

Safeguarding Children in Education Annual Audit

2022-2023

Date completed:	03.11.22
Name of School:	Alameda Middle School
Name of Head teacher:	Jacqueline Ross
Chair of Governors:	Simon Ratcliffe
Audit Completed With:	Louise Fox / Diana Fickling / Julie Burrows / Kerstie Richardson
Audit Completed By:	Natalie Hills
Position:	Education Safeguarding Officer
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This audit has been created with reference to:

- Ofsted - Inspecting safeguarding in early years, education and skills setting 2019 – updated Sept 2022
- Ofsted – Education Inspection Framework 2019 – updated July 2021
- DfE - Keeping Children Safe in Education 2022
- DfE - Statutory Policies for Schools 2014
- DfE - Working Together to Safeguard Children 2018 – updated July 2022
- DfE - What to do if you are worried a child is being abused - Advice for practitioners' 2015
- Human Rights Act 1998
- Equality Act 2010
- The Children's Act 2004

Guide to this document:

Throughout this document, the answers will be RAG rated to highlight the following:

- **Green** – this area is covered, and no action is required
- **Amber** – this area is partially met, and there may be action required. Amber is also used if advice has been provided for the school to consider
- **Red** – this area is not met, and action is required

Activities undertaken during the audit:

- Discussion and review of processes with the Headteacher/ Designated safeguarding lead & Deputy
- Scrutiny of the Single Central Record
- Scrutiny of Child Protection Files
- Review of school policies
- Discussions with teaching staff
- Discussions with children attending the school, where appropriate

Summary of findings

Thank you to the school for working with us to complete this audit and to being open and receptive to suggestions made.

Whilst it was recognised that there are a few areas that need to be addressed, it was apparent that the school is committed to the safeguarding of its children.

School feedback:

The school have worked hard to improve the SCR, this is a comprehensive record and the HR files are well organised.

The key points discussed were:

Recommendation	Rag Rating
ID must be checked for external visitors, even when expected.	
Ensure all non-children facing staff (Governors) have read KCSIE 2022 – <i>their confirmation is being chased by DSL</i>	
Policies: a number of policies are due for review – DSL confirms these are awaiting ratification by Governors and will be made available on the website: • Remove previous admission policies that are no longer applicable. • Allegations of abuse against staff policy should be updated in line with KCSiE 2022 updates • Attendance policy is overdue for review – consider including CME • Children with health needs who cannot attend school policy is overdue for review • Critical emergency and business continuity needs to be updated and ensured no sensitive information is public • Curriculum policy is overdue for review • Drugs Policy is overdue for review – please see CBC Model Policy (<i>sent by email 04.11.22</i>) • Educational Visits & Journeys Policy Central Bedfordshire (2017) is outdated • Enrichment to Support Learning and Personal Development is overdue for review • E Safety policy is overdue for review • Exclusion statement is outdated • First Aid Policy - If the incident form is no longer used consider removing it • Mobile Phone Policy is overdue for review • Positive Handling Policy is due for review • Policy - If physical intervention form is no longer used, consider removing it. • Relationship and Sex Education policy is overdue for review • Safeguarding and child protection policy is overdue for review • Safer recruitment policy needs to be updated in line with KCSIE 2022	

• SEND policy is overdue for review • Teacher and Learning policy is outdated – remove from website if no longer relevant • Staff code of conduct to include low level concerns policy and procedures	
Low Level Concerns: • Low level concerns policy should be included within staff code of conduct. • Consider how to record low level concerns - suggested on current complaints log.	
Debrief of staff from incidents of physical intervention should be recorded	
Website: • On the Safeguarding section – the links to Safeguarding policy and KCSIE needs to be updated to 2022 version • Consider signposting to agencies who can provide advice/guidance on bullying, mental health, relationship advice, county lines, domestic abuse, etc on the website (not just within the anti-bullying policy) • Update the Safeguarding Governor details – consider adding to the safeguarding section	
Discussions: • Ensure all visitors are given safeguarding information at reception • SCR: Consider recording the date the safeguarding policies have been received on contractor's tab • Recording Concerns: • Consider adding category on CPOMS for Child on Child with sub categories for sexual, physical, etc.	
Student knowledge: • Reinforce colour lanyards with pupils. • Ensure pupils are aware of the safeguarding team. Staff knowledge: Ensure staff are using / aware of correct terminology for child on child abuse.	

Question	Supporting Evidence	Rag Rating	Actions
School Staff			
Who is your Designated Safeguarding Lead (DSL)? - Do they take lead responsibility for safeguarding and child protection (including online safety)? - Is this explicit in the role holder's job description?	Louise Fox		
Who is/are your Deputy Designated Safeguarding Lead(s)?	Kirsty Richardson		
Is your DSL a member of the Senior Management Team?	Deputy Head Teacher		
Does everyone in the school community know the DSL and their role, e.g. is this information freely available on the school website, in appropriate posters, leaflets, and newsletters?	Identified on the staff list on the website and within the safeguarding policy, posters around the school.		
Who is your Designated Teacher assigned to LAC?	Louise Fox		
Who is your Designated Teacher for children with an allocated Social Worker?	Louise Fox		
Do you have a named person responsible for pupils with chronic or long-term medical needs? Are comprehensive care plans in place for pupils with medical needs? Where are these kept?	Louise Fox and Claire Power, a Dedicated first aider in school who manages care plans with nursing team and parents. Care plans kept on file and on medical log		
Does the school have a Senior Mental Health Lead (part of SLT / SENCo / Pastoral Lead)? <i>(as per KCSIE 2022 para 182 – please note not currently mandatory)</i>	No named lead, 10 members of staff completed Mental Health training KS2/3, pastoral and whole school had mental health training in November 2021. CAMHS specialist now working with KS2/3 staff		
Is the DSL aware of the requirement for Appropriate adult training? Does a member of staff have Appropriate Adult training?	DSL is aware of the requirement but no member of staff is trained, will seek advice. DSL confirms when there has been a need for a visible inspection of student, the appropriate		

	adult principles were applied using a social worker.		
Governing Body			
Who is your nominated Governor for Safeguarding?	Simon Ratcliffe Amy Greener has recently left		Update the list of Governors to identify the correct safeguarding Governor.
How do you make the school community (parents, teachers, staff, etc) aware of who the Safeguarding Governor is?	On the school website under the Governors Page and the Safeguarding and child protection policy		
Is Safeguarding always an agenda item at your full governing body meetings? (review agenda)	Summer Term 2022 – item 9 HT report , always provide safeguarding information in meetings		
Does your Safeguarding Governor carry out a School visit at least twice each year? Do you gain a report? (review report)	Governor report from each visit saved to Governor Hub		
Does the Governing body and proprietors ensure that they comply with their duties under legislation and have regard for the guidance ‘Keeping Children Safe in Education 2022’ in the management of safeguarding? - Detail training the Governors have attended (at induction) - Have all Governors signed to confirm they have read and understood part 1 of ‘Keeping Children Safe in Education’ 2022 and policies and procedures linked to pupils and staff safety and well-being? - How are Governors made aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements?	Recorded training and KCSIE on SCR, covered in FGB meetings.		
Safer Recruitment			
Has the Head Teacher, Safeguarding Governor and any other staff undertaken recent Safer Recruitment Training in the last 3 years?	Chair of Governors 28/6/22 LF 7/4/22 DF 2/5/22 Certificates kept within HR files.		As part of discussions, confirmed best practice is to refresh safer recruitment training every 3 years.
Do all interview panels include at least one member who has completed Safer Recruitment training?	As per Safer recruitment policy; every selection panel will have at least one member who has		

	undertaken Safer Recruitment Training. In addition, at least one member will have undertaken general recruitment or equalities training.		
Is safer recruitment training reflected in your school's recruitment policy and procedures e.g. career gaps identified and questioned; two written references obtained on short listed candidates before interview directly from the referee?	Yes, within the Safer recruitment policy. Also, within the application form guidelines and privacy notice on the vacancies page on the website.		Safer recruitment policy needs to be updated in line with KCSIE 2022
Has the school carried out an online search as part of their due diligence as part of the shortlisting process? If so has the school: • Included general guidance about online searches in the school's Safer Recruitment policy • Made the candidate aware that online searches may be conducted? • Added to the application form / advert? • Decided who will conduct the searches? • Recorded the parameters of what they are searching for?	Included under digital footprint section within safer recruitment policy		
Do all job descriptions and advertisements include a reference to the school's commitment to safeguarding? (review job advert)	Within the Application form: <i>Alameda Middle School is committed to safeguarding and promoting the welfare of children and/or vulnerable adults and expects all staff and volunteers to share this commitment.</i>		
HR file check (random selection of two people from the SCR) • Pre-employment checklist (including online search) • Interview notes • ID check (copies on file) • 2 written references - or a risk assessment for volunteers • DBS check – record of date, DBS number and who has viewed the original certificate (copies of certificates should not be kept for longer than 6 months, if at all). • Barred list check • Proof of qualifications (if applicable – copies of evidence)	Checking sheet for staff posts: • Offer letter incl. job description, all relevant paperwork from interview panel • Contract • Advert • Appointment to HR • SCR completed • DBAS disclosure • Reference number • Barred / list 99 • Teacher prohibition		

• Right to work in the UK/EUSS – From 1st July 2021, EU, EEA and Swiss granted status under the EU Settlement Scheme will need to evidence their rights in the UK with their digital immigration status, rather than their passport or ID card • Medical check/clearance • S128 checks for all Management Staff and Governors • Record of CP training/confirmation KCSIE has been read and understood	• S128 • Overseas check • Teacher number • Qualification certificates • Right to work • Evidence, • Medical/ Health pre-employment check • References • Induction date completed. KB (TA): Folder organised by plastic wallets: References Enhanced DBS check Driving licence / utility bill EPM portal HM starter checklist Application form Appointment Job description TC (Teacher): Checklist References Strictly education enhanced DBS check confirmation Marriage certificate, driving licences / passport/ birth certificate Qualifications / QTS Prohibition check Application form EPM portal Induction check list / interview notes		
Induction			
Your induction must include: • Child protection Policy • Behaviour Policy • Staff behaviour Policy	INDUCTION OF STAFF AND ECTs policy (June 2021) on the website		

- Safeguarding response to CME - The Role of the DSL Induction training must include: - Safeguarding training, including online safety.	All new employees will be given an induction programme which will clearly identify the School policies and procedures, including the Child Protection Policy, the Code of Conduct, Part One of KCSIE, make clear the expectations which will govern how staff carry out their roles and responsibilities Staff induction checklist Policies shared through CPOMS, staff can click to say they have been read. Meet DSL and safeguarding officers, behaviour policy, fire arrangements, health & safety.		
Single Central Record			
Who is responsible for your Single Central Record (SCR)?	Diana Fickling		
Who checks the SCR regularly and how do you record these checks?	Checks recorded on front sheet – checked term Checked by Governor twice a year last checked 18/9/22 Checked by SLT 13/9/22 and 19/7/22		
Does your SCR include all who are either employed by the school or who have regular and unsupervised contact with children – - All staff (including supply staff and teacher trainees on salaried routes) - External agencies/contractors - Governors - Volunteers	Tabs for: SLT & Governor Front Sheet Teaching Staff Support Staff Governors PTA PGCE Student Volunteers & work experience Sport Supply Peripatetic Contractors – External Providers Leaver from August 2017 Leavers		
Do all adults that attend the school have a DBS or appropriate checks in place in accordance with the guidance on use of regulated and non-regulated adults in schools?	All have DBS checks Safeguarding policies and required checks completed for agencies and contractors.		Currently the safeguarding policy received column states yes, consider recording the date the

If not, how have Governors / senior leaders assessed the level of supervision provided?			safeguarding policies have been received on contractors tab.
Have staff working in Primary settings had the appropriate checks in relation to Disqualification under the Childcare Act 2006 guidance (<i>staff working with children aged 5 and under, including reception classes, but also apply to those working in wraparound care for children up to the age of 8, such as breakfast clubs and after school care</i>).	n/a prohibition checks completed		
Do all Governors have an enhanced DBS check? S128 check?	All have enhanced DBS check.		
Do all supply and agency staff have an enhanced DBS check?	All have DBS checks All have checks completed and safeguarding policy by agency kept on file.		
Do you have 2 written references available for all employees?	All have 2 references, NW had risk assessment 20/2/2018 but since then all have 2 references before employment.		
Do volunteers have risk assessments if there are not 2 references available? (KCSIE para 305 - schools and colleges should undertake a written risk assessment and use their professional judgement and experience when deciding what checks, if any, are required).	No current volunteers.		
Training			
Have all the staff in your school community (including support staff, Governors and Volunteers) undertaken Basic Awareness Safeguarding/Child Protection training within the last 3 years?	All completed on staff training day, DSL has delivered to those who missed. Those staff who join midway through the year, they are given training by DSL and complete online Level 2 online as part of induction.		
Do you have a detailed record of the dates Governors attended Safeguarding training?	Recorded on SCR – 6/9/22		
All governors receive appropriate safeguarding and child protection (including online) training at induction and is regularly updated	All Governors have completed training by Jenny Murdoch 4th September 2022		
Have all non-children facing staff read Annex A of Keeping Children Safe in Education 2022?	Recorded on SCR 2 governors not confirmed – these are being chased by DSL		

Are all staff given additional Safeguarding training annually? <i>Regular emails, e-bulletins, staff meetings, scenario-based learning</i>	Dedicated meeting every term for safeguarding training. DSL is going to send out questionnaire on KCSIE. DSL will provide updates in staff briefing every Monday morning and address issues as they come up throughout the year.		
Do you identify child protection training for all staff on your SCR with the date taken?	Safeguarding, prevent, KCSIE, Equality & diversity and GDPR training recorded on SCR		
Have you records of training given (power point or notes), name of trainer and are staff certificates on file?	Certificates kept in HR files DSL has presentations and training folder kept.		
Has your DSL completed specific DSL training within the last 2 years?	27/4/22		
Has your Deputy DSL completed specific DSL training within the last 2 years?	27/4/22		
Does your DSL or Deputy DSL contribute to and ensure that an appropriately trained member of school staff attends where required for: • Strategy Meetings • Child Protection Case Conferences and Reviews • TAC meetings	Always DSL or Deputy		
Have all staff attended PREVENT training in the past 2 years? Are updates provided annually?	Completed October 2022		
Does your DSL or any other staff member have a good understanding training of local prevalent issues and extra-familial harms: • Hate crime • Harmful practices - Gender-based violence, Female genital mutilation • Forced marriage • Radicalisation and/or extremist behaviour • sexual abuse (including harassment and exploitation) • Child on Child abuse, including bullying & online bullying, teenage relationship abuse, sexualised behaviour, for example sexting • County lines • Substance misuse	Training within Governor report Deputy DSL has covered a range of training, including Teenage relationship abuse		

- Domestic abuse (including teenage relationship abuse) - Serious youth violence Please list additional training courses attended by members of staff in the last 12 months, for example completion of EHA training, County Lines, Contextual Safeguarding?			
Does the DSL have a link with the LSCB to ensure staff are aware of any new training opportunities?	Good links with LSCB and use National college		
Management of Staff and Visitors			
The school operate a robust system for managing visitors, including: - Checking ID - GDPR compliance for signing in/ out - Visitor identification – lanyard / badge system recognised by staff and pupils Can pupils identify trusted adults?	Electronic sign in system for all staff, visitors, contractors, gives fire alarm , safeguarding and mobile phone information Green lanyard given for DBS (CBC)		
	ID was not checked		
Is the School clear about which staff are on site at any time? How is this managed?	Electronic sign in system at reception		
Safeguarding information is readily available and visible to all staff and visitors to the School: - guide to Safeguarding - guide to H&S – fire alarms etc - Mobile phone policy - Taking photographs - Reception staff convey the message that safeguarding matters at the school	Mobile phone, brief safeguarding and fire emergency information given on electronic system. Brief information for safeguarding and fire alarm is on the back of the visitor badge. There are 'No Mobile phone and visitor mobile phone information' posters displayed on door from reception and on badge. No verbal information or safeguarding information leaflet were given by reception, but DSL ensures there is an information leaflet usually available.		Ensure all visitors are given safeguarding information at reception
Are all short-term external maintenance staff or contactors who do not have an enhanced DBS check, supervised at all times? How is this evidenced?	Are all supervised and recorded on SCR		

On & Off-site Safety			
Who is the named person with responsibility for Health and Safety in your School?	Business Manager		
Who is the named Governor with responsibility for Health and Safety in your School?	Anuk Patel – taking over from Tony Barkell.		
Does the school have adequate security arrangements for the grounds and buildings, including an Emergency Plan which has details of 'lock down' procedures? How often are lock down procedures practiced/when was the last one completed?	Critical emergency plan updated 1 st October 2022; Lockdown is practiced once a year, last completed June 2022 and is scheduled for Jan 2023.		
Does the School carry out a termly fire drill as minimum? Date of last drill?	Emergency evacuations are practised 3 times a year, this academic year practiced 14 th September 2022.		
Does the School have an adequate number of trained first aiders on site?	11 members currently trained. Emergency first aider training for 12 members of staff scheduled for January 2023. Dedicated first aid Leader (Midwife) Claire Power		
Does the school keep a first aid log and record dates, times, types of injury, injured parties, and their account of what happened, what action/treatment has taken place and who has been notified? (review logs)	Medical tracker student name, incident type, injury / symptoms / location . how it happens, treatment , what happened next, sate/ time Allows to refer to members of staff and records contact with parent. 26/9/22 Charlotte Todd physical assault - Behaviour will be reported on Edulink.		The appendix within the First aid Policy is an incident form, as this is no longer used you should consider removing it.
Is the first aid log reviewed regularly to determine patterns of incidents and pupils? Who is responsible for this and how often is it completed?	Diana will produce report for Governor meeting Claire will look for patterns and pass on concern to pastoral / put on CPOMS.		
Are risk assessments in place to cover all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities, and the venues used, use of minibuses and other forms of transport?	Risk assessments stored on folder on Drive – example for outdoor gym includes checklist, assessments in place for all school events, e.g. Fun run, schools' disco.		
Does the School follow the LA policy and procedures for Education visits, including residential trips? (Evolve)	Yes, EVC policy as per CBC EVC leader is Catherine Tilly.		

Who is the EVC leader? Do all staff leading trips receive additional training, including completion of risk assessments?			
Are the school grounds and premises checked regularly to ensure it is safe and secure including the perimeter fence? Who is responsible for this and how often does this happen?	The Site Agent conducts weekly and monthly checks. The Site agent has a checklist on Every Compliance (electronic system) Termly check also conducted by DF and Governor. There is an annual visit by consultant Sherly Cousins.		
Are health and safety concerns reported immediately to the named person for H&S and logged?	Reported to Diana Fickling via Every Compliance electronic system – sends notification to site agent. Allows to provide report.		
Does the school have a well-managed accident log that is monitored daily and action taken where appropriate e.g. RIDOR reporting? Who manages this?	Accident/incident/near-miss are recorded on Medical Tracker by designated members of admin staff (those with responsibility for reception and First Aid). Medical Tracker is then used to report RIDDOR to the (HSE).		
Is the school compliant around the current Government guidance around Covid-19? (<i>Hand sanitiser, Risk assessment, Positive cases, School closure</i>)	Alameda Middle will adopt health and safety arrangements under COVID-19 in line with Health & Safety legislation and government guidelines. A full Covid related Risk Assessment has been carried out. A Coronavirus/Flu pandemic plan is in place On website: Covid-19 School Closure Arrangements for Safeguarding and Child Protection Exclusion policy-Coronavirus appendix First Aid Policy - COVID-19 appendix Infection Control Policy		
School lettings			
Appropriate safeguarding arrangements are in place for external organisations The governing body has sought assurance that:	Lettings Policy (July 2022) states the Governing body have responsibility Booking form 2022-23 has the declaration that the organisation will provide a copy of the club/organisations safeguarding procedures		

• appropriate safeguarding / child protection policies and procedures are in place (including inspecting these as needed); • arrangements are in place to liaise with the school on these matters where appropriate (regardless of whether or not the children who attend any of these services or activities are children on the school roll)			
Do lease documents reflect the requirement of safeguarding arrangements as a condition of use and occupation of the premises?	Lettings section on the website: Conditions of hire Child Protection and Safeguarding section, paragraphs 36-38.		
School Policies			
Is the child protection policy available publicly and are parents aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this? Is it on the school's website?	Yes, and available on the school website		
Does your School have a range of policies available on the website that are understood by the whole school community, compliant, accessible and inclusive - • Anti bullying policy • Attendance Policy (including information about children and learners missing from education) • Behaviour policy • Child on Child abuse policy • Complaints policy (to include vexatious/persistent complaints) • Disability / Accessibility plan • Drug & Alcohol Policy (non-statutory) • Equality Duty policy (based on the Equality Act 2010) & Equality Duty Action Plan • Health and Safety policy • Physical Intervention Policy • Safer recruitment policy • Safeguarding/Child Protection policy • Supervision Policy • Staff behaviour policy/code of conduct – <i>to include staff welfare, acceptable use of technology, staff/pupil relationships and communications including use of social media, low level concerns</i>	Policies on the website: • Acceptance of Gifts and Hospitality Policy (June 21) • Accessibility plan (Jan 21) • Administration of Medicines and Care of Children with Medical Conditions Policy (April 21) • Admissions Policy 2023-2024 • Allegations of Abuse Against Staff (Feb 21) • Anti-bullying Policy (Nov 19) • Attendance Policy (Oct 2019) – to be reviewed Sept 2022 • Bereavement policy June 2022 • CCTV Policy (Sep 2022) • Children with health needs who cannot attend school policy (Oct 21) – to be reviewed Oct 2022 • Complaints Resolutions Policy (June 21) – includes persistent complaints, flowchart and complaint form • Critical Emergency and Business Continuity		Remove previous admission policies that are no longer applicable. Allegations of abuse against staff policy should be updated in line with KCSiE 2022 updates. Attendance policy is overdue for review – consider including CME Children with health needs who cannot attend school policy is overdue for review Critical emergency and business continuity plan is outdated. It also states: <i>This plan is protected. Do not give any contact details or sensitive information to the media, pupils,</i>

Whistleblowing policy	Plan (Feb 2019) - Curriculum policy -to be reviewed Sept 2022 - Data Protection Policy (including SAR appendix) (Oct 2022) - Designated teacher for looked-after and previously looked-after children – to be reviewed Dec 2022 - Drugs Policy – to be reviewed 2021 - Educational Visits & Journeys Policy Central Bedfordshire (2017) - Enrichment to Support Learning and Personal Development (June 2021) – to be reviewed June 2022 - Equality Policy (Oct 2020) - E Safety Policy (Feb 2018) - to be reviewed 2021 - Exclusion Policy (Dec 2020) – to be reviewed 2023 - Exclusion Statement (November 2017) - First Aid Policy (Dec 2021) - Health and Safety Policy Jan 2022 - Induction and ECT Policy CSC approved June 21 - Lettings Policy - Mobile Phone Policy (Feb 2019) – to be reviewed Feb 2022 - More Able and Talented Policy (Jan 2021) - Nut Free Policy (March 2019) - Positive Handling Policy (Jan 2018) – no review date - Relationship Sex Education Policy (Oct 2021) to be reviewed October 2022 - Restorative Practice promoting positive behaviour and relationships Policy (Sept 21) - Safeguarding and Child Protection Policy (Sept 21) – to be reviewed Sept 2022 - Safer Recruitment Policy (Oct 2021)		parents / carers or members of the public. This needs to be updated and removed from the website if it contains sensitive information. Curriculum policy is overdue for review Drugs Policy is overdue for review – please see CBC Model Policy Educational Visits & Journeys Policy Central Bedfordshire (2017) is outdated Enrichment to Support Learning and Personal Development is overdue for review E Safety policy is overdue for review Exclusion statement is outdated Mobile Phone Policy is overdue for review Positive Handling Policy is due for review Relationship and Sex Education policy is overdue for review Safeguarding and child protection policy is overdue for review
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	- SEND Policy (Sept 2020) – to be reviewed Sept 2021 - Teaching and Learning Policy (June 2019) – be reviewed June 2020 - Uniform policy (June 2022) - Whistleblowing Policy (Dec 2020) – to be reviewed Dec 2023 Policies by email: - Staff Code of Conduct (Oct 2022) – review Sept 2023 – safeguarding pupils, acceptable use of - ICT equipment, pupil development, honesty and integrity, Conduct outside work, confidentiality, - Disciplinary action, personal and professional conduct. - Safer recruitment policy (Oct 21) - Supervision Policy (draft March 22) - Positive Handling Policy		SEND policy is overdue for review Teacher and Learning policy is outdated – remove from website if no longer relevant Staff code of conduct to include low level concerns policy and procedures Safer recruitment policy needs to be updated in line with KCSIE 2022
Does your Safeguarding Child Protection Policy cover all aspects of risk for children, including: - CSE/CCE, - Contextual safeguarding, - Child on Child abuse (if not a separate policy), - FGM, - Slavery, - Missing from education, - Mental health concerns/referral pathways, - additional barriers that exist when recognising the signs of abuse and neglect of children who have SEND.	Yes, based on CBC model policy		This is currently under review and awaiting ratification from the FGB.
Where there are updates/changes to statutory guidance, who is responsible for updating policies? How does this person keep up to date with relevant policy updates? How are any changes to policy communicated to the wider school community?	Policies are updated by DSL and HT, send to staff by email and through briefings		

Local arrangements for safeguarding children are clearly detailed and accessible to staff, with available copies of DfE guidance: • <i>Working Together to Safeguard Children 2018</i> • <i>What to do if you are worried a child is being abused 2015 - Advice for practitioners'</i> • <i>Keeping Children Safe in Education 2022.</i> • <i>EYFS Framework 2021 (where applicable)</i> Where are these kept?	Copies are kept on CPOMS library Not currently on notice board in staff room as refurbished but contact details for LADO etc displayed.		
Supervision			
A supervision policy is in place which clearly defines the function of supervision and responsibilities of the supervisor/supervisee	Draft supervision policy in place (March 22) – awaiting ratification from Governors DSL has attended 6-week supervision course.		
There are arrangements in place for the DSL to participate in safeguarding supervision	Group of DSL's/Deputies meet across an academy group or local group of schools. Firs, Maulden and Russell – 27 th Nov DSLs to meet for supervision.		
Appropriate arrangements are in place for the supervision of staff who have contact with children and families (<i>as per the EYFS Statutory Framework 2021, Pg. 26</i>)	Mixture of group and 1:1 supervision. DSL has held supervision for all staff and used draft policy.		
Supervision is regular and frequent. Minutes of supervision are recorded and linked to case files.	Supervision contract and agenda within the policy. These are being minuted and are linked to cases discussed using a proforma. Most supervision will be planned but this may be supplemented by informal supervision sessions e.g. in relation to a crisis, need to de-brief after a session with a student.		
Managing Allegations			
Are there records of how the school has responded in a timely and appropriate way to safeguarding concerns/allegations and how effectively the school has worked in partnership with external agencies regarding any concerns?	Example of Ofsted complaint discussed, which went to appeals and Governors, each complaint Is stored within its own folder on the T drive.		

	Each folder has documents recording the Email response, summary, interview of staff. communication and response with LADO.		
Are key staff aware of the requirements from KCSIE 2022 to ensure staff are referred to the LADO if an allegation is made? Are scenarios used to highlight transferable risk to staff? (e.g. a situation outside of work which may impact work)	Covered within allegations of abuse against staff policy – publicly available for staff		
Is there a well understood system for recording and reporting all whistleblowing occurrences?	Whistleblowing policy has clear procedures for staff to raise a concern, email address and details for LADO / NSPCC helpline.		
The procedure for sharing low level concerns is clear, easy to understand and implement. The headteacher/principal is the ultimate decision maker in respect of all low-level concerns.	Allegations process shared in staff training Low level concerns have been raised with DSL and discussed with HT. All actions completed in follow up with staff member.		Low level concerns should be within staff code of conduct Record low level concerns on current complaints log.
How are staff supported if subjected to an allegation?	Staff are supported via training, in line with policy, updated at each stage of investigation, informal counsellor meeting. Staff sign up to Smart Clinic – for health and wellbeing. Staff have access to a Union / external representative		
Safeguarding in the Curriculum			
How are pupils taught how to keep themselves safe, including responding to different types of bullying, protective behaviours, recognising adults they can go to for help, 'stranger danger' etc. How is this fully inclusive and developed to be age /stage of development appropriate?	RE/PSHE / SHUE Survey used that to tailor the curriculum and assemblies Also taught through values and computing curriculum. St Giles assembly scheduled next week for Year 7 & 8, Richard Denton's team to provide an online safety session for parents.		
Effective education is tailored to the specific needs and vulnerabilities of individual children (victims of abuse/ special educational needs or disabilities).	Use assembly system, send letters to parents regarding the content of lessons, giving them the option to participate.		
Are staff aware of how adverse childhood experiences can impact on their mental health, behaviour, and education? Are there resources to support teachers to promote positive health, wellbeing and resilience among children?	Promote mental health awareness through mental health awareness week, participate in national campaigns, dedicated assembly, form circle time.		

Does your school have a definition of bullying that is understood by all members of the school community?	Definition within Anti-bullying policy and additional child friendly definition, anti bullying strategy, telling school. Appendix A – pupil anti-bullying agreement Stop bullying poster in DSL office.		
Would you be able to demonstrate that the curriculum is used to promote safeguarding and E-safeguarding?	As per Section 5 E-safety policy, within computing curriculum		
Do you have a 'managed' system in order to address E-safety in your school? Do you get a regular report of concerning internet searches? Is it regularly reviewed for effectiveness?	Managed system, Firewall. Gives report to ICT Manager, can monitor usage on chrome books for home use. Raises flags immediately, blocks and tells what sites have tried to be accessed.		
Filters and monitoring systems are appropriate and have been checked. South West Grid for Learning's tool	DSL confirms this has been reviewed and monitored.		
Do you have a clear policy on the use of mobile and smart technology? How this is managed on the premises? <i>online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures</i>	Acceptable use of ICT equipment within Staff code of conduct in conjunction with E-safety policy.		Policy is under review for ratification by Governors.
Are pupils regularly asked about their safety? Where they feel unsafe in school and what worries them?	Yes, pupils are asked within values, tutor groups and through surveys		
The school provide a safe space for children who are LGBT to speak out and to share their concerns with a member of staff	KR is dedicated member, her office or Pastoral learning support office is safe space Communal toilets for those pupils who wish to use.		
Child on Child abuse			
Is your safeguarding procedure with regard to sexual violence and sexual harassment well promoted, easily understood and easily accessible? All staff have read Part 5 KCSIE 2022?	Draft policy for Child on Child (CBC model) all staff have read the policy and agreed for separate policy.		
Are systems in place for children to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously and they can express their views? Where is this recorded?	Year 8 assembly held following incident involving sexual language between peers. Recorded on CPOMS under cause for concern – sexual related		Consider adding category on CPOMS for Child on Child with sub categories for sexual, physical, etc.

Where there has been a report of sexual violence or harassment: • is a risk assessment completed? • Where is this recorded / reviewed? • Is the DSL aware of where to seek the relevant support for dealing with such a report?	Recorded on CPOMS. Brooks traffic light system amber and BIC100 completed. Contacted Children's services, and police attendance. Advice from Link to change, Groundworks, Terence Higgins Trust. NPSCC course.		
Staff are aware of the importance of understanding intra familial harms and any necessary support for siblings following incidents.	Aware of siblings, can link to siblings on CPOMS Example brothers and Op Encompass case.		
What is the process to review previous incidents of sex violence (how is it revisited / reviewed from those involved without re-traumatising the child?)	No incidents where have had to revisit but would use CAMHS and other support services		
Physical Intervention			
Staff undertake recognised de-escalation and physical restraint training	All staff training with Team Teach 2021		
Records are made when physical intervention is required, detailing the circumstances, techniques used, and action taken following the incident.	As per policy: Where positive handling has been used a record of the incident always needs to be kept. All recording Kept on T drive Log records: pupil name, name of staff, antecedents , de-escalation techniques, type of restraint used, strategies and other positive intervention, how / when parents informed.		
De-brief meetings are held after physical intervention is used, with records being kept of support offered to staff.	Debrief is held for staff, As per policy: Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Debrief to check staff are ok, and lessons learnt, held by senior staff member.		Debrief of staff from incidents of physical intervention should be recorded – consider adding to the current log.
Processes are embedded for reviewing and updating support plans and risk assessments if physical intervention is used.	Physical intervention policy in place; Where it is known or anticipated that a pupil's behaviour is likely to require physical restraint/positive handling, a specific plan will be drawn up in advance. One pupil has a risk assessment in place.		Positive handling Policy is due for review

Referring & Recording Concerns			
Do all key safeguarding staff know how to effectively record concerns and create a chronology of events as part of a child's safeguarding file?	All concerns logged on CPOMS. Chronology created automatically.		
Do safeguarding records demonstrate a robust approach with evidence of perseverance in pursuing relevant support for pupils? (Any reports of abuse involving children with SEND require close liaison with the DSL & SENCO)	2 CP, 1 CIN currently Example BIC100 – FA Example BIC100 ER – sibling and EH liaison.		
Are concerns kept in a separate child protection folder for each child? Records to include: • a clear and comprehensive summary of the concern; • details of how the concern was followed up and resolved; • a note of any action taken, decisions reached and the outcome.	MS – CP Core group meetings. Emails with social worker and parent. Conversations with SEND officer and ACB recorded. Full details and actions completed on CPOMS.		
Does the School have well organised files for all of the above groups, which are stored in a locked cupboard, with clear access arrangements?	Old paper files locked in safeguarding cupboard		
Does the school keep logs (bound books) that record bullying, complaints, prejudiced based behaviour and any physical Intervention? Do these logs records dates, times, participants, details of the activity and consequences? Are incidents of Hate Crime reported to Bedfordshire Police? (MA Form) Are they reviewed regularly?	Incidents are recorded on Alameda e-Safety Incident Log Example: Date and Time Name of pupil or staff member Male/female Room and computer/ device no. Details of incident Actions and reasons Bullying incidents 22 – since Sept 2022 for bullying friendship issues. Bullying log kept on T drive all sign anti bullying charter. Record of what understand bullying is. Alameda Racist Incident Log: Details of ALL incidents are to be recorded. This incident log will be monitored termly by the Headteacher, member of SLT or Chair of Governors. Any incidents involving racism		Consider adding categories to CPOMS for alleged Bullying, racist and confirmed, etc to then be able to produce reports.

	should be recorded using the behaviour monitoring system. 3 2021-2022 for Year 5 & 1 year 6 Example 7/1/22 – restorative approach with pupils involved and reflection day. Homophobic: 1 incident year 6 Child on child: Sexualised language towards peers in Year 8 recorded on CPOMS as cause for concern - sexualised. Complaints: On T Drive – in separate folders chronology for each complaint. Police have been informed of incidents and staff are aware of MA forms and how to make Referrals.		
Are risk assessments and/or risk management plans in place for any children who present particular risks e.g. sexualised behaviour, or who have particular vulnerabilities?	Risks assessment considered for FA, but pastoral work has been implemented and no further behaviours displayed. Risk assessment previously completed for sexualised behaviour (NSPCC example)		
Managing Concerns			
Does the DSL refer all cases to the local authority children's social care and where appropriate liaises with the Headteacher to inform him/her of issues?	Always seek advice from Social Care, Op encompass case discussed.		
Does the DSL act as a source of support, advice and expertise to staff on matters of safety and safeguarding when deciding whether to make a referral by liaising with relevant external agencies?	Always DSL or Deputy DSL who liaises with social care and support staff.		
Are key members of staff aware of the Pan Beds Escalation procedure?	Aware of the Pan Beds Escalation Procedure,		

	have not had to use the procedure as good relationships with Social care.		
How is the voice of the child captured throughout the process when a safeguarding concern is raised?	Childs words recorded on CPOMS and BIC100.		
How do staff 'build trusted relationships with children and young people which facilitate communication?	Relationship and restorative practice. Open door policy for children. Staff are confident in their relationships and communication.		
Who is responsible for the transfer of Child Protection records when a child moves school? - Are records sent separately from the main file, ensuring secure transit - Is confirmation of receipt obtained? - Are files transferred as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term? (As per KCSIE 2022, Pg. 163)	Deputy DSL will transfer by delivering by hand and obtain a receipt. Aware of the new update for 5 days.		
Quality Assurance			
Systems are in place to monitor the effectiveness of recording systems in the school where concerns are raised: - Does the DSL review concerns raised, reviews case files, etc? - Are the learning/outcomes from these audits shared with colleagues?	Deputy DSL reviews CPOMS daily, will discuss all with DSL to take action together. DSL has completed training with all staff regarding CPOMS and will feedback any concerns.		
Does the setting regularly review and evaluate safeguarding processes and their effectiveness? <i>(Case file audits, regular DSL/HT meetings, review of incidents raised (quality of report/records made by staff))</i>	DSL reviewing use of CPOMS and categories and will deliver in staff training. DSL will review all case files daily. Safeguarding and Child on Child abuse policy are drafted and reviewed annually.		
A safeguarding audit is completed (internally/externally), including the HT/Gov/DSL/DDSL's. (S175) <i>Action plans are created to address, and weaknesses identified. Action plans are reviewed throughout the academic year to monitor progress and impact, and to identify if further development id required. All review/auditing to reported to the Governing Board via the safeguarding report</i>	Alameda Middle School uses the services of an external OSCHR Consultant, Cousins Safety Limited to provide Health and Safety advice S175 completed last year and action plan was created and shared with governors. DSL is likely to also complete S175 alongside this audit.		

	DSL also produced an annual safeguarding report for FGB (template from The Key) at the end of last year which covers safeguarding training, staff induction, recruitment, SCR, safeguarding policies and procedures, vulnerable pupils, summary and improvement plan. This will be completed annually.		
Exclusion			
For those on or as risk of Full-time exclusions/Part time exclusions/Part time timetables – are considerations made to safeguarding and exploitation risks prior to issuing? Where are these considerations recorded and interventions evidenced?	1 permanent exclusion – went to appeal. Considerations made and documented through complaint procedure. 1 year 8 had fixed term exclusion at end of last academic year, now working with Seeds to Change once a week; consider		
Do you work with CBC Inclusion Officers regarding any pupils at risk of exclusion?	Work with Jigsaw and work with Kelly Eggar once all considerations have been made.		
Have the risk assessments been shared with CBC Hub where needed?	Shared with CBC when needed		
Inclusion			
How many children have you had on a reduced education provision (part-time timetable), or alternative provision in the last 12 months? Did you report the children to the LA via the online referral system and following the guidance? https://www.centralbedfordshire.gov.uk/info/97/school_administration/538/access_and_inclusion_for_schools/14 How was the safeguarding and well-being of the child considered and risk assessments made to ensure this?	One year 7 was on part time provision but ended this week is now coming back full time. Last 12 months – 4: 1 requires specialist provision so on part time timetable and has moved. 3 with ASD diagnosis, with EHCP and programme for development. External provision tracker 2022 – copy of provider attendance policy, DBS checks and parental consent. 2 currently at ACB 3 days a week 6 currently with Seeds of change 1 afternoon a week.		
How many Children Missing Education Referrals have you made in previous 12 months?	2 previously, 1 removed from roll. 1 current Year 7 who was previously EHE –		

Does your school notify the LA of any children who are missing from education? Have you kept a clear chronology of when the children left school, what actions you took prior/post the referral and how the case was resolved?	Andrew Copperwheat involved and liaising with SEND Team. Referral to special school by parents 1 moved to Leicester but they are 5 months behind admissions process form submitted due the delay.		
How many children have you removed from roll in the last 12 months and have you followed the CBC removal from roll procedures as required by legislation? https://www.centralbedfordshire.gov.uk/info/97/school_administration/538/access_and_inclusion_for_schools/11	1 fixed term exclusion Followed the CBC procedure.		
How many children left your school to become electively home educated and do you have clear evidence that this was an informed decision by parents/carers?	5 – all have been referred to LA (AA) 1 medical reasons. All informed by parents and evidenced in attendance office. Example EHE and removal from roll form and email trail for MSG seen.		
Do you make your pupils aware of legislation relating to part time employment and ensure that appropriate applications are made to the LA? https://www.centralbedfordshire.gov.uk/info/4/pupil_support/523/child_employment	No current pupils Attendance policy allows 10 days for extra curriculum activities, so attendance is tracked.		
Website			
Is there a designated safeguarding section on the website?	Yes, there is a designated safeguarding page under Information for Families tab. Identifies DSL (with photos) Safeguarding information for Parents: • Thinkuknow • Childline • Childnet international; • Kidsmart Link to: • Safeguarding and child protection policy 2021 • Covid19 arrangements for safeguarding and child protection		Links to safeguarding policy, KCSIE and lockdown procedure need to be updated.

	• Keeping children safe in education 2020 • Lockdown procedure – advice for parents Nov 2019 • Parent guide to prevent • Safeguarding letter (Jan 2020) • Working together to safeguard children • Safer internet day resources		
Is the Safeguarding policy easy to find?	Link on the safeguarding page and the policies section		Link on the safeguarding page needs updating to 2022
Are the key safeguarding staff easily identifiable?	Easily identified on the safeguarding page of the website		
Are the details about the Governing body/safeguarding Governor available?	Identified on the safeguarding policy on the safeguarding page		Recommend identifying the safeguarding Governors on the safeguarding section of the website
Are there designated Parent/pupil sections? <i>Do these include ACT Early and signposting to agencies who can provide advice/guidance on bullying, mental health, relationship advice, county lines etc?</i>	Under information for Families tab there is a page for Kooth Under the Curriculum tab is a page for Wellbeing: one link to 60-day daily wellbeing tasks Appendix B Antibullying Policy – more sources of information offering support gives lists of specialist organisations		The signposting to agencies who can provide advice/guidance on bullying, mental health, relationship advice, county lines, etc is found within the Anti-bullying policy – consider adding / link these on the website
Does the website include signposts to agencies who can provide support regarding online concerns, including sexual violence and harassment?	On the safeguarding page: • Thinkuknow • Childline • Childnet international • Kidsmart • Safer internet day resources – guide to protection children on online hate, extremism and fake news. Under more there is National Online Safety Page which provides an extensive list of parent guides to websites/apps / games		

Does the school website promote BDAP and signpost to the website? Facebook: www.facebook.com/bedsdv Twitter: www.twitter.com/bedsdv Website: www.bedsdv.org.uk Email: BDAP@centralbedfordshire.gov.uk	No current signposts to agencies to support with Domestic Abuse		Consider signposting to agencies who can provide advice/guidance on domestic abuse
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Staff/Pupil engagement

Question	Supporting Evidence	RAG Rating	Actions
Staff Knowledge			
How many staff were consulted with?	MB – Teacher, HS - values, SS – Year 5, VT – TA Send Admin.		
Did the staff members demonstrate knowledge of the following – - Who the DSL/DDSL is? - What the DSL does? - What would you do if you had raised a concern with the DSL and you were not happy with the response/action taken? - What is the process to raise concerns about - - a fellow member of staff? - the HT? - low level concerns? - What would you do if a disclosure was made to you? - What action would you take? - What signs and indicators would be looking for if a child was being exploited / at risk of serious violence? - What is the process for referring to Early Help? - Where are the staff behaviour policy/code of conduct & the Child Protection policy kept? - Who is responsible for keeping the policies up to date? - How are you informed of the updates? - Have you read KCSIE 2022 Part 1 or Annex A? - Can you recall the updates this year?	Staff were able to identify DSLs and their role as being to oversee safeguarding of children around the school, to raise issues and communicate with outside agencies to make the necessary judgement. If a disclosure made staff were aware of the process to not ask leading questions, made assumptions or accusations, promise they can keep it confidential and to keep the report factual. Staff will record on CPOMS or go straight to the DSL to advise. Staff would be advised of the action on CPOMS and would liaise directly with the DSL if needed. Staff are aware that they can raise concerns about a member of staff via the whistleblowing policy, If it was a concern about the HT staff would go to Governors. Low level concerns to line manager of individual or got to DSL / HT.		Ensure staff are aware of child on child abuse terminology.

• Child on Child Abuse – • what can this include? • Do you have a policy on this? • Why may children not feel ready or know how to tell someone that they are being abused? • Why do you feel you are in a best position to support pupils?	Staff confirm the process for referring to Early Help will be done by Pastoral officers. Staff confirm the Policies are on CPOMS and the staff T drive. These are updated by the relevant person in charge of policy, safeguarding policies are updated by DSL, changes are alerted by email and on CPOMS and through staff briefing. Staff confirm they have read KCSIE 2022 and when asked about the updates they mentioned that Peer on Peer abuse was the big change, to make sure they are being educated around it. Staff identify this will include looking for changes in general behaviour, bullying, social media, language. This is currently within behaviour policy and staff confirm this is also in draft policy. Staff participated in discussion as to why they are in the best position to support pupils who may not know they are being abused because School is a safe environment, staff notice changes in behaviour on a daily basis. If pupils do not feel ready to disclose they might access support from form tutor or pastoral support, and they have someone to build a relationship within all their classes. Signs and indicators staff considered for risk of serious violence / exploitation were new clothes, lose new friends and gain others, change in attitude and behaviour, physical changes or marks.		
Pupil Knowledge			
How many pupils were consulted with?	1 x year 6, 7, 8		

Were the pupils able to discuss/show understanding of the following – • How do you know if an adult in the school is staff or a visitor? • How do you know if that person is 'safe' to talk to? • Do teachers or staff ask about your safety, where you feel unsafe in school and what worries you? • Do you have a safe space you can go to? • Who to go to if you hurt yourself? • Who to go to if someone else hurts you? • Do you know where to go if you are scared or need help? • Have you got a safe space you can go to talk about your worries? • Do you know who the members of staff are to help with safeguarding? • If you went to a teacher with a problem, are you confident they could sort it for you? • Is bullying a problem here in this school? • Do Staff encourage you to respect people from other backgrounds and to treat everyone equally? • If you notice a friend not coming to school, what would you do? • Who would you tell? • What is the school lock down procedure if there is an emergency outside? • Online safety / mobile phones: • If you felt uncomfortable about anything you saw on the internet would you know where to go for help? • If anybody asked you for your personal details such as your address would you know where to go for help? • If anybody sent you hurtful messages on the internet or on your mobile phone would you know who to tell? • Can you tell me one of the rules your school have for using the internet?	Pupils were able to identify adults in the school the colour lanyard they were wearing and whether it was a lanyard saying staff or visitor. Black for staff, green for visitor, red for visitor / parents but pupils did not know what the difference between red and green was. If saw an adult in the school would question presence and if they were not wearing a lanyard would report directly to teacher / SLT. Pupils confirm the Form tutors ask if they are feeling safe and a survey is sent out once a term Pupils confirm there is nowhere in the school That they do not feel safe. If pupils hurt themselves they would go to the first aid room or teacher and if they needed help they would go to Mrs Richardson or form tutor. The pupils were happy that staff would help if they were staff that knew them. Pupils confirm the Safe space is Mrs Richardson' or Miss Knight's room. Pupils identify the Deputy DSL but not all safeguarding team. Bullying is not seen by pupils around the school; one pupils said they saw it and was sorted by teachers within 5 minutes one experienced in year 5 but confirms it was completely resolved. Pupils are encouraged via values about the world and in English lessons. Pupils confirm it is diverse school and they are shown to respect people.		Reinforce colour lanyards with pupils. Ensure pupils are aware of the safeguarding team.
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	Pupils confirm the lockdown drill has been practiced for the older years, and younger years have done a drill for the alarm. There are 2 levels of danger - One to shut blinds or one to hide under table and lock everything. Pupils confirm they all have mobile phones which have to be off or on silent in their lockers during the day and all pupils do abide by this. One pupil used to have WhatsApp and received messages sent by someone they didn't know (school aware of this case) and no longer uses it. Other pupils have Snapchat and are aware that you can only be friends upon request, and it will tell if that person is the same as in your contacts. Pupils are aware of the options to block or report someone and also know how to turn the location settings off. One pupil who plays games on Xbox knows that you can invite to parties but only for those who you are friends with, and one pupil is only allowed online where parents are at home. No pupils have had someone try to speak to them online but would block and report them and tell parents. Pupils confirm at school within the computing lesson if anyone sends anything or searches something inappropriate it notifies the teacher. The teacher can control, and the ICT manager can see what we they are doing at all times. Pupils compare this to google family link, which they are all aware of giving parental settings at home. The system locks the screen and blocks it out, The Alameda logo comes up and states this site is blocked speak to ICT manager.	
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