Recruitment training</p> <p>(d) LBi Staff</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>DHTs / AHTs booked onto training in Spring or Summer Term.</p> <p>SBM to book onto update training in Autumn 2017.</p>
10.2	Is the school's recruitment policy in line with all guidance on safer recruitment practice?		Yes			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
	<p>(a) For staff who have declared previous criminal convictions, do you have evidence on file of the risk assessment undertaken for those individuals?</p> <p>(b) How do you evidence that enhanced DBS checks are undertaken for all staff?</p> <p>(c) Do you have photographic evidence of their identity? If not please indicate how you satisfy yourself of their identity eg birth certificate, passport and evidence of address.</p> <p>(d) Do your records show evidence of qualifications?</p> <p>(e) Do your records show evidence of professional bodies?</p> <p>(f) How do you evidence that checks of Children's Barred Lists have been undertaken, the date and by whom?</p> <p>(g) For staff from overseas, how do you evidence their right to work in Britain?</p> <p>(h) If the member of staff has not been in the country for long enough for a DBS check to be undertaken, what checking measures would you undertake and how would you evidence them? (from July 2007</p>		<p>(a) Yes. Held securely in school office. Also on individual staff files. Pro-formas used are fully in-line with Islington HR recommendations.</p> <p>(b) Single Central Record (including who has checked and date of checking).</p> <p>(c) Yes</p> <p>(d) Yes (SCR)</p> <p>(e) Yes (eg, GTC, QTS etc)</p> <p>(f) Evidence is within SCR. DBS is now completed by ebulk and we have been instructed by Islington HR to add list 99 date as date of issue.</p> <p>(g) We check their passport to see what kind of visa they have (eg, their tier level, or indefinite leave to remain etc) and check the expiry date. If in any doubt at all, we would seek advice from HR.</p> <p>(h) The individual needs to provide a police certificate from their country and we undertake an overseas check by contacting Islington HR.</p> <p>(i) Yes Spring 2015. New Staff on induction.</p> <p>(j) Declarations were made, none were</p>	<p>All references to List 99 to be changed to Children's Barred List</p> <p>Done</p>		<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p><b>Also – since previous audit – SCR has been updated to reflect requirements of keeping children safe in education (Aut 2017), including EEA (European Economic Area check)</b></p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
10.3	How is safeguarding incorporated into the interviewing process?		<p>Safeguarding statements on advertisement is within recruitment pack. There is always at least one member of the panel who has attended safer recruitment training. There is always at least one question which is explicitly around safeguarding (appropriate responses to pupils, understanding of safeguarding procedure, understanding of the need to be vigilant) There are a number of other questions which typically explore issues linked to safeguarding, such as responding to bullying. Gaps in employment or any ambiguities within the application form would always be questioned and if necessary challenged. If there are any responses which might raise concerns in relation to safeguarding, these would always be followed up and further questions asked.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
10.4	If you are contracting for regular services are you checking that the contractors follow safer recruitment policies?		The headteacher expects to see safer recruitment and safeguarding policies of all contractors and holds these on file. The school has a building contract with SMB, whose contractors are all DBS checked and these are documented on the SCR. Contractors are expected to fill in a Permit to work form, read the safeguarding leaflet and provide DBS and photo ID. If they cannot do this they are escorted by the Premises Manager while they are on the school site.			Updated RAG Rating: <b>Green</b>  As previous audit  All information checked by SBM.
11	<b>Allegations against Staff</b>					Updated RAG Rating:

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
11.1	<p>(a) How clear are you about the procedures regarding allegations against staff?</p> <p>(b) Are all staff aware of these procedures?</p> <p>(c) How are they informed?</p> <p>(d) Does the school have a policy of discussing all allegations against staff with the LADO? If not, why not?</p> <p>(e) If an allegation was made against the Head, are all staff clear about how that would be managed?</p> <p>(f) How do you ensure that your procedures for reporting allegations to the LA are followed?</p>		<p>(a) Very clear.</p> <p>(b) Yes. Allegations process is in safeguarding policy. The school have managed allegations and clearly followed protocols.</p> <p>(c) They are directed to the safeguarding policy</p> <p>(d) Yes – all allegations</p> <p>(e) Yes they would at least know to report it to a suitably senior and qualified member of staff, or to the chair of governors.</p> <p>(f) Through training, meetings and liaison with deputy</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>This information is regularly communicated through safeguarding training, meetings etc.</p>
11.2	Are you satisfied that the school's arrangements do as much as possible to reduce the likelihood of allegations against staff?		The school has a code of conduct and will challenge staff i.e.mode of dress or inappropriate responses eg laughing.			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>Including case study: AW (see Risk Assessment)</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
<b>12</b>	<b>Other Adults in School</b>					
12.1	Are all adults who are in regular unsupervised contact with children subject to enhanced DBS checks?		Yes if they have not then they are escorted by a member of school staff.			Updated RAG Rating: <b>Green</b>  As previous audit
12.2	<p>(a) Are there rigorous procedures to check identities of all visitors and to sign visitors in and out?</p> <p>(b) Is there a locked entry system?</p> <p>(c) Are visitors asked to wear visitor's badges or their own ID?</p> <p>(d) Are visitors escorted round the school premises?</p> <p>(e) What is the system for managing parents on the school site?</p> <p>(f) How does the school manage individuals who are working in the school as contractors?</p> <p>(g) How does the school ensure the safe collection of children from the school or from extended school activities?</p> <p>(h) How do you deal with uncollected children?</p>		<p>(a) Yes. All visitors have to come to the office straight away. Evidence of security buzzer and camera at locked front gate on Killick Street.</p> <p>(b) Yes</p> <p>(c) Either – if they don't have their own ID they wear a sticker.</p> <p>(d) If visitors do not have a clear DBS they are escorted.</p> <p>(e) Once parents have gained entry, they always approach the school office (if they do not appear, a member of the Admin team will seek them) if it is the end of the day to collect their children, they remain in the front playground and their children are brought down by the class teacher.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>Also – new electronic sign-in system to be introduced in Spring term.</p> <p>H - Refer to 5.8 (above)</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
			<p>There is a building contract with SMB and mainly use their employees. All contractors have a DBS and these are documented on the SCR. If any contractor comes to site, we request they read the Safeguarding Leaflet, fill in a Permit to Work form and provide their DBS and photo ID unless they are escorted by the Premises Assistant.</p> <p>(f) Parents are required to complete the 'Drop off and a collection of children' form. This documents who has permission to pick up individual children. Each class teacher has a copy to reference and will only allow a child to go home with an appropriate person. Year 1 has Collection due to transition from Early Years. They each have a name card and as they are collected, they give it back to the teacher or coach.</p> <p>(g) The school day ends at 3.30pm. Children are brought into the office at 3.40 pm if they have not been collected and the office staff ring their parents. A reason for late collection is always requested. If a child has been picked up late often, we then document collection</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
12.3	Do you ensure that all visitors are aware of the school's stance on safeguarding? How?		The safeguarding leaflet is given to all visitors at reception. All visitors are asked to sign in, produce ID and wear a school sticker or their own ID.			Updated RAG Rating: <b>Green</b> As previous audit
<b>13</b>	<b>Working together with other Agencies</b>					
13.1	How does the school promote positive working relationships with partners agencies such as Children's Social Care?		Attend all meetings where possible, regularly communicate, accommodate requests to see children, seek advice regularly.			Updated RAG Rating: <b>Green</b> As previous audit
13.2	How does the school ensure good communication with other relevant agencies and services?		Evidence of the SLT contacting Pupil Services and the Principal Officer, Safeguarding in Education (POSE), for regular advice and guidance around safeguarding issues. The headteacher has shown to be proactive and raises issues of concern with POSE regularly.			Updated RAG Rating: <b>Green</b> As previous audit

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
13.3	Are staff trained to complete referral forms to Children’s Social Care or other agencies, or has there been other action to improve the quality of referrals?		<p>All senior leaders are trained but not all staff.</p> <p><b>15<sup>th</sup> March Update: All staff aware they may make a referral themselves</b> (See Action Plan Evaluation and Updated Audit Report for Details)</p>	KCSIE expects that anyone can make a referral; all staff should know how to make a referral and complete an eCAF form.	Headteacher and deputy DSLs	<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit – though through safeguarding training staff have been made more aware of their right to make referrals etc themselves.</p> <p>Staff are aware through training who to contact in event of a concern and how to take advice about how they would refer if they wanted to.</p> <p>Action: <b>Further increase visibility of info about this: summary Sheet / Prompts for staff on this issue to be displayed on ‘Everybody’s Business’ board – including flowchart and key contacts in Islington.</b></p>
13.4	Does the school assess the quality of its referrals through a self-audit or self-assessment process?		<p>Use of Ofsted guidance and POSE safeguarding audits</p> <p><b>15<sup>th</sup> March Update: Now Complete</b> (See Action Plan Evaluation and Updated Audit Report for Details) – Process due for implementation from Summer Term.</p>	DSL should undertake regular checks of school record keeping to ensure these are comprehensive, accurate and appropriate.	Headteacher and deputy DSLs	<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p>

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
13.5	<p>(a) How is disagreement with colleagues managed?</p> <p>(b) If a child protection referral was not accepted and you were unhappy with that decision, how would you take it forward?</p> <p>(c) If you disagreed with the decision of a child protection conference, what process would you follow?</p>		<p>(a) Try to discuss issue and evidence that supports school's view with appropriate person.</p> <p>(b) If necessary would escalate to a manager, same day if possible especially if child is at immediate risk.</p> <p>(c) Would relay disagreement at conference.</p> <p><b>15<sup>th</sup> March Update: Now Complete</b> (See Action Plan Evaluation and Updated Audit Report for Details)</p> <p>NB: Subsequent to this audit, the HT has in fact used the escalation policy in relation to a case at the school.</p>	<p>If the matter is not resolved at conference the problem should be referred within 1 working day to the headteacher who will discuss with the manager in the other agency. If the problem remains unresolved, the head should refer within 3 days to the next line manager. If the matter is still unresolved, a referral to be made within 5 days to the Head of Service, Safeguarding and Quality Assurance Service.</p>	All staff	<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <ul style="list-style-type: none"> <li>• Use of escalation policy covered in Jan 2016 training (Claudia Thewell).</li> <li>• HT has also subsequently escalated concerns about non-engagement of a secondary school in relation to a pupil on the CP register.</li> </ul>
<b>14</b>	<b>Documentation</b>					

		RAG rating – Updated March 2016	Evidence	Actions	By	Due Diligence / Re-Checks – Jan 2017
	<p>Does your school have a copy of :</p> <p>(a) Working Together to Safeguard Children 2015</p> <p>(b) London Child Protection Procedures 2015</p> <p>(c) What to Do if You're Worried a Child is Being Abused 2015</p> <p>(d) Keeping Children Safe in Education 2015</p> <p>(e) Information Sharing 2015</p> <p>(f) How are all staff made aware of these documents?</p> <p>(g) Are the documents or their website links made available to staff?</p> <p>(h) How is this done?</p> <p>(i) How do you ensure that all staff have read Part 1 of Keeping Children Safe in Education?</p>		<p>(a) to (e) Yes</p> <p>(f) On the Everybody's Business wall display in staff room and signposted to T drive</p> <p>(g) Paper copies of all documents in the Policy folder in the staffroom</p> <p>(h) See (g)</p> <p>(i) All staff read and signed that they have read KCSIE in Spring 2015. IN addition, the updated guidance was given to staff just before half term in Autumn 2015 and staff expected to read and sign the most updated version of this document by 9<sup>th</sup> November 2015.</p>			<p>Updated RAG Rating: <b>Green</b></p> <p>As previous audit</p> <p>A – Updated version in place! (KCSIE 2016) – all staff signed on first week of term.</p> <p>All docs are also available in Everybody's Business Display</p>

## Action Plan:

### Actions Required from Due Diligence Safeguarding Checks (Jan 2017)

- Additional updates from 3<sup>rd</sup> March 2017

Action	Link to audit element	By Whom	Timescale	Outcome / Action Complete?
All issues covered in general CP/Safeguarding training, but in order to ensure staff knowledge is even more 'secure' – top up training in Summer Term 2017 on the following key issues: <ul style="list-style-type: none"> <li>(a) Trafficking</li> <li>(b) Forced Marriage</li> <li>(c) Honour based violence</li> <li>(d) Spirit possession</li> <li>(e) Sexual exploitation</li> <li>(f) Gang related violence</li> <li>(g) Extremism and Radicalisation (everyone has done Channel Training - so a brief refresher on pertinent points would do).</li> </ul>	4.1	Andrew to book training  Ann Stuart to deliver training	By 23 <sup>rd</sup> January 2017  Summer term	Completed: Meeting booked for Wed 3 <sup>rd</sup> May.
All staff to do new Health and Safety Induction training (online) to further reinforce knowledge of Health and Safety	4.3	Andrew to inform staff (18.1.17)  Trudy to monitor to ensure training done.	Spring term 2017	Link for training sent to all staff – to be complete in Spring Term (all staff have deadline + dedicated staff meeting time on 22.3.17).
Ensure e-safety is robustly promoted – there is a sense that this could become an increasing issue for our pupils, therefore: <ul style="list-style-type: none"> <li>• Islington Lead Computing consultant to work with each class to deliver a 'model e-safety lesson' in each year group.</li> <li>• Islington Lead Consultant to run a parent workshop on e-safety.</li> </ul>	4.7	Andrew to organise dates  Bev to organise timetabling of sessions  Sue to organise promote parent workshop	By 23 <sup>rd</sup> January 2017  Asap (Spring 1)  Asap (Spring 1)	Completed  All sessions in all year groups have now taken place
Pupil Voice to feed into the next update of the anti-bullying	4.9	Sue to explain to Kim and Alan	ASAP	For summer term

<p>policy. Context: current Anti-Bullying Policy is robust, but has not necessarily evolved to reflect the depth of work recently carried out which reflects Sollihul training and pupils understanding of different forms of bullying, including prejudice based bullying. Therefore, pupil voice sessions in Summer term will further explore different types of bullying and the outcome will be a 'statement of intent' from pupils to go into the next update of the anti-bullying policy.</p>		<p>Kim and Alan to come up with ideas and produce a 'rough plan' for Pupil Voice in Summer term</p> <p>Sue R to work with Kim and Alan to finalise Pupil Voice Plan for Summer term.</p>	<p>Spring 2 (first couple of weeks)</p> <p>Spring 2 or early Summer 1</p>	
<p>Staff meeting on 'Prejudice Based Bullying' to further refresh and sharpen staff knowledge – particularly new staff. Autumn 2017.</p>	4.12	<p>Andrew contact Heather Vacciana</p> <p>Heather to deliver training in Aut 2017</p>	Spring term 2017	<p>Completed 14.1.17</p> <p>HV awaiting for BN to finalise date in Autumn 2017</p>
<p><i>NB: Whilst Pupil Voice is a crucial part of school culture and activity, there has not been a specific pupil survey carried out in the past 12 months, therefore:</i></p> <ul style="list-style-type: none"> <li>Andrew or Sue to meet with Kim and Alan to put together pupil survey</li> <li>Kim and Alan to conduct pupil survey (depending on age of pupils: whole class, small groups, individuals)</li> <li>Kim, Alan and Sue to review outcomes from pupil survey with a view to using the outcomes to design content for the 'Pupil Voice' plan for Summer term</li> </ul>	4.15	<p>Andrew, Kim, Alan</p> <p>Kim, Alan</p> <p>Kim, Alan, Sue R</p>	<p>Spring (1) 2017</p> <p>Spring (2) 2017 (first 3 weeks)</p> <p>Spring (2) or early Summer (1)</p>	<p>Ongoing – initial meetings have taken place (Bev Newman)</p>
<p>To review the way in which FGM is currently covered within SRE and ensure it is in line with latest guidance and advice (particularly for older pupils where it may be more explicit?).</p> <ul style="list-style-type: none"> <li>Contact Helen Cameron / Heather V for advice</li> <li>Get external support for delivery of content for older pupils (possibly get external specialist consultant to deliver lesson?)</li> </ul>	4.18	<p>Sue R / Bev to contact Helen or Heather to take advice and make arrangements.</p> <p>Support session for teachers and parent workshop from external consultant if needed?</p>	<p>Spring Term</p> <p>Summer Term</p>	<p>SR to contact Heather or Helen before end of Spring term.</p>

		Delivery of (updated?) FGM lessons with support	Summer Term	
<p>Long term goal - to improve monitoring of pupils picked up late by parents (which will be a 2017-18 school improvement plan priority):</p> <ul style="list-style-type: none"> <li>In spring term data collection on pupils picked up late (prevalence and time).</li> </ul> <p>Summer term – strategy meeting by attendance team to review this information as a basis for a plan of action.</p>	5.8	<p>SR and TM speak to Chrissy – to collect data in Spring term Attendance team and SLT – look at data and plan actions</p> <p>Actions to be taken to be put into 17-18 school improvement plan.</p>	<p>SR, TM, Chrissy - immediate</p> <p>Attendance Team – summer 1</p> <p>SLT – Summer / Autumn 2017</p>	<b>To be incorporated into 2017-18 School Improvement Plan (long term strategy/approach)</b>
<p>Appoint or assign a second governor so that there are 2 governors responsible for safeguarding, thereby even further increasing governors scrutiny and monitoring (nb: even though the statutory requirement is only for a single governor).</p> <p>Linked to this – gobs need to carry out SCR checks more regularly</p>	9.7	Governors	Asap	3 new governors have been appointed. During a future meeting – possible option to appoint one as a safeguarding.
<p>Safer recruitment: School currently meets statutory requirements. Someone trained in safer recruitment sits on every interview panel.</p> <p>However – decision has been taken to <b>train all members of SLT in safer recruitment</b></p>	10.1	SLT	ASAP and by Summer 1 at latest.	All relevant SLT members are booked on course between now and summer
<p>Staff's right to make a referral: further increase visibility of information available to staff about how to do this, including on 'Everybody's Business' display:</p> <ul style="list-style-type: none"> <li>Key Contact Details in Islington (who to contact for advice)</li> <li>Bullet Points/Key Points linked to this</li> </ul>	13.3	SR	By Spring half term.	Completed

**Reviews of progress against the action plan have been scheduled for:**

- **MONDAY 30<sup>TH</sup> JANUARY (quick check of actions taken to date)**
- **FRIDAY 3<sup>RD</sup> MARCH 2017**
- **TUESDAY 25<sup>TH</sup> APRIL 2017 (including Claire)**
- **THURSDAY 15<sup>TH</sup> JUNE (including Claire)**

## Appendix 1

Policies linked to Safeguarding	Last review date	Date shared with staff	Next review date
Child protection	<b>November 2015</b>	<b>All policies fully available to all staff.</b>	<b>9.11.16</b>
Attendance	<b>18.10.13</b>	<b>“” (as above)</b>	<b>Autumn 2017</b>
School Behaviour	<b>18.10.13</b>	<b>“”</b>	<b>Spring / Summer 2015</b>
<b>Sex education</b>	<b>Spring 2016</b>	<b>“”</b>	<b>TBC</b>
Special Educational Needs	<b>Spring 2016</b>	<b>“”</b>	<b>Spring 2018</b>
Health and Safety	<b>18.10.13</b>	<b>“”</b>	<b>Autumn 2016 / Spring 2016</b>
Central Record of Recruitment and Vetting	<b>Nov 2016</b>	<b>“”</b>	<b>Termly (daily – as needed)</b>
Complaints procedure statement	<b>18.10.13</b>		<b>2.12.15</b>
Statement of procedures dealing with allegations against staff	<b>Within SG/CP policy</b>	<b>“”</b>	<b>Anually – within CP policy</b>
Supporting pupils with medical conditions	<b>18.10.13 (draft new doc in place – currently transitioning to this)</b>	<b>“”</b>	<b>2.12.15 (further review Aut 2017)</b>
Staff Discipline, Conduct and Grievance	<b>18.10.13</b>	<b>“”</b>	<b>Spring 2019 or as recommended by HR</b>
Equality Information and Objectives	<b>18.10.13</b>	<b>“”</b>	<b>Spring 2017</b>
School Information Published on Website	<b>Ongoing</b>	<b>“”</b>	<b>Ongoing – as required</b>
ICT including E-safety	<b>Annually – statement revised</b>	<b>“”</b>	<b>Spr/Summer – updated version to be reviewed/produced</b>

			by pupils as part of pupil voice sessions.
Safer Recruitment and selection	23.10.15	“”	Spring 2015
Safeguarding statement in school prospectus	Annual	“”	Annual
Use of appropriate physical restraint	Spring 2016 (as part of behaviour)	“”	Spring 2018
Whistle blowing	18.10.13		Spring 2019 or as recommended by HR
<b>Include below any additional policies linked to safeguarding</b>			
Tackling Radicalisation and Extremism	New policy	Following 2 <sup>nd</sup> Dec Govs meeting	Aut 18 or as needed in light of statutory guidance
Educational Visits Policy	New policy linked to ‘Evolve’ system.	2.11.15	Autumn 2018