

Local authority school safeguarding audit 2022-23

School: Hunslet Carr Primary School

Date audit undertaken: 3/3/23

Evidence provided by: Andy Hinchcliffe

Audit completed by: Michael Casey

How to complete the audit:

The head teacher/ senior designated safeguarding lead and nominated governor for safeguarding should work on this audit together. Each numbered section outlines a specific area of safeguarding. All supporting evidence must be clearly referenced in the "Evidence provided for verification" column and presented (wherever physically possible) in a hard copy or electronic file, ready for inspection on the day of the audit.

Judgements on the quality of evidence provided will be categorised as follows:

Red – non-compliance – actions must be completed as a matter of urgency within 6 weeks of audit.

Amber – areas for practice improvement required - actions must be completed within 3 months of audit.

Green – safeguarding arrangements are in place and meet the required minimum standard

Pink - actions denote areas of professional safeguarding practice identified as exemplary

NB Grey italic font is a guide (but not exhaustive list) of the type of evidence that should be available for verification on the day.

S - denotes statutory requirement

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.

1.	Recruitment and Selection of Staff	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
1.1 S	<p>Has the head teacher and at least one governor undertaken appropriate safer recruitment training within the past three to five years?</p> <p>Yes. Headteacher Martin Lumb and Vice Chair Jon Hairsine, Safeguarding Governor Paul Wray and CLA / SEND governor Clare Davison all have current SR training.</p> <p>Safeguarding Lead Andy Hinchcliffe and Business Manager Hayley Stewart also have current SR training as both involved in the recruitment + induction process.</p>	<p>Training certificates</p> <p>Governors Training log</p>	<p>1.1a</p> <p>1.1b</p>	<p>Evidenced by certificate for the Headteacher issued by Raminder Aujla dated 07 Jun 21, but not logged on LfL. There are two Governors who are trained and current for Safer Recruitment</p>	Green
1.2 S	<p>Is there a Single Central Record (SCR) of recruitment and vetting checks in place for current staff and others identified as having regular contact with pupils, including volunteers?</p> <p>Yes.</p> <p>Safer Recruitment evidence:</p> <p>Please note the auditor can only comment on the evidence seen in the file referenced. There is an expectation that all personnel and volunteer records are compliant with the recruitment procedures listed below.</p>	<p>Held centrally by Hayley Stewart, Business Manager in main office</p> <p><i>Auditor needs to see the file of the most recently recruited teacher & non-teacher</i></p>	<p>Main office</p> <p>Main office</p>	<p>The SCR is maintained by the School Business Manager, who is Safer Recruitment and Safer Recruitment & SCR trained, (19 & 20 May 20). The SCR is checked by Governors regularly and there were only minor administrative observations found during audit</p> <p>Names of file checked: Teacher - MC, Non-Teaching - KC</p>	Green
1.3	<p>Do all relevant recruitment documents include the statement, 'This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'?</p> <p>Yes. This is included in all recruitment documents in addition to substantial safeguarding coverage on the vacancies page of the school website that all prospective candidates are directed towards.</p> <p>https://www.hunsletcarr.co.uk/job-vacancies.html</p>	<p>Personnel file held centrally by Hayley Stewart, Business Manager in main office</p>	<p>Main office</p> <p>https://www.hunsletcarr.co.uk/job-vacancies.html</p>	<p>Evidenced in both files presented for audit.</p> <p>The school publishes a comprehensive set of recruitment guidance, statements and checks via the vacancies link on the school website, for prospective applicants to access.</p>	Pink
	<p>Do job adverts and application packs state clearly that the appointment will be subject to the relevant DBS checks?</p>	<p>Personnel file held centrally by Hayley Stewart, Business Manager in main office</p>	<p>Main office</p>		

1.4	S Yes.	Stewart, Business manager in main office Current live vacancies on school website:	https://www.hunsletcarr.co.uk/job-vacancies.html	Evidenced in both files presented for audit	Green
1.5	Does every job description and person specification state the safeguarding responsibilities of the role and are these kept in individual HR files? Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office Current live vacancies on school website:	Main office https://www.hunsletcarr.co.uk/job-vacancies.html	Evidenced in both files presented for audit	Green
1.6	S Is there a fully completed and signed application form for every applicant? CVs are not acceptable (unless applicant has a disability preventing them from completing the application form) Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Recommendations.	Green
1.7	Does the HR file contain completed interview notes identifying which member of the panel is Safer Recruitment trained and that there is a safeguarding question asked at interview? Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	A Safeguarding Question was evidenced in Non-Teacher file presented for audit but not in the Teacher file. The auditor advised that the forms used, should be fully completed to clearly reflect the candidate, Panel Member and Safer Recruitment trained members RESPONSE - Interview template document created to be used for all interviews. Template has a box stating name of panel member and whether they are SR trained. A safeguarding question is included on the interview template document as standard.	Amber
1.8	S Is there supporting evidence of ID, right to work in the UK and qualifications (if appropriate) in the HR file? Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Currently NA, but through discussion, the process is understood by the School Business Manager	Green
1.9	S Are references obtained from the most senior person from the establishment –and two references for each candidate taken up and viewed by the chair of the interview panel? Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Evidenced in both files presented for audit	Green
1.10	S Are Safer Recruitment techniques applied to volunteers / unpaid staff in the same way as recruitment of employees? Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	No current volunteers, but through discussion, the process is understood by the School Business Manager	Green
1.11	S Is it ensured that nobody starts work in school prior to being checked against the barred list? (it is unlawful to allow employees to commence work before you have checked the Barred list - even if they are starting work pending enhanced DBS disclosure) Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Evidenced in both files presented for audit	Green

1.12 S	Is it ensured that staff undertaking teaching work do not start work in school prior to being checked against the TRA prohibition list? Additional checks for Free school and Academies Managements and Proprietor. Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Evidenced in the Teacher file presented for audit and SCR check	Green
1.13	Have former members of staff been unclaimed and new members of staff been claimed against the list? Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Evidenced with TRA file and SCR presented for audit	Green

11.14 S	Have all overseas checks been completed as appropriate? Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Evidenced in both files presented for audit	Green
1.15 S	Has a Disqualification letter been issued & returned for any staff that fall within the scope of the Disqualification Regulations 2018? Yes. EYFS	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Evidenced in both files presented for audit	Green
1.16 S	Is there evidence of a completed criminal records self disclosure form? Yes. LH	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Evidenced in both files presented for audit	Green
1.17 S	Does induction for all staff include: Briefing on the organisation's child protection arrangements including who the DSL is, reporting and recording. Staff being issued with the following policies: CP policy Staff conduct of contact (Guidance for Safer Working Practice) Keeping Children Safe in Education Part 1 (2022) Behaviour Policy Children Missing Education procedures (children who go missing during the school day) Online Safety Policy Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Evidenced in both files presented for audit on via an online training and communication tracker	Green
1.18	Has a Safer Recruitment checklist been completed and kept in the HR file of each member of staff? Yes.	Personnel file held centrally by Hayley Stewart, Business Manager in main office	Main office	Evidenced in both files presented for audit	Green
2	Designated Safeguarding Lead	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
2.1 S	On the school's senior leadership team, who is the Designated Safeguarding Lead for Child Protection and safeguarding in your school, and is this specific in their job description? Martin Lumb (Head Teacher) is the nominated DSL from the SLT, however Andy Hinchcliffe is responsible for the day-to-day management of CP and Safeguarding, therefore for this purpose Andy Hinchcliffe is DSL. All DSL have an additional JD for this role within school which gives an outline of the role, and adapts to revised versions of KCSIE.	Safeguarding and CP Policy 22/23 Head teacher JD + DSL JD CP Lead JD + DSL JD DSL JD for Deputy DSL's	2.1a 2.1b 2.1c 2.1d	The Headteacher, Martin Lumb is listed on the current CP Policy as DSL, accessible on the website. Evidence that the DSL role is annotated in the Job description provided.	Green
2.2 S	Is your Designated Safeguarding Lead fully trained? .i.e. attendance at LA 3 day, Designated Child Protection training updated every two years All DSL are appropriately trained and regularly update and refresh training on thematic safeguarding topics	DSL training record DSL Certificates Booking confirmation for refreshers	2.2a 2.2b 2.2c	The Headteacher/DSL is trained and is evidenced on LfL and by certificate dated 29 Aug 21 for in lieu training, CP for Headteachers	Green

2.3	<p>Has the Designated Safeguarding Lead undertaken any additional training in line with LSCP best practice guidance?</p> <p>All DSL are trained and access wide range of thematic topics in-line with LSCP recommendations</p>	<p>DSL Training record</p>	2.2a	<p>DSL is also trained and evidenced on LfL and by certificates dated 06 Feb 20 for Supervision Skills and 26 Jun 22 for FGM Link training</p>	Green
2.4 S	<p>Has the Designated Safeguarding Lead undertaken PREVENT training?</p> <p>All DSL have up-to-date training on PREVENT.</p>	<p>DSL Training record</p> <p>DSL PREVENT Certificates</p>	2.2a 2.4	<p>Evidenced by certificate dated 06 Jan 23</p>	Green
2.5	<p>Has the Head Teacher attended the LA one day Head Teacher Safeguarding and Child Protection Training or refresher in the last 3 years?</p> <p>Yes. 29.08.2021</p>	<p>DSL Training record</p> <p>Head Teacher Certificates</p>	2.2a 2.5	<p>Evidenced by certificate dated 29 Aug 21</p>	Green
2.6	<p>Who deputises when the Designated Safeguarding Lead is not available and is this specific in their job description?</p> <p>Our Designated Safeguarding Team comprises of Martin Lumb (Head Teacher), Andy Hinchcliffe (Lead Child Protection Officer), Elisa Whitfield (Deputy Head Teacher + EYFS) and Polly Sidebottom (Reception class teacher + EYFS)</p>	<p>Safeguarding and CP Policy 22/23</p> <p>Designated Safeguarding Team Poster</p> <p>Staff handbook 22/23</p> <p>CP Procedure Flow Chart</p> <p>Head teacher JD + DSL JD</p> <p>CP Lead JD + DSL JD</p> <p>DSL JD for Deputy DSL's</p> <p>DSL Training record</p>	2.1a 2.6a 2.6c 2.6b 2.1b 2.1c 2.1d 2.2a	<p>The DDSL and Other DSLs are clearly listed on the current CP Policy on the website and are referred to in the documents listed for audit. All have specific reference to their safeguarding roles in individual Job Descriptions</p>	Green
2.7 S	<p>How does the Designated Safeguarding Lead promote the educational outcomes for vulnerable children?</p> <p>At the start of every academic year, Andy Hinchcliffe will meet with class teacher to share relevant information about children in their class. Specifically any involvement with external agencies, or recurring patterns to monitor.</p> <p>Andy Hinchcliffe attends SLT meeting every half-term to give an overview of safeguarding across the school, and specifically and relevant information that needs to be shared in terms of individual pupils.</p> <p>Vulnerable children's progress is discussed as part of the weekly Inclusion meetings and if involvement through CP, CiN, EH or CLA, this is discussed and reflected with external partners.</p>	<p>Termly Calendar</p> <p>Inclusion meeting notes</p> <p>SLT meeting notes</p> <p>Information sharing with CSWS</p> <p>Handover meeting email</p>	2.7a 2.7b 2.7c 2.7d 2.7e	<p>The DSL and staff work closely with class teams to ensure that information is shared, analysed, monitored and recorded. The DDSL supports the DSL and SLT through engagement in regular meetings where the impact of safeguarding issues are identified and appropriate support is put in place, aimed at developing positive outcomes for individuals. Further Inclusion meetings drill down into individual needs, agency support, (ie IMPACT North Therapeutic counsellors), and impact. This is all evidenced in minutes from meetings, reports and updated CPOMS entries</p>	Pink
	<p>Is there a designated teacher responsible for promoting the educational achievement of children who are looked after, previously looked after and care leavers as appropriate?</p>	<p>CLA Training</p>	2.8a		Green

2.8 S	<p>Yes. Martin Lumb holds overall responsibility for CLA, with day-to-day responsibility delegated to Andy Hinchcliffe.</p> <p>Training is regularly refreshed and attendance at CLA briefings / conference is attended.</p> <p>DT meets with Class teacher + SENDCo ahead of termly PEP reviews, and targets are shared and reviewed regularly.</p>	<p>Attendance at CLA Conference February 2023</p> <p>PEP Review</p> <p>CLA Review</p>	<p>2.8b</p> <p>2.8c</p> <p>2.8d</p>	<p>Andy Hinchcliffe is listed in the current CP Policy</p>	<p>Green</p>
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2.9	<p>Does your Designated Safeguarding Lead provide safeguarding supervision to staff who have responsibility for child protection?</p> <p>Andy Hinchcliffe and Martin Lumb have current training in CP Supervision</p> <p>Monthly DSL meeting to discuss difficult / worrying cases. Attendance from Cluster Lead Lucy Metcalfe / Sam Stewart to add independent / alternative angle to discussion and direct referral / signpost route for families / services.</p> <p>When a case / concerns about a child are discussed between DSL / Head Teacher this is recorded on the child's CPOMS record as 'Supervision Discussion' with actions added and followed up. These are reviewed in either DSL Meetings or Inclusion meetings.</p> <p>Supervision policy is in place which clearly defines the function of supervision and responsibilities of the supervisor and supervisee</p> <p>All DSL have access to external clinical supervision / mentoring.</p> <p>As lead DSL, Andy Hinchcliffe accesses half-termly supervision with Jo Chilvers, external counsellor/therapist, with a specialism in work with vulnerable children and families.</p> <p>Weekly Inclusion meetings take place with attendance from DSL, Parent Support, SENDCo and SLT with opportunity to discuss / challenge / support.</p> <p>Andy Hinchcliffe CP and Lauren O'Sullivan Parent Support share an office, so naturally there is an on-going dialogue about children, families, cases. Providing support and guidance to each other.</p>	<p>DSL Meeting agenda</p> <p>Inclusion Meeting notes</p> <p>CP Supervision Certificates</p> <p>Clinical Supervision - Jo Chilvers JD</p> <p>Evidence of 'Supervision Discussion'</p> <p>Clinical Supervision dates</p>	<p>2.9a</p> <p>2.7b</p> <p>2.9b</p> <p>2.9c</p> <p>2.9d</p> <p>2.9e</p>	<p>Evidenced with files presented for audit. The DSL and DDSL are Supervision trained and are accessible to Safeguarding staff outside of the meetings timeframe. The DSL, (Headteacher) has access to 1 to 1 supervision Half-Termly and the DDSL has access to externally provided 1 to 1 supervision. Other DSLs access a Monthly DSL meeting and Cluster lead (Group Supervision) to discuss cases, trends, issues. There are currently no formal 1 to 1 sessions for ODSLs but they have open access to support via the DDSL. This is the other DSLs choice as they also have access to individual Mentoring monthly</p>	<p>Pink</p>
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3.	Information to Staff	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
3.1 S	<p>Do staff receive regular Child Protection training and online safety training? Including annual updates (for example, via email, e-bulletins, staff meetings)</p> <p>Whole school safeguarding training delivered in-house by Education Safeguarding Team bi-annually.</p> <p>New starters throughout the year are booked to attend in-person training with Education Safeguarding Team.</p> <p>Thematic training takes place throughout the year, such as PREVENT, Child-on-Child, Online Safety, Anti-bullying.</p> <p>Weekly briefing is sent out to all staff, which always includes a section specific to safeguarding. Updating on current issues, local concerns, upcoming training, changes in legislation etc.</p> <p>Training specific to safeguarding recorded and managed by Andy Hinchcliffe. Refresher training dates recorded and booked ahead of recommended timescales.</p>	<p>In-house training log</p> <p>Copy of weekly briefings</p> <p>Training presentations</p> <p>Update emails to staff</p> <p>Staff room safeguarding information stand</p> <p>In-House 'safeguarding scenarios' training</p>	<p>3.1a</p> <p>3.1b</p> <p>3.1c</p> <p>3.1d</p> <p>3.1e</p> <p>3.1f</p>	<p>Evidenced. The DDSL holds all training resources, quiz outcomes, updates and briefing notes and staff communication centrally. Each member of staff has a training portfolio which is managed by the DDSL and their engagement is followed up. During staff discussion with the auditor, they acknowledged the expectations for training and the use of 'safeguarding scenarios' which they felt supported better understanding of roles and responsibilities.</p>	Green
3.2	<p>Do your staff receive training opportunities on safer working practice and/or staff code of conduct?</p> <p>There has been no training offered on Safer Working Practice by the Local Authority for several years.</p> <p>We have covered elements of Safer Working Practice during inset training sessions using Safer Recruitment resources</p> <p>GSWP 2022 is distributed annually to staff. they have two weeks to read and digest and then sign to say they have understood. This is then tested by either stop and ask questions of written safeguarding quiz.</p> <p>Staff Code of Conduct is part of annually updated staff handbook. This covers several areas specific to Safer Working Practice, that staff have to sign to say they have read and understand.</p>	<p>Safer Working Practice training resources</p> <p>Safeguarding in-house quiz</p> <p>Staff Handbook</p> <p>Weekly briefing specific to Safer Working Practice</p>	<p>3.2a</p> <p>3.2b</p> <p>2.6c</p> <p>3.2c</p>	<p>Evidenced by resources for Morning Meetings, weekly Time-Table standing point, Safer Working Practice Quiz. Staff also have access to updates and information via the staff room information stand and Staff Handbook.</p> <p>Action - Safer Working Practice training is accessible by booking a session through the Education Safeguarding Team training brochure, page 29</p> <p>SCHOOL RESPONSE: Whole school training date planned for Autumn Term 23/34 - Date not yet been confirmed, but ongoing dialogue with Education Safeguarding Team in respect of this.</p>	Amber
3.3	<p>Does the school have a fully trained lead professional who leads on Early Help Assessments and plans?</p> <p>Yes. Lauren O'Sullivan, Parent Support Advisor leads on all Early Help plan, in conjunction with Andy Hinchcliffe.</p>	<p>EH Lead certificate</p> <p>Parent Support JD</p> <p>Copy of most recent EHP</p>	<p>3.3a</p> <p>3.3b</p> <p>3.3c</p>	<p>Lauren O'Sullivan (was Dean) evidenced on LfL and by certificate dated 08 Oct 20</p>	Green
3.4 S	<p>Are procedures with regards to child on child abuse reflected in schools/colleges policies?</p> <p>Yes. https://www.hunsletcarr.co.uk/school-policies.html</p>	<p>Safeguarding and CP Policy 22/23</p> <p>Anti-Bullying policy</p> <p>Relationships Policy (Behaviour Policy)</p>	<p>2.1a</p> <p>3.4a</p> <p>3.4b</p>	<p>Evidenced in the policies listed and accessible on the website</p>	Green

	All staff have accessed training in this area in 2022	In-house training records	3.1a		
3.5 S	<p>Have all staff received, read and understood Part 1 and Annex B or Annex A (where appropriate) of DfE statutory guidance "Keeping Children Safe in Education" 2022 ?</p> <p>Staff are sent a copy of KCSiE electronically, with a QR which links to a register to sign. Staff are given two weeks to read, digest and sign.</p>	<p>Copy of email sent to staff with QR code.</p> <p>Signed register</p>	<p>3.5a</p> <p>3.5b</p>	Evidenced on Training Log	Green

3.6 S	<p>What checks and balances are in place to ensure staff understand their statutory responsibilities as outlined in DfE "Keeping Children Safe in Education" 2022?</p> <p>Safeguarding quiz (With prizes to test knowledge)</p> <p>Stop and ask questions of staff</p> <p>Governor walks with stop and ask questions.</p> <p>All these processes then inform individual training needs or changes in procedure.</p>	<p>Safeguarding quiz</p> <p>Governor visit (Email)</p>	<p>3.6a</p> <p>3.6b</p>	<p>Evidenced on Training Log</p>	<p>Green</p>
3.7 S	<p>Have all staff received and read Safer Working Practice in Educational Settings Feb 2022 and/or staff code of conduct?</p> <p>Staff are sent a copy of GSWP 2022 electronically, with a QR which links to a register to sign. Staff are given two weeks to read, digest and sign.</p> <p>Safeguarding quiz (With prizes to test knowledge)</p> <p>Stop and ask questions of staff</p> <p>Governor walks with stop and ask questions.</p> <p>All these processes then inform individual training needs or changes in procedure.</p>	<p>Copy of email sent to staff with QR code.</p> <p>Signed register</p> <p>Safeguarding quiz</p>	<p>3.7a</p> <p>3.4b</p> <p>3.6a</p>	<p>Evidenced on Policies and Training Log</p>	<p>Green</p>
3.8 S	<p>Does the organisation's child protection policy reflect the requirements set out in KCSiE 2022 and the LSCP local referral pathways.</p> <p>Local Authority model policy with additional site specific systems and procedures.</p> <p>Policy is updated annually, in-line with national and local legislative and operational policy amendments.</p> <p>Policy is on the school website - https://www.hunsletcarr.co.uk/uploads/2/0/2/6/20260333/safeguarding__child_protection_hcps_amend_jan2023_final.pdf</p>	<p>Safeguarding and CP Policy 22/23</p>	<p>2.1a</p>	<p>Evidenced in the current CP Policy which is based on the LA Model CP Policy and is accessible on the website</p>	<p>Green</p>
3.9 S	<p>Have all staff received, read and understood the organisations current child protection policy?</p> <p>Staff are sent a copy of HCPS Safeguarding and CP Policy electronically, with a QR which links to a register to sign. Staff are given two weeks to read, digest and sign.</p>	<p>Copy of email sent to staff with QR code.</p> <p>Signed register</p>	<p>3.9a</p> <p>3.9b</p>	<p>Evidenced on Policies and Training Log. Staff were also advised formally, on the</p>	<p>Green</p>

3.9 S	<p>"Safeguarding quiz (With prizes to test knowledge)</p> <p>Stop and ask questions of staff</p> <p>Governor walks with stop and ask questions.</p> <p>All these processes then inform individual training needs or changes in procedure. "</p>	<p>Signed register</p> <p>Safeguarding quiz</p>	<p>3.9D</p> <p>3.6a</p>	<p>change of the Chair of Governors and policy update, 12 Jan 23</p>	<p>Green</p>
3.1	<p>Does the organisation's managing pupil attendance policy have a specific section on the links between school attendance and safeguarding children?</p> <p>Attendance policy is available on the school website : https://www.hunsletcarr.co.uk/uploads/2/0/2/6/20260333/attendance_policy_2021-23.pdf</p> <p>The Attendance policy has reference to safeguarding and links in with Safeguarding and CP Policy.</p> <p>Attendance Officer and Parent Support advisor are line-managed by Child Protection Officer, a sub-team within the wider Inclusion Team.</p> <p>Working relationship with Local Authority AIO</p>	<p>Attendance Policy</p> <p>Training certificates AH</p> <p>Email correspondence with AIO</p>	<p>3.10a</p> <p>3.10b</p> <p>3.10c</p>	<p>Evidenced in the policies listed and accessible on the website</p>	<p>Green</p>
3.11 S	<p>Does your behaviour policy include procedures to prevent bullying, including reference to Cyber bullying, prejudice based and discriminatory bullying:</p> <p>Relationships (Behaviour) policy includes reference to all of the above.</p> <p>Hunslet Highway is the visual / child friendly version of the behaviour policy in school.</p> <p>Policy is on the school website : https://www.hunsletcarr.co.uk/uploads/2/0/2/6/20260333/relationship_policy_-_nove_gov_edit_22.pdf</p>	<p>Relationships (Behaviour) Policy</p> <p>Hunslet Highway</p>	<p>3.11a</p> <p>3.11b</p>	<p>Evidenced in the policies listed and accessible on the website</p>	<p>Green</p>
	<p>How is bullying identified, tracked, reported on and actioned?</p> <p>Identified = either spotted by a member of staff / reported by the victim or victim's P&C / reported by another child.</p>				<p>Green</p>

3.12	<p>Tracked = AHT contacts the P&Cs of the victim to take their information / meets with the victim to take their information / meets with the bullies individually to take their information / speaks with other children who might have information that is relevant / meets with the bully and their P&C / meets with the victim and their P&C / actions moving forward are agreed and then monitored with communication with all P&Cs maintained in the weeks that follow.</p> <p>Where both sets of P&Cs and children agree a restorative conversation between the children is held.</p> <p>This is all recorded on CPOMs.</p> <p>It is reported to the Governors.</p>	<p>CPOMS Log example</p> <p>Reports to governing body: Behaviour</p>	<p>3.12a</p> <p>3.12b</p>	<p>Identified and recorded by staff onto CPOMS. DDSL investigates, intervenes and records the outcome by type. This informs the data presented by the Headteacher Report to Governors. Evidenced with child file ELE-C on CPOMS and report</p>	Green
3.13 S	<p>Is there evidence to support that visitors and supply staff are aware of child protection reporting procedures, the name of the designated safeguarding lead and how to raise a concern about the professional conduct of adults towards children within the school?</p> <p>When a visitor / non staff arrive at school, they will be asked to sign in using InVentry. Photos and explanation of DSL in school. Sign to agree to school procedures</p> <p>Visitor given Safeguarding information leaflet that has overview of school procedures, including concerns about adults in school and also access to the school internet.</p> <p>Visitors from 'pre-checked' organisations are given a green 'Unsupervised' lanyard meaning we have DSB information and/or assurances from their employer (i.e. LCC) that they are suitable.</p> <p>Unknown visitors or non-DBS checked adults are given a red lanyard 'Supervised' and are required to m</p> <p>Designated Safeguarding Team' posters with photos of staff located across school premises and how to contact them.</p>	<p>Visitor Leaflet</p> <p>Screen shot of Inventory</p> <p>DSL Posters around school</p> <p>Safeguarding and CP Policy 22/23</p> <p>CP Procedure flowchart</p> <p>Allegations flowchart</p>	<p>3.13a</p> <p>3.13b</p> <p>3.13c</p> <p>2.1a</p> <p>2.6b</p> <p>12.1b</p>	<p>Evidenced on arrival by the auditor. During the signing in process, the auditor was briefed on the daily routine, presented with a Visitor Information leaflet which outlined Safeguarding protocols and expectations. A Visitor lanyard and being escorted to relevant staff supports safeguarding</p>	Green

4.	Pupils	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
4.1	<p>Are there clear confidential systems in school for children and young people to report concerns about their safety and wellbeing and the safety and wellbeing of others including children and young people with SEND</p> <p>In our classroom across school we have Worry Clouds to which teaching staff are observant and sensitively respond to children's feelings and help support them in school.</p> <p>PSHE lessons make it clear to pupils who they can talk to in school and the term 'trusted adult' is a common phrased used by staff.</p> <p>Our school has Nurture provision across school. Children are identified through a number of different channels and the level of support identified is generally discussed during Inclusion meetings.</p> <p>As a next level of support we have two days of traded therapeutic support in school. There is a rolling programme of both group and 1:1 work that is identified by the Inclusion Team.</p> <p>if our in-house support is not appropriate, we are part of the JESS Cluster and can make referrals for external counselling.</p> <p>Children in Years 5 and 6 are encouraged to access confidential support through KOOTH or the Market Place which is discussed in class and also sent to parents.</p> <p>ChildLine Posters around school.</p> <p>Emotional registers are carried out.</p>	<p>Worry Cloud examples</p> <p>Inclusion minutes</p> <p>Nurture examples</p> <p>Impact North Referrals</p> <p>Cluster referral for counselling</p> <p>Letter to parents about Mental health support</p>	<p>4.1a</p> <p>4.1b</p> <p>4.1c</p> <p>4.1d</p> <p>4.1e</p> <p>4.1f</p>	<p>Evidenced by files presented for audit. The auditor observed a robust and linked procedure for all children who had identified concerns or worries. There is clear evidence of a wide range of opportunities for children to report issues to staff. All intervention and outcomes are uploaded or logged onto CPOMS to support the child's story. This was acknowledged by children through discussion during the audit. See Additional Comments</p>	Pink
4.2	<p>How does the school ensure that children and young people's voices are valued, respected and taken seriously in respect to health, safety and wellbeing?</p> <p>We have an active school council that meet regularly.</p> <p>My health my school surveys are carried out and used to inform planning.</p>	<p>School council minutes</p> <p>My Health My School Survey results</p>	<p>4.2a</p> <p>4.2b</p>	<p>Evidenced with School Council minutes and data provided by the survey. This was acknowledged by children through discussion during the audit. See Additional Comments</p>	Green
	<p>What support is available to vulnerable children and young people (i.e.: young carers, children with disabilities, children with a social worker, adopted children, children looked after), including any who are at particular risk or who have reported abuse?</p>				

4.3 S	<p>Our Inclusion Team work alongside a wide range of external support organisations and agencies to best support the needs of our children and families.</p> <p>This work was recognised by Ofsted in our November 2021 Inspection: " <i>The staff at this school know their community well, and work with a wide variety of organisations and agencies to support families and their children</i>"</p> <p>Cluster referrals BARCA School Nursery Team S&G Family Support Family Action Signpost RES Team Children's Centre Engage Housing Leeds Forward Leeds - Family MIND Mate referrals Referrals to CSWS Early Help Assessment EHCP plans Traded Art and Play Psychotherapy (2 days) Traded NHS Speech and Language Therapy (2 days) Preventative curriculum ZARACH St Giles Trust BASIS Impact North ICAN Team Foodbank Vouchers Young Carers Leeds</p>	<p>Cluster Referral</p> <p>Mind Mate Referral</p> <p>Early Help Plan</p> <p>Referral to CSWS</p> <p>EHCP Referral</p> <p>Impact North Referral</p> <p>St Giles Referral</p> <p>Basis Referral</p> <p>Foodbank Voucher</p>	<p>4.1e</p> <p>4.3a</p> <p>3.3c</p> <p>4.3b</p> <p>4.3c</p> <p>4.1d</p> <p>10.3c</p> <p>10.3d</p> <p>10.3f</p>	<p>Evidenced by files presented for audit. The auditor observed a robust, wide-reaching and linked procedure for all children who were identified through staff concerns or worries as well as through communication with parent/carers. There is clear evidence of access to a large but relevant range of support to access. All referrals, interventions and outcomes are managed by the Inclusion Team and are uploaded or logged onto CPOMS to support the child's story. The range and level of support offered, was evidenced by access to many children files which were cross checked on CPOMS inc Mind Mate - child EM, EHCP - child MW</p>	Pink
4.4 S	<p>Does the school routinely invite parents to attend a meeting when a parent/carer expresses their intention to EHE their child. To ensure that parents/carers have considered what is in the best interest of their child.</p> <p>This has not happened in several years but if the situation arose, we would contact the EHE team for advise and work with out AIO in combination with parents to explore the best options for the child.</p>	N/A	N/A	No recent instances to evidence. Through discussion, it was clear that the process and requirements are understood	Green
4.5 S	<p>Does the school routinely inform the LA when the school/parents de-register their child (children) from the school? Or when a child goes missing from education?</p> <p>Yes. Appropriate referrals are made to the CME team.</p>	CME Referral	4.5	Evidenced with referral for child FA	Green
6.	Health and safety	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided.	Auditor's use only

6.1 S	<p>Are there systems to ensure that the school environment keeps children safe?</p> <p>Yes - Our school is a very safe environment for children. Our school is secured by a perimeter fence, with three main access gates, all electronically controlled. In addition to this our external premises and main reception are monitored by CCTV.</p> <p>We operate a robust and rigid signing in system.</p> <p>Our onsite Site Manager is responsible for the day-to-day health and safety of the premises and associated risk assessments, checks, audits etc.</p>	<p>Visitor leaflet</p> <p>Inventry sign-in</p> <p>Visitor notices</p> <p>Health and Safety audit</p> <p>Governor visits</p>	<p>3.13a</p> <p>3.13b</p> <p>6.1a</p> <p>6.1b</p> <p>6.1c</p>	<p>Evidenced by the auditor on arrival. Supervised access, Inventory sign-in and Mag-Locks on doors. Recent Health and Safety audit seen and minutes from Governor Walks.</p>	Green
6.2 S	<p>Is there a system in place for carrying out risk assessments for pupil's with specific individual needs for example:</p> <p>Yes - We have systems in place within school to support children who are vulnerable / have specific needs. Many of these systems are common practice across the school, such as IPRA's, Intimate Care Plans and IBP.</p> <p>All such plans are discussed as part of the schools weekly Inclusion meeting and actions / responsibilities are set / reviewed.</p> <p>Andy Hinchcliffe is trained in HSB and uses the AIMS checklist in supporting children who display these behaviours.</p>	<p>IPRA Example</p> <p>Intimate Care Example</p> <p>IBP Example</p> <p>AIMS example</p>	<p>6.2a</p> <p>6.2b</p> <p>6.2c</p> <p>6.2d</p>	<p>Evidenced with IPRA which linked to IBP for child AP and Intimate Care Policy for child AH and AIMS Checklist for child OJJ</p>	Green
6.3 S	<p>How do you ensure pupil safety in offsite education, alternative provision and work placements?</p> <p>We are currently using one provider for a student for 3 hours per week. The GEEK Rooms. They adopt the LCC Safeguarding and CP Policy and follow this for recruitment and processes. The child is taken by their parent and then collected by a member of school staff to ensure a regular presence and handover/information share with staff. Andy Hinchcliffe has met with the provision leader and completed a AP Safeguarding assessment onsite.</p> <p>Intermittently we have used REACH Primary Learning Centre for some of our students that have struggled in the mainstream classroom. When a child attends there is an SLA in place, with weekly visits taking place / attendance at monitoring sessions / attendance monitoring.</p>	<p>GEEK Rooms safeguarding checks</p> <p>REACH Safeguarding audit</p>	<p>6.3a</p> <p>6.3b</p>	<p>The DDSL conducts initial visits to confirm the safeguarding environment and policies in place. Conducts regular visits and liaises with staff weekly during child collection. Evidenced with current policies in place</p>	Green
6.4 S	<p>Are there records in place to reassure the school of the safeguarding arrangements in respect of extended services or school lettings and external speakers</p> <p>Written assurances that safeguarding, child protection and safer recruitment procedures are in place. If applicable / regular visit these are added to SCR and Inventry system.</p>	<p>Written assurances example</p>	<p>6.4</p>	<p>Evidenced with Written Assurances and SCR</p>	Green

7.	Record Keeping	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
7.1 S	<p>What is the system for ensuring child protection information is kept securely?</p> <p>CPOMS</p>	CPOMS screenshot	7.1	CPOMS is utilised by all staff. Evidenced	Green
7.2	<p>Is there a clear written support plan on file for children who are supported in school through the use of interventions?</p> <p>CPOMS is our CP management system and this is used in a holistic way for supporting the needs of all children. Each child's file shows a chronological record of concerns, support/intervention, parental discussion, supervision discussion, onward referral, outcomes etc.</p> <p>Our work in this area was recognised by Ofsted in our November 2021 inspection:</p> <p><i>"Procedures are comprehensive and detailed. They inform every aspect of the safeguarding team's work. This in turn informs training and curriculum design across the school. Leaders are tenacious in following any concerns raised through to resolution."</i></p>	<p>CPOMS example</p> <p>CPOMS example</p> <p>Ofsted November 2021</p>	<p>7.2a</p> <p>7.2b</p> <p>11.6c</p>	Evidenced with child HC . Cross checked on CPOMS	Green
7.3	<p>Are the child's wishes and feelings always taken into account when determining what action to take and what services to provide in response to a safeguarding concern?</p> <p>Our practice across school is child-centred and this is always considered in relation to a safeguarding concern. Where is it deemed appropriate and not of detriment to the child's safety / against policy, their wishes on proceeding are taking into account.</p>	<p>CPOMS example of child wishes</p> <p>CPOMS example of child wishes</p>	<p>7.3a</p> <p>7.3b</p>	Evidenced with child HC . Cross checked on CPOMS	Green
7.4 S	<p>Is there evidence of clear and transparent records, i.e. can they be followed easily by someone else and are they up to date and complete?</p> <p>Yes.</p>	<p>CPOMS example</p> <p>CPOMS example</p> <p>CPOMS example</p>	<p>7.4a</p> <p>7.4b</p> <p>7.4c</p>	Evidenced with child HC . Cross checked on CPOMS	Green
7.5 S	<p>How does the school ensure that confidential Child Protection information on a pupil is transferred when the pupil transfers to or from another educational setting? Or archived in line with Records Management Guidance for Schools (Leeds City Council).</p> <p>Information is transferred electronically through CPOMS. If the outgoing school does not use CPOMS or electronic management system, all documents are printed and hand-delivered to a DSL, and a signed transfer form completed.</p>	<p>CPOMS transfers screenshot</p> <p>CP File transfer form</p>	<p>7.5a</p> <p>7.5b</p>	Evidence of CPOMS transfer Report. No recent paper files transfers	Green

	<p>If child has moved to a school that is a substantial distance, information sent record/special delivery with SAE for information transfer form.</p> <p>If child moves abroad / whereabouts unknown. CME.</p>				
5.	Parents	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
5.1	<p>Does the school support parents and provide them with advice and information on how to keep their children safe (including online)?</p> <p>Regular emails and updates are sent out to parents via Arbor on current themes and topics, frequently about Online Safety and Mental Health</p> <p>Our school website and social media platforms contain a lot of information for parents (and children) including where to go and how to get help.</p> <p>https://www.hunsletcarr.co.uk/childrens-mental-health.html</p> <p>https://www.hunsletcarr.co.uk/online-safety.html</p> <p>https://www.hunsletcarr.co.uk/safeguarding-links--resources.html</p> <p>Parents are informed about Operation Encompass through the school website and also via letter.</p> <p>SLT and members of the Inclusion Team are on the school playground every morning and afternoon as a point of contact and will then set up / signpost parents to relevant staff / organisations.</p>	<p>Letter to parents - Online</p> <p>Letter to parents - Safety in the community</p> <p>Letter to parents regarding Op Encompass</p> <p>Website - Mental Health</p> <p>Website - Online Safety</p> <p>Website - Useful Links</p> <p>Social Media - Online Safety</p>	<p>5.1a</p> <p>5.1b</p> <p>5.1c</p> <p>5.1d</p> <p>5.1e</p> <p>5.1f</p> <p>5.1g</p>	<p>Evidence of a comprehensive school website which offers parent/carers access to many areas of information and support, as listed for audit. This includes access to the Complaints Policy</p>	Green
	<p>How do staff create opportunities to encourage parents and carers to communicate about issues that concern them, including whom to talk to if they have a concern/complaint and the support available within the school and the community?</p>				

5.2	<p>SLT and members of the Inclusion Team are on the school playground every morning and afternoon as a point of contact and will then set up / signpost parents to relevant staff / organisations.</p> <p>As part of our PSHE curriculum, Domestic Violence is a topic covered and parents are invited to view resources, including sending parenting a short video explaining taboo topics and showing slides.</p> <p>If parents were up happy with information provided, they would be encouraged to follow the schools complaints procedure.</p> <p>During our Ofsted inspection in November 2021, they commented : "Parents and carers were consulted widely on the relationships and sex education curriculum. Leaders listened to any concerns and engaged openly in discussion. Support was provided to help families feel more comfortable with how they may wish to discuss relationships and sex education with their children. This open and transparent approach ensures that pupils know they can speak openly with staff in school and with their family at home."</p>	<p>DV PSHE Letter</p> <p>Video for parents</p> <p>FGM Letter</p> <p>Ofsted Report</p>	<p>5.2a</p> <p>LINK</p> <p>5.2b</p> <p>11.6c</p>	<p>Evidence of staff access on arrival. The website directs parent/carers to support including outcomes from the Ofsted report</p>	Green
5.3	<p>How do you gather information from parents about their views on children's safety?</p> <p>Parent / Carer Survey.</p> <p>95% of parents of parents felt that their children are safe at school, compared to the national stats of 92%</p>	<p>Survey letter to parents</p> <p>Survey Results</p>	<p>5.3a</p> <p>5.3b</p>	<p>Evidenced by Parent Survey, data results and dissemination of the information in a Headteacher report dated 21 Jul 22</p>	
5.4 S	<p>Does the school hold 2 emergency contacts where reasonably possible and are they updated on a regular basis?</p> <p>At the start of the academic year, data collection sheets are sent for families to check and amend numbers.</p> <p>frequent SMS messages are sent to all families reminding them to update and check numbers</p> <p>Letter is sent out ahead of parents evenings asking them to check numbers and update.</p> <p>During parents evening sessions, staff ask parents to check the number we have on file to confirm / update.</p>	<p>Contact number letter</p> <p>Data collection sheets</p>	<p>5.4a</p> <p>5.4b</p>	<p>Evidenced with Data Collection sheet</p>	Green
8.	Curriculum	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only

8.1 S	<p>Is there evidence that child protection and the safeguarding of children is integrated and embedded in the Curriculum? Does the curriculum provide opportunities for pupils to consider situations of risk and explore strategies for keeping safe in line with statutory guidance? Is the curriculum reflective of the requirements in the statutory RSE and Health guidance (2020)?</p> <p>We deliver this work through our extensive PSHE curriculum as-well-as through external resources, such as NSPCC and external agencies such as St Giles Trust running CCE work and BASIS running CSE prevention work.</p> <p>We have planned sessions in May 2023 in-school with ChildNet offering scenario and discussion based assembly style workshops tailored for the 7-9 and 9-11 age groups. Both sessions include key messages around online friendships, gaming, videos, personal information, trust, bullying and grooming.</p> <p>In July 2023 we have 'In the Net' attending our school for the day, which is a fun piece of children's theatre that was created out of a growing need to make young people aware of internet safety and the real-world effects of cyber bullying. The production covers: Safe Internet/Social Media Use Keeping personal information safe The effects of cyber-bullying on others What to do if you are being cyber-bullied What to do when you get that 'Uh-Oh!' feeling What makes a Healthy Relationship What to do if you have questions or concerns.</p> <p>The underpinning of all this work can be seen in the PSHE action plan for 22/23 and schedules throughout the year.</p> <p>Ofsted graded this area of work as Outstanding in our November 21 inspection.</p>	<p>PSHE Floor books</p> <p>Examples of PHSE Work</p> <p>PSHE Action plan 22/23</p> <p>RSE and Health Ed Statutory Planning</p> <p>Anti-Bullying week planning 2023</p> <p>ChildNet confirmation</p> <p>'In the Net' confirmation</p> <p>St Giles Assessbemily slides</p> <p>Basis Referrals</p>	<p>CP Office</p> <p>8.1a</p> <p>8.1b</p> <p>8.1c</p> <p>8.1d</p> <p>8.1e</p> <p>8.1f</p> <p>8.1g</p> <p>10.3c</p>	<p>There is a lot of supportive work presented and conducted, which supports both the National Curriculum and RSE Curriculum. This is reinforced by integration with the Preventative Curriculum and is well documented. Class Floor books were evidenced alongside strategies including: Helping Hand - feeling safe, Anger Management work, the Chimp strategy for feelings, RSE and Risk, SIP, Online, RSE Statutory planning tool, Anti-Bullying Week, Child Net, In the Net drama production and a programme of support offered by St Giles</p>	Pink
9	Online Safety	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
9.1 S	<p>Is the school approach to online safety reflected in the child protection policy?</p> <p>Yes.</p>	<p>Safeguarding and CP Policy 22/23</p> <p>Online Safety Policy 22/23</p> <p>Acceptable Use Policy</p>	<p>2.1a</p> <p>9.1</p> <p>9.1B</p>	<p>Evidenced in the policies listed and accessible on the website</p>	Green
9.2 S	<p>Does the online safety policy consider the 4 C's, as referred to in KCSiE 2022, in relation to assessing risk to children and is this reviewed annually?</p> <p>Yes.</p>	<p>Online Safety Policy - September 2022</p>	<p>9.1a</p>	<p>Evidenced in the current Online Safety Policy accessible on the website. Further reference to Online Safety is seen in the current CP Policy</p>	Green

9.3 S	<p>Does the school/college have a clear policy on the use of mobile and Smart phone technology recognising that many children have unlimited and unrestricted access to the internet via mobile phone networks?</p> <p>Yes. Acceptable Use Policy.</p> <p>Children who bring their smart phones to school are required to hand in their device at the start of the day and this is given back to them at the end of the day.</p>	<p>Acceptable Use Policy</p> <p>Phone basket example</p>	<p>9.1b</p> <p>9.3</p>	<p>Evidenced by the Acceptable Use Policy, accessible on the website</p>	Green
9.4 S	<p>What systems are in place to ensure that children who are asked to learn remotely (from home) can do so safely?</p> <p>Children are no longer requested to work from home.</p> <p>During the pandemic, an addendum to our Safeguarding and CP policy covered elements of safety when remote learning.</p> <p>devices supplied to pupils during this time were monitored remotely and any inappropriate / concerning searches were flagged with the Head Teacher.</p>	<p>Covid addendum to the Safeguarding Policy</p>	<p>9.4</p>	<p>Evidenced in the Covid Addendum and referenced in the current CP Policy</p>	Green
9.5 S	<p>What systems are in place to identify, track and monitor online safeguarding searches for harmful /inappropriate content.</p> <p>Our IT provider has an approved list of words and terminology that would flag up concerns when these are searched for using schools internet.</p> <p>in-line with KCSiE 2022, governors are provided with assurances that regular checks are made.</p>	<p>SWGFL Filtering Test</p> <p>Email to Governors re: filtering</p>	<p>9.5a</p> <p>9.5b</p>	<p>Evidenced by filter</p>	Green
10.	Links with other Agencies	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
10.1 S	<p>Does the school ensure the appropriate member of staff represents the school at child protection conferences? (including those that are out of term-time)</p> <p>Yes.</p>	<p>S175 Return 21/22</p> <p>ICPC Minutes with attendance in school holidays - August 2022</p>	<p>11.2a</p> <p>10.1</p>	<p>Evidenced for child HC and cross checked on CPOMS</p>	Green
10.2 S	<p>Is there evidence that school complete reports for CP/ Conferences and CiN meetings?</p> <p>Yes.</p>	<p>Report prepared for ICPC - Feb 23</p> <p>Minutes of CiN meeting - Jan 23</p>	<p>10.2a</p> <p>10.2b</p>	<p>Evidenced for child HC and cross checked on CPOMS</p>	Green
	<p>Is the school pro-active and effective in its links with relevant agencies, particularly Children's Social Work Service, Attendance Strategy team and Health?</p> <p>Yes. We have excellent working partnerships with all</p>				Green

10.3	<p>appropriate agencies, including the above, Cluster, Speech and Language, School nursing.</p> <p>We have an AIO in school for half a day a week working alongside the Safeguarding Lead with persistent absentees, Fast Tracks, Incentives and joint safeguarding visits.</p> <p>We are currently running sessions in conjunction with BASIS regarding CSE prevention sessions for identified children in Years 5 and 6.</p> <p>We work with the St Giles Trust, both in whole year presentations and then referrals for 1:1 support work for children at risk of CCE.</p> <p>We host regular Family Support Forums in conjunction with the JESS Cluster where DSL's and FSW's attend from across our locality. Each month an external agency is invited such as CSWS, Signpost, Bereavement etc. to present and answer questions.</p> <p>On-going work with health through EHP's, children's individual medical care plans.</p> <p>We regularly make referrals to Zarach to support our families with sleeping arrangements / clothes and bedding.</p> <p>We regularly work and sign post families to the Foodbanks.</p>	<p>Cluster Referral</p> <p>Zarach confirmation email</p> <p>St Giles Referral</p> <p>Basis referral</p> <p>Dermatologist email</p> <p>Food Bank voucher</p>	<p>10.3a</p> <p>10.3b</p> <p>10.3c</p> <p>10.3d</p> <p>10.3e</p> <p>10.3f</p>	<p>Evidenced by discussion explaining the current practice and protocols utilised by the DSLs, SLT and Inclusion Team in their work with support networks. School files and reports are logged on child files which supported the audit by access to child files and cross checked on CPOMS</p>	Green
11	Governors	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
11.1	<p>Has the governing body designated a governor with responsibility for safeguarding and child protection and have they undergone training in relation to this role in the last 3 years?</p> <p>Yes. Paul Wray. This is identified within our Safeguarding CP Policy as-well-as on our website</p>	<p>Safeguarding and CP Policy 22/23</p> <p>Governor Training log</p> <p>Governor training certificates</p>	<p>2.1a</p> <p>1.1b</p> <p>11.1</p>	<p>Paul Wray is identified as the Nominated Safeguarding Governor in the current CP Policy. His training for Safeguarding for School Governors is in date and evidenced on LfL and by certificate dated 30 Sep 20</p>	Green
	<p>How does the governing body ensure that there is a strong safeguarding culture within the organisation which is embedded throughout policy, procedure and practice?</p>				

11.2 S	<p>S175</p> <p>Safeguarding reports for governor meetings</p> <p>Policy adoption</p> <p>Training review</p> <p>Ofsted report: <i>"The arrangements for safeguarding are effective. Leaders have established a strong culture of safeguarding in this school. All staff understand the distinctiveness of their local context and are alert to concerns. They report worries quickly. These are followed up promptly by leaders, who communicate well with families and external agencies. Procedures are comprehensive and detailed. They inform every aspect of the safeguarding team's work. This in turn informs training and curriculum design across the school. Leaders are tenacious in following any concerns raised through to resolution. They are strong advocates for the needs of their pupils, and are unafraid to offer professional challenge when necessary. The staff at this school know their community well, and work with a wide variety of organisations and agencies to support families and their children."</i></p>	<p>S175 Return 21/22</p> <p>Safeguarding Reports to governors</p> <p>Governor meeting / Visits</p> <p>Email exchanges between DSL / Governors</p> <p>Ofsted Report - November 2021</p> <p>Parent survey report to Govs</p>	<p>11.2a</p> <p>11.2b</p> <p>11.2c</p> <p>11.2d</p> <p>11.6c</p> <p>11.2d</p>	<p>The DSL advised that the Governors were supportive but do also challenge appropriately. Evidenced with files and reports presented for audit which included a Child Mental Health report and CLA report for Governors dated Nov 22</p>	Green
11.3 S	<p>How does the governing body ensure that the DSL undertakes their safeguarding responsibilities as outlined in Annex C.</p> <p>Meetings with Safeguarding Lead and Safeguarding governor. , DSL/safeguarding reports which include an overview of DSL and whole staff safeguarding training. ARMS175.</p>	<p>S175 Return 21/22</p> <p>Safeguarding Reports to governors</p> <p>Governor meeting / Visits</p> <p>Email exchanges between DSL / Governors</p>	<p>11.2a</p> <p>11.2b</p> <p>11.2c</p> <p>11.2d</p>	<p>The DSL advised that the Governors were supportive but do also challenge appropriately. Evidenced with files and reports presented for audit included a Safeguarding report for Governors and minutes from Governor Visits</p>	Green
	<p>Has the full governing body been briefed about their strategic safeguarding and child protection responsibilities including online safety and their obligations under the Human Rights Act 1998, Equality Act 2010 & the Public Sector Equality Duty?</p>				

11.4 S	<p>Large majority of governors have up-to-date training in relation to their statutory duties. We have a new Chair of Governors, Sarah Gardner who is undertaking relevant training.</p> <p>There is an item on the agenda for the next governors meeting to look at training needs across the body.</p> <p>All governors are emailed each September as a minimum, with any updates to KCSiE and are requested to read and sign to say that they understand their responsibilities as set out in KCSiE</p> <p>Governors are requested to attend training on safeguarding thematic topics, such as Online Safety.</p>	<p>Governor training log</p> <p>Email update to Governors - Sept 22</p> <p>Signature sheet for Governors September 22</p>	<p>1.1b</p> <p>11.4a</p> <p>11.4b</p>	<p>Evidence of Governing Body Briefing training is not listed on LfL. The last record found was for 9 Governors attending training in 2017. Action - The DSL is to email to all governors to confirm and collate their statutory training, updates from KCSiE and change to Chair of Governors</p> <p>SCHOOL RESPONSE: Governor training collated. Outstanding training required. BOOKED Thursday 20th July 2023 - 5PM - Deborah Jobson EST for all governors to undertake 1-hour statutory safeguarding breifing.</p>	Red
11.5 S	<p>Does the Governing Body ensure that any actions identified from the LA S175 Annual Review/Safeguarding Audits are completed in a timely manner?</p> <p>Prior to submitting the ARM175 Andy Hinchcliffe will meet in-person with Martin Lumb Head teacher and Paul Wray Safeguarding governor. This is an opportunity to identify any actions prior to submission, to which Andy Hinchcliffe can address / develop action plan / timescales for such issues.</p> <p>Safeguarding audits from the Education Safeguarding Team are requested by the governors to be undertaken every 3 years.</p>	<p>S175 Return</p> <p>Email to Chair of Governors + Safeguarding governor inviting to review S175</p>	<p>11.2</p> <p>11.5</p>	<p>Evidenced with ARM Review email</p>	Green
11.6 S	<p>How do governors know if pupils feel safe and pupils know which adults to approach if they have any concerns?</p> <p>Governors are involved in school council meetings and are also provided with feedback from the Head Teacher during meetings, as-well-as in written report from the Safeguarding Lead.</p> <p>Governor walks around school. Stop and ask questions of pupils and staff.</p> <p>My health my school survey results are shared with governors and inform strategic decision meeting.</p> <p>Our Ofsted inspection in November 2021 gave key statements relating to the safety of our pupils, in turn giving governors assurances that children feel happy and safe in this school.</p>	<p>Governor visits log</p> <p>My health my school survey summary</p> <p>Ofsted report - November 2021</p>	<p>11.6a</p> <p>11.6b</p> <p>11.6c</p>	<p>Evidenced with Governor visits log, My Health My School survey overview and access to the Ofsted report dated Nov 21</p>	Green
	<p>How does the governing body ensure that the school rigorously follows safer recruitment processes (including lettings arrangements and alternative provisions)?</p>				Green

11.7 S	<p>We have a safer recruitment policy which has been ratified by governors.</p> <p>Four governors are trained in Safer Recruitment</p> <p>Assurances are sought from external bodies in terms of their own processes for safer recruitment.</p> <p>School only uses Alternative Provision that adopts the LCC Safeguarding and CP Policy + Safeguarding audit of provision carried out.</p>	<p>Governor training log</p> <p>AP Audits</p> <p>AP Safeguarding Policies</p>	<p>1.1b</p> <p>6.3a</p> <p>6.3b</p>	Evidenced with Governor visit reports and SCR checks for school and the recording of Alternative Provision checks conducted by the DDSL	Green
11.8 S	<p>How does the Governing Body ensure that staff have due regard to relevant data protection principles?</p> <p>Section covered in the staff handbook that is updated annually.</p> <p>Data protection policy</p>	<p>Staff Handbook 22/23</p> <p>Data Protection Policy</p>	<p>2.6c</p> <p>11.8</p>	Staff Handbook evidenced and the Data Protection Policy which is accessible on the website	Green
12.1	Allegations against Staff	Evidence provided for verification	Evidence location	Auditor's observations of supporting evidence provided. Recommendations.	Auditor's use only
12.1 S	<p>Do all staff and volunteers understand the procedures the school must follow when an allegation of abuse or concerns have been raised against the head teacher or a member of the school staff, volunteers, visitors or governors?</p> <p>Yes - This is included within the Safeguarding and CP Policy and on the Allegations flowcharts which are displayed in all staff areas.</p> <p>Continual work in the area through staff briefings, quizzes</p>	<p>Weekly Briefing notes specific to concerns about adults in school.</p> <p>Allegations flowchart</p> <p>Contact details + Poster in staff room</p>	<p>12.1a</p> <p>12.1b</p> <p>12.1c</p>	Evidenced with all. See Additional Comments	Green
12.2 S	<p>Are staff are aware of whistleblowing procedures and how to escalate a concern outside of the organisation in the event of an internal professional disagreement?</p> <p>Staff are updated annually with procedures in this area, specifically through the Staff Handbook.</p>	<p>Staff Handbook 22/23</p> <p>Whistleblowing Policy</p>	<p>2.6c</p> <p>12.2</p>	Evidenced with all. See Additional Comments	Green
12.3 S	<p>Is there evidence to prove that allegation management processes are fully compliant with All Leeds LSOP procedures and Part four of Keeping Children Safe in Education (DfE 2022)?</p> <p>Referrals made to the LADO in a timely manner following LCC procedures. Information always sought from Education Safeguarding Team - Deborah Jobson.</p>	<p>LADO referral (Anonymized) log</p> <p>Example LADO referral - February 2023</p>	<p>12.3a</p> <p>12.3b</p>	Evidenced with a current referral to LADO 03 Feb 23. The correct pathway and paperwork is being utilised	Green
		Totals		<p>Red</p> <p>Amber</p> <p>Green</p> <p>Pink</p>	<p>1</p> <p>2</p> <p>69</p> <p>6</p>

To be completed by the auditor only.

**Please note any recommendations and actions arising from this audit remain the sole responsibility of the school and governing body to action unless otherwise stated.
All observations, recommendations and feedback are based solely upon the evidence presented on the day.**

Additional comments:	<p>The audit was undertaken as a school visit and involved speaking to the DSL (ML), DDSL (AH), the School Business Manager (HS), two members of staff, six children from years 5 & 6.</p> <p>The pupils spoken with during the audit stated they all felt safe in school. They stated that the safeguarding team help to keep them safe and take care of them. They could all name the safeguarding team but said that they could also speak to teachers if they had a worry or concern. The children outlined the ways in which they can let staff know of concerns and their pride in being able to work alongside the School Council.</p> <p>The auditor spoke with two members of staff and both came across as confident that their training is relevant, supportive and continued throughout the year. Both felt that they could approach any member of staff for support and could name all DSL/DDSLs and the Chair of Governors. Staff spoken with during audit could identify this governor and knew how to access contact details. Both knew their responsibilities for, and how to, report any concerns regarding staff including how to conduct their responsibility to whistleblow if concerned.</p> <p>There is evidence of exemplary work being undertaken at Hunslet Carr Primary school in ensuring that children are able to share worries and concerns and that children have access to a very rich and varied preventative curriculum. There is however, one area of non-compliance with statutory guidance which has been highlighted as red on the audit document. This can be easily addressed through the required training and administration tasks.</p>
Suggested Review Date:	3 to 5 Years
Name of Auditor:	Michael Casey
Signature of Auditor:	