Safeguarding Children in Education Annual Audit

2024-2025

Date completed:	Monday 23rd June 2025
Name of School:	Goldington Academy
Name of Head teacher:	Francis Galbraith
Chair of Governors:	Azma Ahmad-Pearce
Audit Completed With:	Will Atkinson and Anthea Jones
Audit Completed By:	Victoria Hayward
Position:	Education Safeguarding and Vulnerable Groups Lead
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This audit has been created with reference to:

- Ofsted - Inspecting safeguarding in early years, education and skills setting 2019
- Ofsted – Common Inspection Framework 2015
- DfE - Keeping Children Safe in Education 2024
- DfE - Statutory Policies for Schools 2014
- DfE - Working Together to Safeguard Children 2023
- 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
- Yellow – this area is partially met, and there may be action required. Yellow is also used if advice has been provided for the school to consider
- Red – this area is not met, and action is required

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.

Question	Supporting Evidence	Rag Rating	Actions
School Staff			
Who is your Designated Safeguarding Lead (DSL)?	Will Atkinson		
Who is/are your Deputy Designated Safeguarding Lead(s)?	Heads of year all trained as deputy DSLs Mrs Jones (HOY Seven) Mrs McCarthy-Gardner (HOY Eight) Mr Lincoln (HOY Nine) Mr Hall (HOY Ten) Mr Pinkney (HOY Eleven)		
Is your DSL a member of the Senior Management Team?	Yes, Assistant Head		
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?	Parents receive a weekly safeguarding newsletter that includes all the key contact details as well and relevant topics relating to various safeguarding issues. Bulletin in school, weekly SG update for staff		
Who is your Designated Teacher assigned to LAC?	Anthea Jones		
Who is your Designated Teacher for children with an allocated Social Worker?	Will and Anthea		
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?	Senco		
Governing Body			
Who is your nominated Governor for Safeguarding?	Kate Reynier 6 years governor 5 years SG (Behaviour and attendance)		
How do you make the school community (parents, teachers, staff, etc) aware of who is the Safeguarding Governor?	On website, in newsletter, occasionally attends parent forum and contact details are on the policy.		
Is Safeguarding always an agenda item at your full governing body meetings? *(review agenda)*	Always on FGBM agenda – governor report seen and contains all relevant information – an excellent system is in place		

Does your Safeguarding Governor carry out a School visit at least twice each year? Do you gain a report? *(review report)*	Half termly visits and creates a report for the governors, meeting, behaviour walk, met with LAC and young carers SRC checks are checked		➢ All governors to ask a safeguarding question when doing learning walks/visits to triangulate SG knowledge
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 2024' in the management of safeguarding? • Detail training the Governors have attended • Have all Governors signed to confirm they have read and understood part 1 of 'Keeping Children Safe in Education' 2024 and policies and procedures linked to pupils and staff safety and well-being?	National College used for training Dec – clerk recorded who has completed the training		
How many new Governors have joined the board in the last 12 months?	5 new governors		
Safer Recruitment			
Has the Head Teacher, Safeguarding Governor and any other staff undertaken recent Safer Recruitment Training in the last 3 years?	Safer recruitment training: Headteacher Oct 2000, Will Atkinson July 2023 Governor Sara Redmond Aug 2022 Karen Jan 2025		
Do all interview panels include at least one member who has completed Safer Recruitment training?	Yes, interview panels always include at least one person who is safer recruitment trained.		
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, school uses 'My New Term'		
Do all job descriptions and advertisements include a reference to the school's commitment to safeguarding? *(review job advert)*	Yes		

Do you carryout online searches for shortlisted candidates? Who carries this out? How?	Yes, Karen Chisnall carries out these checks of social media and flag to interview panel if required		
HR file check *(random selection of two people from the SCR)* • Pre-employment checklist • 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) • 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	Two files checked and contain all relevant information		
Induction			
Your induction must include: • Child protection Policy • Behaviour Policy • Staff behaviour Policy • Safeguarding response to CME	Sept employment - staff induction day prior to start of term, behaviour policy signed other policies email out beforehand, informal mentoring system, time with different leads such as SG, ECT have mentors and an ECT lead.		

• The Role of the DSL Induction training must include: • Safeguarding training, including online safety.			
Single Central Record			
Who is responsible for your Single Central Record (SCR)?	Karen Chisnall		
Who checks the SCR regularly and how do you record these checks?	Will and Anthea check it half termly		
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	The school uses CPOMs SCR, it contains all relevant categories.		
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? If not, how have Governors and senior leaders assessed the level of supervision provided?	All DBS checked		
Do all Governors have an enhanced DBS check? S128 check?	All governors have a sec 128		
Do all supply and agency staff have an enhanced DBS check?	Yes, all supply and agency staff do have relevant checks, evidence seen for what the agencies send through		
Do you have 2 written references available for all employees?	Yes all have 2 written references		

Do volunteers have risk assessments if there are not 2 references available?	DBS checked for volunteers, mostly former pupils		
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?	Annual training in Sept – The Key is used along with Prevent training E-safety through National College KCSIE quiz from The Key used and resulted collated 6 weekly departmental training – various safeguarding topics covered Act on Education – Martyn's Law training recently covered		
Have all non-children facing staff read Annex A of Keeping Children Safe in Education 2024?	KCSIE part 1 read by al staff members and a log of everyone on Sept training recorded, quiz completed to check understanding. Mid-year new members of staff complete National college course as part of induction		
Are all staff given additional Safeguarding training annually? *Regular emails, e-bulletins, staff meetings, scenario-based learning*	Yes, staff receive safeguarding updates and newsletter		
Do you identify child protection training for all staff on your SCR with the date taken?	Central log of training, certificates kept by the individual		
Have you records of training given (power point or notes), name of trainer and are staff certificates on file?	All available on shared drive		
Has your DSL completed specific DSL training within the last 2 years?	March 2024		
Has your Deputy DSL specific DSL training within the last 2 years?	March 2024		
Do you have a detailed record of the dates Governors attended Safeguarding training? *(S175 - The Governing Board completes safeguarding training every three years as a minimum, ideally annually)*	National College used for training – clerk keeps log of training		

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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	Anthea and Will attend all meetings		
Have all staff attended PREVENT training? Are updates provided annually?	Will (train the trainer) delivers Prevent training Sept, annually		
Does your DSL or any other staff member have a good understanding of local prevalent issues: • Hate crime • Harmful practices - Gender-based violence, Female genital mutilation • Forced marriage • Radicalisation and/or extremist behaviour • Child sexual exploitation and trafficking • Peer on peer abuse, including bulling & online bullying, teenage relationship abuse, sexualised behaviour, for example sexting • County lines • Substance misuse • Domestic abuse *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?*	No category – section on CPOMS for staff to submit if unsure Neglect can be a more prevalent issue but no one prevalent topic across the school. Generally low-level concerns		
Does the DSL have a link with the LSCB to ensure staff are aware of any new training opportunities?	School attend LA DSL forums		
Management of Staff and Visitors			
The school operate a robust system for managing visitors, including:	Electronic gate entry system, electronic sign in machine, ID and DBS checked by		

• Checking ID • GDPR compliance for signing in/ out • Visitor identification – lanyard / badge system recognised by staff and pupils Can pupils identify trusted adults?	reception staff, different colour lanyards used to denote DBS or no DBS	■	
Is the School clear about which staff are on site at any time? How is this managed?	All staff use electronic system to sign in and out		
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	Safeguarding information is on the electronic signing in system as well as posters up around the school	■	
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?			
On & Off-site Safety			
Who is the named person with responsibility for Health and Safety in your School?	Mike Birchall	■	
Who is the named Governor with responsibility for Health and Safety in your School?	Sara Redmand	■	
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?	Lock down procedure in place practiced annually – site team become intruders and try to find gaps in the system. Next practice scheduled for last this week.	■	

Does the School carry out a termly fire drill as minimum? Date of last drill?	Termly fire drills carried out, the last one being Jan 2025		
Does the School have an adequate number of trained first aiders on site?	34 first aid trained staff 1 first aid at work trained staff		
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)*	First aid logs kept with all accidents recorded		
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?	H&S committee go through statistics at meeting to check for patterns and any issues		
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?	Yes, all risk assessments are in place to cover all aspects of the school's work.		
Does the School follow the LA policy and procedures for Education visits, including residential trips? (Evolve) Who is the EVC leader? Do all staff leading trips receive additional training, including completion of risk assessments?	Leanne Chapman is the EVC lead. Support given to all trip organisers and training provided.		
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?	H&S committee tour the site on a regular basis		
Are health and safety concerns reported immediately to the named person for H&S and logged?	Any and all health and safety concerns are reported directly through line manager either via email or in person.		
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?	First aid team Tony Harris		
School lettings			

Appropriate safeguarding arrangements are in place for external organisations *(Child protection policy, managing allegations policy, whistleblowing policy, safeguarding lead)*	The schools safeguarding team vet all safeguarding arrangements for external organisations		
Do lease documents reflect the requirement of safeguarding arrangements?	Yes, safeguarding arrangements clearly stated in policy		
How are Governors assured about the safeguarding arrangements for school lettings?	Governors would have ratified the lettings policy and therefore fully aware of the procedures in place.		
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?	Child protect policy is on the school website under policies but also liked to the dedicated safeguarding page.		
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 • Complaints policy (to include vexatious/persistent complaints) • Disability / Accessibility plan • Equality Duty policy (based on the Equality Act 2010) & Equality Duty Action Plan • Health and Safety policy • Child -on-child abuse policy • Physical Intervention Policy • Safer recruitment policy • Safeguarding/Child Protection policy • Supervision Policy • Staff behaviour policy/code of conduct – *to include staff welfare, acceptable use of technology,*	All the relevant policies are on the school website. Others such as the staff code of conduct was provided on arrival.		

staff/pupil relationships and communications including use of social media • ==Whistleblowing policy (including handling allegations against staff)==			
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,	The child protection policy contains all the relevant information and topics as referred to in KCSIE.		
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?	Will is responsible for updates and changes made to statutory guidance. The school uses Andrew Hall, NSPCC Casper and LA newsletters to keep informed.		
Local arrangements for safeguarding children are clearly detailed and accessible to staff, with available copies of DfE guidance: • *Working Together to Safeguard Children* 2023 • *What to do if you are worried a child is being abused 2015 - Advice for practitioners'* • *Keeping Children Safe in Education 2024.* • *Sexual Violence and Sexual Harassment 2021* Where are these kept?	All online if needed		
Supervision			
A supervision policy is in place which clearly defines the function of supervision and responsibilities of the supervisor/supervisee	Internally done within the team		

		 	
There are arrangements in place for the DSL to participate in safeguarding supervision		N/A	
Supervision is regular and frequent. Minutes of supervision are recorded and linked to case files.		N/A	
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?	CPOMs staff safe used to record low level concerns, and these go straight to Headteacher. Will keeps forms in a locked file on his drive as a record.	 	
Are key staff aware of the requirements from KCSIE 2024 to ensure supply are referred to the LADO if an allegation is made. Is transferable risk considered in all cases? Are scenarios used to highlight transferable risk to staff? (e.g. a situation outside of work which may impact work)	Safeguarding team fully aware of the KCSIE 2024 LADO requirements and understand what transferable risk is.	 	
Clear evidence allegations are taken seriously and responded to appropriately.	Yes, Using CPOMS Staff Safe ensures that it is taken seriously and records that it is responded to appropriately.	 	
The school has a positive relationship with the LADO.	Yes	 	
How are staff supported if subjected to an allegation?	Support through line manager, Westfield health	 	
Is there a well understood system for recording and reporting all whistleblowing occurrences?	Within the school these are known as low level concerns	 	
Are Governors aware of what procedures need to be adhered to following a complaint or whistleblowing incident?	Yes, governors fully aware of process if there is a complaint about headteacher.	 	
Safeguarding in the Curriculum			
Are pupils taught how to keep themselves safe, including responding to different types of bullying, protective	Life skills lessons, assemblies, form tutor time, computing lessons, displays around the school.	 	

behaviours, recognising adults they can go to for help, 'stranger danger' etc.	Some topics covered are: anti-bullying, E-safety, sexual health services, exam stress, self-awareness, good mental health, future finances,		
Does your school have a definition of bullying that is understood by all members of the school community?	Yes, in anti-bullying policy		
Would you be able to demonstrate that the curriculum is used to promote safeguarding and E-safeguarding?	Yes, gov reports, overviews, pupil voice		
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?	Net sweeper used to filter and monitor, provides a daily report		
What is the system for filtering and monitoring within your setting? Who do reports go to? How do staff report issues?	Will get reports daily and actions as required		
Do you have a clear policy on the use of mobile and smart technology? How this is managed on the premises? *Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.*	Clear mobile phone policy (smart tech not an issues)		
Are pupils regularly asked about their safety? Where they feel unsafe in school and what worries them?	Every two year Concentra survey for all children and parents		
Child on Child abuse			
Is there a clear zero-tolerance approach to sexual violence and sexual harassment within the school?	Yes		
Are risk assessments in place where there have been cases of child-on-child abuse?	Not currently needed		
Is your safeguarding procedure with regard to sexual violence and sexual harassment well promoted, easily understood and easily accessible?	It is part of the Child protection policy so all aware of the procedure and understood by all.		

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?	Online form on website, links on website, verbally via trusted adult, assemblies delivered to promote knowledge and awareness, antibullying box in every form room. Anti-bullying and restorative justice ambassadors		
What is the process to review previous incidents of sex violence (how is it revisited / reviewed from those involved without re-traumatising the child?)	Case by case basis – working with parents and children depends on individual – early help, mental health		
Physical Intervention			
Staff undertake recognised de-escalation and physical restraint training	Very rarely used, only if a fight happens, logged on system if physical intervention needed but most often it is just the teacher escorting and pupil away from the situation with no physical contact.		
Records are made when physical intervention is required, detailing the circumstances, techniques used, and action taken following the incident.	Yes, if required		
De-brief meetings are held after physical intervention is used, with records being kept of support offered to staff.	Yes, if required		
Processes are embedded for reviewing and updating support plans and risk assessments if physical intervention is used.	N/A		
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?	CPOMs use by vast majority of staff, pink slip used for kitchen and peri teachers		
Do safeguarding records demonstrate a robust approach with evidence of perseverance in pursing relevant support for pupils?	Confident in proving records demonstrate robust approach with evidence of perseverance.		
Are concerns kept in a separate child protection folder for each child? Records to include: •a clear and comprehensive summary of the concern;	CPOMs is used so all decisions and actions are recorded.		

•details of how the concern was followed up and resolved; •a note of any action taken, decisions reached and the outcome.		 	
Does the School have well organised files for all of the above groups, which are stored in a locked cupboard, with clear access arrangements?	CPOMs	 	
Are incidents of Hate Crime reported to Bedfordshire Police? (MA Form) Are they reviewed regularly?	MA form completed in the past and used when needed	 	
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?			
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?	Yes	 	
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?	Yes, staff happy to ask for guidance and support if needed.	 	
How is the voice of the child captured throughout the process when a safeguarding concern is raised?	Oice of the child is recorded on CPOMs, staff trained to use TED questions, DSL/DDSL speak to child and parents.	 	
Who is responsible for the transfer of Child Protection records when a child moves school and are records sent separately from the main file, ensuring secure transit and confirmation of receipt is obtained?			
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?			
Quality Assurance			
Does the DSL regularly audit records for quality of recording and action taken? Are the learning/outcomes from these audits shared with colleagues?	Monitored regularly, feedback given as whole staff training and some on a one-to-one basis if needed.		
Systems are in place to monitor the effectiveness of recording systems in the school where concerns are raised – DSL reviews concerns raised, reviews case files etc	All cases reviewed and monitored.		
Does the setting regularly review and evaluate safeguarding processes and their effectiveness? *S175? External auditing?* (*Case file audits, regular DSL/HT meetings, review of incidents raised (quality of report/records made by staff)*	LA Section 175 completed annually		
A safeguarding audit is completed (internally/externally), including the HT/Gov/DSL/DDSL's. *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*	An extensive termly safeguarding report to the governing body is completed. LA safeguarding audit completed		
Exclusion			
Full time exclusions/Part time exclusions/Part time timetables – are considerations made to safeguarding and exploitation risks prior to issuing? Where are considerations recorded and interventions evidenced?	4 part time timetable 2 permanent exclusions 31 suspensions		
Exclusion risk – are records monitored/reviewed of children at risk of exclusion (SEND/safeguarding).	Safeguarding always considered, social workers contacted, early help supporting		

Where is this recorded (including evidence of how risk has been responded to)?			
Do you work with BBC Inclusion Officers regarding any pupils at risk of exclusion?	Dave Roberts consulted along with the school Senco		
Have the risk assessments been shared with BBC where needed?	All shared with the Local Authority		
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? How was the safeguarding and well-being of the child considered and risk assessments made to ensure this?	One child used AP, checks were carried out, attendance checked daily. Safeguarding and well-being always considered in decision making.		
How many Children Missing Education Referrals have you made in previous 12 months? 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?	4 Children missing education referrals made in Autumn term and 1 in Summer Consulted with LA on all referrals		
How many children have you removed from roll in the last 12 months and have you followed the BBC removal from roll procedures as required by legislation?	This academic year 19 children were removed from roll		
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?	2 pupils left in year 7 to be home educated		

Do you make your pupils aware of legislation relating to part time employment and ensure that appropriate applications are made to the LA?	N/A		
Website			
Is there a designated safeguarding section on the website?	Yes, in the Safeguarding section of the website		
Is the Safeguarding policy easy to find?	Yes, there is a link in the safeguarding page of the website		
Are the key safeguarding staff easily identifiable?	Names, contact details and job titles are on the safeguarding page of website		
Are the details about the Governing body/safeguarding Governor available?	Yes, same as above		
Are there designated Parent/pupil sections? *Do these include ACT Early and signposting to agencies who can provide advice/guidance on bullying, mental health, relationship advice, county lines etc?*	There are not designated sections but support for all under topic pages		
Does the website include signposts to agencies who can provide support regarding online concerns, including sexual violence and harassment?	Yes, extensive list of contacts under each specific safeguarding topic		

Staff/Pupil engagement

Question	Supporting Evidence	RAG Rating	Actions
Staff Knowledge			
How many staff were consulted with?	4 members of staff		
Did the staff members demonstrate knowledge of the following – 1, Who the DSL/DDSL is? 2, 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? 3, What is the process to raise concerns about -	Will DSL Anthea DDSL Francis' role 2, Lead on SG concerns and act on referrals, training, reminders, weekly SG email 3, CPOMs or pink slip – verbally follow it up they might ask for more details		➢ Slightly unsure about low level concerns – "is that things like dirty clothes"

• a fellow member of staff?
• the HT?
• low level concerns?
4, What would you do if a disclosure was made to you?
 	
• What action would you take?
 	
5, 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?
6, Have you read KCSIE 2024 Part 1 or Annex A?
7, Can you recall the updates this year?
 	
• Peer on peer abuse – Made it clear that victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment
• Mental health – new resources / role of DSL to liaise with mental health lead
• CSE/CCE
• Separate child protection records for each child
• Online safety – smart technology & cyber bullying, sexual harassment via mobile / online platforms
• Domestic Abuse – New Act / Definition
• New Sexual Violence and Sexual Harassment Guidance
• Child on Child Abuse –
  • what can this include?
  • Do you have a policy on this?
  • Low level concerns
 	
8, Filtering and monitoring process?
	Whole staff training to improve CPOMs submissions also in year group meetings clarifying in out onto forms
	One to one session on cpoms for new staff – including invigilators and peri staff
	4, low level concerns - separate CPOMs staff safe for low level concerns
	National college course mentioned low level concerns.
	
	Clear about going to chair of governors if about Head teacher
	
	5, covered clothing, change in behaviour/language, picked up by someone different in a flash car, new trainers, phones
	
	6, KCSIE read and quiz passed
	
	7, e-safety certificate, life skills taught, PSHE curriculum, computing
	
	Students hand in phones, diabetes students allowed phones,
	
	Staff not to use phone in front of students, use trip phones if out on trips.
	
	Computers have net sweep filtering and monitoring
	
	Child on child- bullying/online, sexual nature, verbal all very clear on what it covers
	
	Happy to ask for help if unsure and feel very supported		

Pupil Knowledge			
How many pupils were consulted with?			
Were the pupils able to discuss/show understanding of the following – 1. How do you know if an adult in the school is staff or a visitor? 2. How do you know if that person is 'safe' to talk to? 3. Do teachers or staff ask about your safety, where you feel unsafe in school and what worries you? 4. Who to go to if you hurt yourself? 5. Who to go to if someone else hurts you? 6. Do you know where to go if you are scared or need help? 7. Do you know who the members of staff are to help with safeguarding? 8. If you went to a teacher with a problem, are you confident they could sort it for you? 9. Is bullying a problem here in this school? 10. If you notice a friend not coming to school, what would you do? 11. Who would you tell? 12. What is the school lock down procedure if there is an emergency outside? 13. Online safety • Consent • Child on child abuse	1, Lanyards explained and all clearly understood the difference between green and red plus if someone had no lanyard on. All pupils feel safe in school – fire drills, lockdown drill, people standing outside the gate, metal detectors, talk to teachers, gates are locked, messages – stranger danger, safety advice, CCTV Phones handed in a box but if you forget they go to the office and parents have to collect them. All happy to talk to a trust adult – very happy with the way the adults are towards them, they feel supported. Bullying – not often, occasionally happens but teachers solve any issues (bully got excluded) anti-bullying boxes used in form room but most of the pupils happier to talk to tutor or head of year. They explained that then can email teachers directly for support or to report concerns via the website. School supportive of pupils who want to move forms. Anti-bullying ambassadors and restorative justice ambassadors job roles explained, and they liked having the option to talk to someone who isn't an adult if needed.		➢ Toilets were something the pupils were not so happy about they thought it was done with good intentions but needs improving – possibly a topic for student voice

	Online safety – computing lessons, you complete a course, assemblies, personal info, pictures, think before you post, Y10 optional - looks good on CV, Blookit quiz used to reenforce learning. Talked though lockdown procedure and fire drill – all seemed confident with the process and clear about what was expected. Consent taught to older pupils in life skills, sexual health assemblies held, posters in the toilets offering support.		

Extra Notes: