

Annual Safeguarding Audit Tool for Schools

Document History			
Date	Summary of change	Contact	Review Date
17.08.2023	None – initial version (NB adapted from <i>Keeping learners safe</i> tool.)	Education Services	01.08.2024

	Name(s)	Role(s)
Audit undertaken by (names and roles of staff members / governors)	Eirlys Spawton Vanessa Scott Marty Jones David Williams	Chair Vice Health & Safety governor
Audit started on (date):	15/02/23- after parent/carer and pupil questionnaire data was collated Health & Safety meeting/audit 19/05/23 Updated and amended Audit June and July 2023 Updated and amended September 2023 Updated and amended January 2024 (after governors' meeting on 22/01/24)	
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Submit audits to safeguarding.education@powys.gov.uk		

KNIGHTON CHURCH IN WALES PRIMARY SCHOOL SAFEGUARDING AUDIT UPDATED JANUARY 2024

The purpose of this safeguarding audit tool is to support all education settings to review their safeguarding arrangements. The audit tool is intended to help education settings to identify strengths and weaknesses in their safeguarding arrangements and to ensure they are exercising their legal safeguarding obligations in line with the *Keeping learners safe*¹ statutory guidance. This tool can be adapted for different types of education setting as appropriate.

What is safeguarding?

In the context of this audit tool, safeguarding is the action taken to promote the well-being of children at risk² and adults at risk³. Safeguarding means:

- protecting children and adults at risk from abuse, neglect and other kinds of harm
- preventing harm to children's health or development, and the health or development of adults at risk
- ensuring children and adults at risk are provided with safe and effective care
- taking action to enable children and adults at risk to have the best outcomes.

All education settings have statutory duties to operate in a way that takes into account the need to safeguard and promote the well-being of learners. When reviewing safeguarding arrangements education settings should consider how effective they are in the following:

- creating and maintaining a safe learning environment for learners
- identifying where there are well-being concerns and taking action to address these, where appropriate, in partnership with other agencies
- the development of learner's understanding, awareness, and resilience through the curriculum.

Achieving this objective requires systems designed to robustly:

- prevent unsuitable people from working with learners
- promote safe practice and challenge poor and unsafe practice
- identify instances in which there are grounds for concern about a learner's well-being arising from home, community, school or college, and initiate or take appropriate action to keep them safe
- contribute to effective partnership-working between all those involved with providing services for learners.

How to use this audit tool

The audit tool **is not** a checklist but is to support a whole-setting approach to safeguarding and provide a benchmark against which to work to continually develop and improve. Effective safeguarding arrangements must be about the ethos, character and culture of an education setting,

¹ Keeping learners safe: the role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. Welsh Government 283/2022, March 2022. <https://www.gov.wales/keeping-learners-safe> Accessed on 17 August 2023

² Wales Safeguarding Procedures. Children and young people at risk of harm, Section 1 Part 4. <https://safeguarding.wales/en/chi-i/chi-i-c1/c1-p4/> Accessed on 17 August 2023.

³ *Ibid.* Adults at risk, Section 1 Part 5. <https://safeguarding.wales/en/adu-i/adu-i-a1/a1-p5/> Accessed on 17 August 2023.

rather than any finite set of actions or policies. The audit tool encourages education settings to go beyond checking that a policy is in place, for example, to reviewing what impact that policy is having.

The Designated Safeguarding Person (DSP)/Designated Safeguarding Lead (DSL) should support the education setting's safeguarding approach. Everyone working in an education setting, whether employed by the local authority or otherwise, who comes into contact with children, adults at risk, and their families has a role in safeguarding children and adults at risk. They form part of the wider safeguarding system for children and adults at risk and are in a position to identify concerns early and provide help for children and adults at risk to prevent issues from escalating. This audit tool seeks to help education settings to promote this ethos.

The audit tool is intended as an exemplar, against which to review current safeguarding arrangements in education settings. Your education setting may have a current assessment tool that enhances and supports this work and that helps in how you audit the education setting's approach. There is currently no expectation that you should duplicate your assessment or that this tool takes precedence over your existing approach. It simply provides you with a robust option that has been widely tested and aligns with the pre-inspection expectations of Estyn.

The tool has been developed with input from Estyn and meets the requirements expected by Estyn, but is not designed to be completed for inspection purposes only. The tool should be a continuous assessment of the effectiveness of an education setting's safeguarding arrangements.

The audit tool requires a process of evidence-gathering, including talking with learners and their families, discussing safeguarding with staff in the education setting and reviewing safeguarding incidents to learn what is working well and what needs development. This should be an ongoing process, so that there is a constant reflection, learning and updating of processes. You can use this audit tool either as part of a peer-review process, or for self-assessment. The tool encourages a peer-review approach, where settings offer 'critical friend' support to each other. Having someone from outside the education setting come in and go through the audit tool provides a valuable independent perspective that can enhance effective practice and highlight gaps.

As well as checking on whether you have robust safeguarding policies and practices in place, the tool asks you to make professional judgements on how effective and comprehensive they are. In order to make those judgements you will need to collect evidence, including talking to learners, colleagues, governors and parents/carers.

The summary sheet at the beginning is intended to allow you to provide a quick overview for staff, learners, parents/carers and governors on the strengths and weaknesses of the education setting in relation to safeguarding; the actions page will show them what steps are being taken to build on the strengths and address the weaknesses.

Setting SMART targets

Ensure that any actions defined within the audit are SMART – specific, measurable, achievable, relevant and time bound.

S	M	A	R	T
<p>SPECIFIC</p> <ul style="list-style-type: none"> • What do you need to achieve? • Are you clear on the parameters and outcomes? • Have you provided enough detail that ensures clarity and common understanding of what is to be achieved? • What is the expected result? 	<p>MEASURABLE</p> <ul style="list-style-type: none"> • Could this be measured and decided without argument that the result had been achieved? • How will you know the action has been achieved? • What indicators will you look for to measure progress and success? 	<p>ACHIEVABLE</p> <ul style="list-style-type: none"> • How does the achievement of this action contribute to the overall safeguarding audit? • In what way is the action significant? • How does the action fit within the context of your setting and the safeguarding audit? • What would be the impact to your setting if the action was not achieved? 	<p>RELEVANT</p> <ul style="list-style-type: none"> • Is the action appropriate for the safeguarding audit? • Can you achieve the action with the available resources? If not, how can you address this? • What help will you require or are there others that you will require assistance from? • Do you have all the relevant skills and knowledge to complete the action to the defined specifics? 	<p>TIME BOUND</p> <ul style="list-style-type: none"> • Are there clear time frames attached to the action? (e.g., specific dates) • If the action goes beyond the audit period, have you set milestone dates? • Are there other actions which will depend upon the completion of this one? • What could impact or compromise the deadline? • How can you mitigate these if they are of concern? • Is the deadline realistic?

The guidance notes below have been written in line with *Keeping learners safe*.

1. How safe do learners feel?

The United Nations Convention on the Rights of the Child (UNCRC) sets out that children have a right to be safe and protected from harm, and have the right to express their opinions and participate in decision-making. In accordance with the UNCRC, the best way to understand how safe an education setting feels to learners is to ask them and observe how they and staff interact. A positive learner–staff relationship provides evidence that staff are friendly and positive about the education setting, and that learners are listened to and able to speak with confidence in the education setting.

The general atmosphere of the education setting is also a good indicator of how safe people feel. The kind of evidence that can help form your judgements include the physical environment and protocols for visitors but these measures alone are not enough to justify the feeling of safety. Reviewers should consider how the ethos and atmosphere of the education setting demonstrates a safeguarding culture and a level of care for each learner.

Equally, education settings should not assume that their learners are able to keep themselves and others safe. Appropriate site security measures should be taken to ensure the site feels safe and that parents/carers feel confident that appropriate measures have been taken.

2. How effectively do you communicate safeguarding issues and policies?

Effective communication is, in essence, an exchange of information that allows all involved to listen to and learn about each other. Therefore, it involves more than knowing that staff have access to, or have read, policies. It is important to check that learners, and those who come into contact with them, understand the purpose of information-sharing in order to safeguard and promote learners' well-being. It is also useful to assess how comfortable they feel about sharing information by reviewing, for example, recent communications.

It is important that all learners, parents, agency staff, support staff and governors are aware of the education setting's safeguarding policy, and that the policy sets out safe practices for all involved with the education setting. An indicator of effective communication is that learners, parents, carers and staff all understand what constitutes an unsafe situation and are aware of what they would need to do to keep themselves and others safe, and what to do if they have a concern. Checking that information is in a format and language that can be easily accessed and understood by all of the education setting's users is important, as is the regular review and updating of relevant information.

Education settings can also enable stakeholders, including children and young people, to participate in the development of policies through consultation approaches in line with the National Participation Standards (see www.childreninwales.org.uk/our-work/participation/participation-standards/). The whole community should also be aware of the human rights of children as laid out in the UNCRC.

3. How effective is your approach to safeguarding?

This section requires a review of the education setting's approach to safeguarding and its ability to effectively manage a safeguarding concern. This involves reviewing the extent to which staff members are confident about recognising signs of abuse, neglect and other kinds of harm, and their understanding of the steps to take in response and the need to act quickly. This should not be a matter of going through a checklist of issues and symptoms, but rather of assessing how confident people are about safeguarding learners, how alert they are to what is happening to individual learners and how open communication channels are. Reviewing recent incidents can help, looking at how long it took before a concern was raised, what happened, what action was taken and how quickly, and what the outcome was.

Incidents should be collected and recorded systematically so that the process is easily accessible to all staff, including a record of concerns (allowing, for example, people to spot multiple concerns about an individual), action taken and the outcomes. There should be a consistency of approach throughout the education setting for identifying and managing incidents. In particular, records for children and adults identified as at risk should be up to date and of a high quality.

Check for a coordinated approach across the education setting around planning and delivering personal and social education (PSE) and relationships and sexuality education (RSE). The approach to RSE should be proactive in supporting learners to be aware of risks to their well-being and safety. The curriculum should support existing policy within the education setting on important issues and provide sufficient information on managing risk, e.g. in: sex and relationships; drug, alcohol and tobacco education; accident prevention; anti-bullying; online safety; extremism and radicalisation. Gathering evidence on how these issues are explored will help in assessing the effectiveness of the education setting's approach to safeguarding. It is also important to review the education setting's approach to physical intervention.

4. How robust are your safeguarding practices?

Robust safeguarding practices involve both whole-setting approaches that make safeguarding everyone's concern, and the specific focus of named people responsible for ensuring safeguarding policies and practices are being carried out. There should be a DSP/DSL with responsibility for safeguarding in the education setting whom everyone is aware of.

All staff should be competent and feel confident about implementing the protocols for securely managing incidences and dealing with disclosures. Safeguarding procedures should form a part of supervision and management processes. Staff should feel supported in taking responsibility for safeguarding, knowing that any concerns they raise will be taken seriously, and that senior managers will back them up if needed.

The DSP/DSL should be aware of appropriate training and be given the time to attend training. All staff working with learners (including temporary, peripatetic and agency staff) should be aware of safeguarding procedures and have safeguarding training and Disclosure and Barring Service (DBS) checks. Any training and assessment of staff should be appropriately recorded and updated. It is also important that governors or board members know enough about safeguarding to be able to sufficiently challenge the education setting's safeguarding practices and satisfy themselves that safeguarding procedures are robust, particularly with regard to taking action and recruitment.

5. How effectively are you working with others to safeguard children and adults at risk?

Part 7 of the Social Services and Well-being (Wales) Act 2014 (see www.legislation.gov.uk/anaw/2014/4/part/7) includes provisions aimed to help promote more effective leadership and inter-agency collaboration, as well as ensure all agencies give sufficient priority to safeguarding. The Wales Safeguarding Procedures (see <https://safeguarding.wales/>) also emphasise that safeguarding is everyone's responsibility, and that the effective protection of children and adults at risk cannot be achieved by a single agency acting in isolation. The procedures clarify how individuals and agencies should communicate and work together in partnership to identify and keep children and adults at risk safe.

The education setting should be able to show clear records with the names of any staff or external agencies that the DSP/DSL has shared information with what information was shared and the rationale for this. The DSP/DSL needs to ensure that parents/carers understand the education setting's need to share information and work in partnership with other agencies when there are concerns about a child's or adult at risk's well-being.

When commissioning a service from another organisation, there should be robust mechanisms in place to ensure that these organisations have appropriate policies and procedures in place for safeguarding.

Gathering evidence to inform your judgements

This section provides some examples of how you might form your judgements and the evidence you can collect to underpin them. It is not intended to be ticked off; but rather as a prompt to recognise what you do, and what more you could do.

Section 1

How safe does the education setting feel?

Evidence includes:

- learner/parent/carer questionnaires, discussions, suggestion boxes, school/student council sessions, NUS
- site security checklist and how it is used (e.g. do all visitors sign in and out and wear a visitor badge? Is proof of identity secured through photo ID?)
- listening education to break and lunchtime supervisors
- monitoring and evaluation systems to gauge the extent to which learners keep safe, adopt safe and responsible practices and deal sensibly with risk
- how risk is managed within the education setting (e.g. through discussion, risk assessments, role play and skills rehearsal) and what difference this makes
- risk assessments of external provision
- peer mediation and/or buddy programmes and their impact
- random checks with learners to see if they are confident they know how to access a trusted adult if they have any concerns
- reports/records on how the education setting acts on reported concerns raised by learners, parents/carers or other people (including feedback from those who have raised concerns)
- face-to-face participatory techniques to find out about children's and young people's experiences, e.g. facilitating a school mapping or community mapping activity with young people to find out where they feel safe and where they perceive risk.

Section 2

How effectively do you communicate safeguarding issues and policies?

Evidence includes:

- survey/questions to staff, governors, learners, parents/carers on awareness of safeguarding policy and approach
- curriculum content (e.g. in PSE and RSE)
- posters displayed relating to safeguarding and child protection themes with helpline numbers (e.g. for external agencies) and how helpful learners think they are
- training, advice and guidance given to learners on online exploitation (including commercial and sexual exploitation) and its impact

- assemblies, class discussions, etc., where safeguarding-related issues have been addressed, e.g. bullying, LGBT bullying, substance misuse, child sexual exploitation, child criminal exploitation, online safety, absence/truanting, violence against women, domestic abuse and sexual violence, preventing radicalisation, extremism, etc., and what learners say about them
- records of initiatives and promotional and awareness-raising activities and their impact, including lesson plans, assembly notes and circle time records
- a clear, accessible reporting and progressing system for raising and acting on safeguarding concerns and how effectively they are used
- minutes from staff meetings where safeguarding issues have been discussed
- minutes/records from school/student council meetings that have raised safeguarding issues
- copies of newsletters/website content
- letters/communications with parents/carers
- records of parent/carer meetings.

Section 3

How effective is your approach to safeguarding?

Evidence includes:

- records of concerns raised and how they are acted on
- asking learners who they would talk to if they had concerns and what concerns they have/would raise
- listening to vulnerable learners (e.g. care-experienced children, those with a care and support plan, young carers, those with additional learning needs) and those who have suffered abuse about how supported they feel
- listening to learners about experiences of bullying, harassment, prejudice and discrimination and how the education setting has/could support them
- asking staff about who they would talk to if they had concerns (including about colleagues, headteacher/principal, proprietor)
- reviews of any concerns raised in the past year, how they were recorded, how they were acted upon and the outcome
- behaviour management strategies and their implementation.

Section 4

How robust are your safeguarding practices?

Evidence includes:

- attendance records kept as evidence
- regular audits of training records to ensure all staff members have received safeguarding training (or induction in the case of new staff members)
- confirmation from external agencies that appropriate training has been provided, including refresher training
- records of the induction new staff received on the education setting's safeguarding procedures
- records on the induction and training that new staff, contracted/temporary staff have received
- audit trail of training for staff and governors and of when updates are due

- policy and practice on recording and storing child protection and safeguarding concerns, and actions arising
- policy and practice relating to transferring records when a learner moves education setting
- IT/paper storage safety policy
- minutes of governors' meetings where safeguarding is discussed
- a DBS audit
- analysis of any complaints and the education setting's response.

Section 5

How effectively are you working with others to safeguard children/learners?

Evidence includes:

- referral records to external agencies
- records/minutes of multi-agency meetings attended by the DSP/DSL or other staff
- records of information-sharing
- the quality of safeguarding/child protection files and records on vulnerable learners (e.g. up to date; accessible; accurate)
- examples of lessons delivered by the All Wales School Liaison Core Programme and their impact
- activities undertaken during anti-bullying week and their impact.

Policies


The school or college is likely to have a range of policies that are relevant to its approach to safeguarding and these can all help to provide evidence for the evaluation tool. They may include:




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| <ul style="list-style-type: none"> • anti-bullying • online safety • behaviour • use of time out/use of physical restraint • travel to and from school • attendance • inclusion/ALN | <ul style="list-style-type: none"> • meeting needs of children with medical conditions • health and safety • school equality plan • safer recruitment • professional conduct/communication protocols for staff • dealing with allegations of professional abuse • whistleblowing |
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Safeguarding audit

Summary

Completing this should be the final stage in the assessment process

Section 1	Red (action needed)	Amber (some action needed)	Green (no action needed)
How safe does the education setting feel?		Monitor school council meeting minutes in file to ensure any issues raised are addressed	X Evidence in well-being think tank meeting minutes and all school councils' meeting minutes from Autumn 2023 and Spring 2024 Ongoing  School Council Meeting Minutes 2005
Section 2	Red (action needed)	Amber (some action needed)	Green (no action needed)
How effectively do you communicate safeguarding issues and policies?		Updated anti-bullying leaflet and child-friendly version of the school's safeguarding policy to be distributed to all stakeholders and feedback requested-	X School Council have now updated the anti-bullying leaflet and created a child-friendly version of the school's safeguarding policy

		School Council to lead on this	 School Council Anti-Bullying Leaflet Ja  Child Friendly Version of Safeguarding Polic
Section 3	Red (action needed)	Amber (some action needed)	Green (no action needed)
How effective is your approach to safeguarding?		X RBSC provision	X Teachers and TAs updated on exclusion procedures in staff meetings Autumn 2023  How to report an Exclusion to the LA v1
Section 4	Red (action needed)	Amber (some action needed)	Green (no action needed)
How robust are your safeguarding practices?		X Some governors still to refresh Safeguarding training- raised at governors' meeting 22/01/24, next training is in April 2024	X Teachers and TAs completed PREVENT training in Autumn term 2023/Spring term 2024 Headteacher, Deputy and FP lead all have

			<p>refreshed 'Safer Recruitment' training TJ- November 2022 JF- November 2023 CR- December 2023</p> <p>Lockdown Policy amended (now that we have new doors and locking systems)</p>  <p>Lockdown Policy Procedure 2023 Knight</p>
Section 5	Red (action needed)	Amber (some action needed)	Green (no action needed)
How effectively are you working with others to safeguard children/learners?		<p>X</p> <p>Ensure staff aware of and using the Regional Safeguarding Board's threshold document</p> <p><i>The right help at the right time</i></p>	

Actions summary		Action(s)	By when (date)	By whom (name and role)	Progress (date and update)
Section 1: Making the education setting safe					
Priority 1	Pupil voice regarding safeguarding	<p>Safeguarding on every agenda for school councils' meetings</p> <p>Minutes to be recorded and given in to CR to be kept in school councils' file</p> <p>Any issues raised to be discussed as appropriate- SLT, staff meetings, assemblies, classes or groups of children, DLS</p>	20/09/23 First School Councils' meetings of the academic year	<p>Charlotte Rimmer- School Council</p> <p>Jess Fielding- Worship Council</p> <p>Sian Evans/Calum E- Williams/Tara Jones- Criw Cymraeg</p> <p>Healthy Schools Council- Jane Watts</p> <p>Jackie Shaw/Calum E- W- Sports Council</p> <p>Lauren Rees/Tara Jones- Eco Council</p> <p>Mandy Blower- E-Safety Council</p>	<p><i>School council meeting minutes 20/09/23 evidence of pupil voice regarding safeguarding (minutes embedded above)</i></p>
Priority 2	Site safety- fencing	CR to email DT (County) regarding fencing of the field area timeline and update governors accordingly at AGM.	By 22/09/23	Charlotte Rimmer (HT)	<p><i>Measurements of the field have been taken and County have</i></p>

					<i>delivered letters to neighbouring properties to let them know about the proposed work. Quotes being obtained and work to be completed Spring term 2024</i>
Priority 3	Staff appropriately trained to plan, undertake and review educational visits/trips	CR to ensure that all members of staff are confident in planning, undertaking and reviewing educational visits/trips (staff meeting time factored in to address this) Evolve- CR and SH training/updates on site	By 27/10/23 December 2023	Charlotte Rimmer (HT) Sarah Hamer (Office Manager)	<i>Many staff confident in planning, undertaking and reviewing educational visits/trips but need to continue with this action for Spring 2024 (two residential</i>

					<i>trips coming up)</i> <i>Staff meeting to ensure staff are familiar with</i> <i>Evolve</i> <i>SH to go on EVC training refresher</i>
Section 2: Improving how we communicate in relation to safeguarding					
Priority 1	Safeguarding policies and practices are easily accessible and explained on our website in a user-friendly way for all stakeholders	User-friendly/child-friendly version of Safeguarding policy to be created by School Council and posted on the school website once ratified by the governors (02/10/23)	20/09/23	School Council members and Charlotte Rimmer (HT)	<i>Achieved (embedded documents above)</i>
Priority 2					
Priority 3					
Section 3: Developing our approach to safeguarding					
Priority 1	To ensure that the level of pastoral and additional support available to learners, including any who are at particular risk or vulnerable is satisfactory	To invite SA (line manager for RBSC) into school to discuss provision within the centre	22/12/23	Charlotte Rimmer (HT) Jane Watts (ALNCO)	<i>Not achieved-priority for Spring 2024</i>

				Michelle Warner (Specialist Teacher) Louise Lowe (Specialist Teacher)	
Priority 2	To ensure that all staff are aware of procedures for reporting exclusions	To go through procedures for reporting exclusions in a staff meeting	26/09/23	Charlotte Rimmer (HT)	<i>CR used staff meeting time on 26/09/23 to go through procedures and TA meeting time on 27/09/23 Staff also emailed procedures as a reference point</i>
Priority 3	Involvement of e-safety governor with matters raised by e-safety council	New e-safety governor to meet with e-safety council so that they can update them on the actions from their first meeting of the academic year (20/09/23)	27/10/23	Charlotte Rimmer (HT) Mandy Blower (Digital Lead)	<i>Sara Spencer is the new e-safety governor but hasn't been able to meet with e-safety council yet.</i>

					Priority for Spring 2024
Section 4: Working better to safeguard learners					
Priority 1	Training for staff about tackling the ideological causes of terrorism, enabling them to intervene early to support people susceptible to radicalisation, and enabling those who have already engaged in terrorism to disengage and rehabilitate	Prevent training to be refreshed/undertaken by all staff	24/10/23 (teaching staff) 22/12/23 (all other staff)	All staff, overseen by Charlotte Rimmer (HT)	<i>Achieved- certificates in staff training file</i>
Priority 2	Ensuring that the governing body has sufficient knowledge about safeguarding issues relevant to their role	Update safeguarding training	22/12/23	Eirlys Spawton (CoG)	<i>Not achieved due to ES not being able to access Hwb (two factor authentication) Will be attending Eventbrite training in April 2024</i>
Priority 3	Updating staff knowledge regarding the safer recruitment procedures within Powys	Safer Recruitment training for SLT	22/12/23	Charlotte Rimmer (HT) Tara Jones (DHT)	<i>TJ, JF and CR have been on the training</i>

				<p>Jess Fielding (Foundation Lead and RI for Children's Centre)</p> <p>Jane Watts (ALNCO)</p> <p>Michelle Warner (RBSC Specialist Teacher)</p>	
Section 5: Working better with others					
Priority 1	<p>Making staff aware of and using the Regional Safeguarding Board's threshold document <i>The right help at the right time</i></p>	Staff meeting time to go through document	24/10/23	Charlotte Rimmer (HT)	<p><i>Not achieved fully-remains a priority for Spring 2024</i></p>
Priority 2					
Priority 3					

Section 1		Red (action needed)	Amber (some action needed)	Green (no action needed)
How safe does the education setting feel? Robustly demonstrate how you meet each point.		No – action required in this area	We need more evidence to answer question	Yes – as shown by evidence we have
Ref:	Area			
1	Do learners feel safe in the education setting?			<p>Pupil Survey Spring 2023: 98% of pupils felt safe at school and 97% of pupils felt happy at school (sometimes or always)</p> <p>Conversations with learners to see if they are confident they know how to access a trusted adult if they have any concerns- Jigsaw (PSHE) sessions (evidence in Jigsaw books and up in school hall) that support the mental health and well-being of our children, championing children and young people to build positive relationships with themselves.</p>

2	Are you effective in listening to and acting upon learners' safety concerns?		<p>Minutes from all school council meetings need to include safeguarding and well-being on every agenda-</p> <p>ACHIEVED BUT CONTINUE TO MONITOR AND ENSURE ANY ISSUES ARE ADDRESSED</p>	<p>Input from PC Ainsworth (CPO) to every class Autumn visit 15/09/23 (SchoolBeat.Cymru schools programme) HT and PC Ainsworth met on 04/09/23 to discuss programme and sign 'Joint Working Agreement 2023/24'</p> <p>Well-being think tank meetings with pupils. Guardian angels, emotion coaching and their impact- record of meetings kept</p> <p>HT- open door policy for children to drop in whenever they have concerns about something, working very well for older children, informal</p> <p>HT meets with all staff groups on a regular basis, minutes recorded, opportunity to discuss any issues that may have been raised in class, at breaks, lunchtimes by</p>
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				children, or situations with the potential to escalate that have been observed by staff members.
3	Do parents/carers have confidence about safety in this education setting?			<p>Parents'/Carers' Survey Spring 2023:96% of parents felt that our school was good or very good at making their children feel happy and safe.</p> <p>Member of SLT always on the gate in the mornings before school and at the end of the day for parents/carers to express any concerns/worries that they may have- confident to approach and discuss matters with staff.</p>
4	Are there site security measures, including secure entry and exit points that help you feel safe?		Awaiting further information regarding fencing around the field area- CR has been in discussion	Key cards to enter and exit all external doors in the main school building- as of summer 2023, to improve security. All external doors

			with DT and with the H&S governor regarding this but needs to chase this up- Autumn 2023 FENCING TO BE IN PLACE SPRING 2024	replaced and most windows- summer 2023 and September 2023. December 2023- all windows and doors replaced
5	Are there good measures in place to ensure effective safeguarding for extracurricular activities or off-site provision?			Use of Evolve and risk assessments for extra-curricular activities (e.g. running club) and off-site provision (e.g. Oakerwood outdoor pursuits)
6	Are all staff appropriately trained to plan, undertake and review educational visits/trips?		Two members of teaching staff are being supported this academic year in planning, undertaking and reviewing educational visits/trips. All staff need to be updated about changes with Evolve and EVC & HT need to refresh training regarding Evolve	

			<p>ONGOING WORK WITH THIS</p> <p>Safeguarding is on the agenda of every staff meeting, TA meeting, Dinner Supervisor meeting and Cleaning staff meeting.</p> <p>Any staff going on a school trip required to read and sign risk assessment, and input where necessary. Site visit of a proposed off-site trip undertaken by a member of staff in order to assess risks.</p>	
7	Are educational visits/trips recorded on Evolve, and in line with required timescales?			Yes- by EVC (SH)
8	Are the identities of all visitors checked, and do they sign in and out?			<p>Yes- by office manager (SH), who is also a document verifier for Powys (DBS checks)</p> <p>Signing in/out sheet in Reception area for all staff and visitors.</p>

9	Are visitors made aware of your commitment to safeguarding?			<p>All visitors sign in. Coloured lanyard system to enable staff to know who is known to have DBS and who isn't. Latter accompanied at all times. Proof of identity required from visitors and contractors. Volunteers read and sign to say that they have read our safeguarding procedures. All staff wear lanyards. Visiting governors wear visitor lanyards. Key cards to enter and exit all external doors in the main school building- as of summer 2023, to improve security. Safeguarding policy, Safeguarding audit, Volunteering policy, Health and Safety plan, and Positive Behaviour policy on display in the Reception area of school. Safeguarding</p>
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				<p>is a regular item on the fortnightly newsletter (hard copies available in the Reception area of school). Feedback from Peter Duncan (Circus Skills) after working with our school in March 2023:-</p> <p>'I was thinking about how you get a "feel" of a school, its values and memes (I have worked in nearly 400 schools now). The school is positive and caring, with the values not just on the walls but evident in the behaviour of staff and pupil. Signage- for example safeguarding, with clear pictures, contacts in high profile places. Support- messages in toilets and staffroom, pupils' messages in the corridor. Valuing</p>
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				people- from making tea to providing food, as well as recognition assemblies. “Walking the school” and knowing everyone’s name, all the staff have positive engagement with pupils in the corridors, including “dancing a child to a car” as a solution to challenge! Learning culture- inclusive, creative, flexible, pupils willing to engage and try. Staff willing to engage, create, link my work to school issues, model stepping up and having a go, also give me feedback on the work, resonance with staff and parents’ Input from PC Ainsworth (CPO) Joint Working Agreement
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Actions: what needs to change? (add more rows if needed)				
Area ref:	Action (SMART)	By when (date)	By whom (name and role)	Progress
				Date Notes

2)Are you effective in listening to and acting upon learners' safety concerns?	<p>Minutes from school council meetings to include safeguarding and well-being on every agenda</p> <p>Script for council meetings in order to ensure that pupil voice is heard in regard to safeguarding in school- to be confirmed in staff meeting 19/09/23.</p>	20/09/23 First date for school councils' meetings	Charlotte Rimmer- School Council Jess Fielding- Worship Council Sian Evans/Calum E-Williams/Tara Jones- Criw Cymraeg Healthy Schools Council- Jane Watts Sports Council- Jackie Shaw Eco Council- Lauren Rees/Tara Jones E-Safety Council- Mandy Blower	20/09/23	<p>Understanding of 'Safeguarding in school' in School Council, examples of responses from pupils:-</p> <p>'Check everyone is alright, safe, and nobody is hurt, the safeguarding officer, Mrs Rimmer, makes sure the school is running correctly' (Y6 pupil), 'the environment is safe- the new doors with fobs to get in and out to keep us safe' (Y4 pupil), 'If it's icy on the playground you can't go out there and run around' (Y2 pupil)</p> <p>Minutes from all school councils checked to ensure safeguarding was raised. Minutes put in school councils' file.</p>
4) Are there site security measures, including secure entry and exit points that help you feel safe?	<p>CR to email DT (County) regarding fencing of the field area and update governors accordingly at AGM.</p>	22/09/23	Charlotte Rimmer (HT)		<p>Fencing in place by end of Spring 2024</p>

6) Are all staff appropriately trained to plan, undertake and review educational visits/trips?	CR to ensure that all members of staff are confident in planning, undertaking and reviewing educational visits/trips (looked at this in a staff meeting in the summer term 2023 but needs to be re-visited) Evolve- CR and SH training/updates on site	27/10/23 (Autumn half-term) December 2023	Charlotte Rimmer (HT) Charlotte Rimmer (HT) Sarah Hamer (Office Manager)		Ongoing work- particularly regarding familiarity with Evolve for all teachers
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Section 2		Red (action needed)	Amber (some action needed)	Green (no action needed)
How effectively do you communicate safeguarding issues and policies? Robustly demonstrate how you meet each point.		No – action required in this area	Need more evidence to answer question	Yes – as shown by evidence we have
Ref:	Area			
10	Is your safeguarding policy updated annually? <i>Please provide the date your current policy was ratified.</i>			Yes- last updated and ratified by the governing body 13/07/23, see governors' minutes. Due to new Powys policy coming out in August 2023, policy will be amended and sent out to governors again 02/10/23 All staff and governors have read the updated safeguarding policy Child-friendly version of safeguarding policy created by school council January 2024 (embedded above)
11	How do you review annually how well your safeguarding policy and procedures work?			Staff questionnaire feedback from Spring 2023:- 97% of staff (30 completed questionnaire) said that they were kept

				<p>well-informed of any changes to school policies and procedures. (3% no answer)</p> <p>100% of staff felt that they understood their responsibilities in relation to such policies and procedures?’</p> <p>Safeguarding is on the agenda for all staff meetings and governor meetings. All staff are asked to read and sign the policy annually. All staff are asked to complete the online training for safeguarding annually and also complete the health and safety training (including fire safety), Cyber Security and GDPR training and VAWDASV training-time given for this on INSET day 01/09/23 so support from SLT can be given where</p>
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				needed for other staff members.
12	Has everyone (learners, parents/carers, agency staff, support staff, governors) been given information on what is in the policy?		<p>Children on school council updated the 'anti-bullying' child friendly leaflet in January 2023, to be read alongside the 'Positive Behaviour' policy and input towards keeping safe online and within the community but we need to make the Safeguarding policy more child-friendly as well- school council can do this 20/09/23- ACHIEVED (embedded above)</p>	<p>Parents/carers, agency staff, support staff and governors</p> <p>Very clear system for reporting concerns. Names of responsible people up around school. All concerns reported to designated person. All staff aware of procedures, including what to do in the absence of designated person. Safeguarding policies kept outside the office- easily accessible, clearly named file, for staff to reference. Flow charts showing safeguarding procedures displayed in classrooms, staffroom and offices. School Prospectus meets the requirements of the school information regulations 2011. Governors' Annual report to Parents meets the required standards.</p>

13	Do the policies set out how, through teaching and pastoral support, staff can help to strengthen safeguarding and prevent abuse and neglect?			Yes- also refer to Equality plan and ALN offer (ratified by governing body 13/07/23), Positive Handling policy, Intimate Care policy, RSE policy and Positive Behaviour policy
14	Is safeguarding treated as a priority issue in the senior management team?			Yes- three members of SLT have level 3 training Annual safeguarding training for all staff Staff questionnaire Spring 2023- 100% of staff felt that they understood their responsibilities in relation to policies and procedures
15	Is safeguarding a regular item in staff meetings?			Yes- evidenced by minutes of staff meetings SLT minutes Governors' meetings minutes

16	Is safeguarding a regular item in student council meetings?			Yes- evidence from minutes of school council meetings (embedded above)
17	Is safeguarding covered regularly in your newsletter?			Yes- fortnightly newsletter sent out to parents/carers File with newsletters kept by CR in office and hard copies of recent newsletters are available in the Reception area of school.
18	Are you confident that everyone recognises the safeguarding responsibilities placed upon them by <i>Keeping learners safe?</i>			Yes- Staff questionnaire feedback from Spring 2023:- 97% of staff (30 completed questionnaire) said that they were kept well-informed of any changes to school policies and procedures. (3% no answer) 100% of staff felt that they understood their responsibilities in relation to such policies and procedures?

19	Are safeguarding policies and practices easily accessible and explained on your website in a user-friendly way?		Child-friendly version of policy to be created by School Council 20/09/23 and posted on school website (signposted in newsletter after ratification by governors) ACHIEVED	Accessible on school website and hard copy on display in Reception area of school. Hard copies available on request.
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Actions: what needs to change? (add more rows if needed)

Area ref:	Action (SMART)	By when (date)	By whom (name and role)	Progress	
				Date	Notes
12)Has everyone (learners, parents/carers, agency staff, support staff, governors) been given information on what is in the policy? 19)Are safeguarding policies and practices easily	School Council to create a child-friendly version of the Safeguarding policy for other children and all stakeholders	20/09/23	School Council and Charlotte Rimmer (HT)	20/09/23 17/01/24	Discussion with School Council about 'Safeguarding' and what it means to the children. Discussed role of DSL and other adults within school. Picked out key vocabulary from the Safeguarding policy and came up with child-friendly sentences to explain 'Safeguarding'.

accessible and explained on your website in a user-friendly way?					

Section 3		Red (action needed)	Amber (some action needed)	Green (no action needed)
How effective is your approach to safeguarding? Robustly demonstrate how you meet each point.		No – action required in this area	Need more evidence to answer question	Yes – as shown by evidence we have
Ref:	Area			
20	Are you confident that you are effectively identifying, recording and acting on safeguarding concerns?			<p>Yes- evidence from record of concerns book and child protection file (held centrally), signed records of transfer of safeguarding information between schools.</p> <p>Records are comprehensive; there is a consistent approach to reporting and recording. These are reviewed by designated and deputy designated persons.</p> <p>Listening to learners- this happens during all teaching sessions- specific PSHE sessions may pick up things and consider issues in greater depth. Policies outline clearly who staff should talk to about</p>

				concerns. Clear processes for addressing abuse, discrimination and harassment, all outlined in comprehensive policies.
21	Are you satisfied with the level of pastoral and additional support available to learners, including any who are at particular risk or vulnerable?		Better links need to be established with the line manager from the RBSC at County level to ensure staff within the centre feel fully supported- the children that access the centre have significant and complex needs and the level of additional support available does not always reflect this. ONGOING work	Yes- evidence of interventions and support (termly record of support and impact from ALNCO) A range of in-house support and intervention available (see ALN offer ratified by governors on 13/07/23) and also external support from Area 43 counselling, Health, Educational Psychologist service, SALT, RBSC team on-site, Early Help team
22	Are you confident that enough support is provided to learners who have experienced abuse, neglect or other kinds of harm?			Robust staff training in place to help identify where support may need to be put in place for learners who have experienced abuse,

				<p>neglect or other kinds of harm.</p> <p>Support from outside agencies such as school nurse and police, to assist in delivery of aspects of safeguarding. Jigsaw resources used to develop children's understanding of healthy and safe relationships.</p> <p>Records of concerns raised and acted upon.</p> <p>Learners asked who they would talk to if they had concerns and what concerns they have/would raise.</p> <p>Guardian Angel group meeting records, emotion coaching programme within school</p>
23	Do all staff know about the procedures for reporting absences or exclusions of learners who are looked after, on the child register or who could be at risk?		Need to go over procedures for reporting exclusions in a staff meeting as HT has no experience of having to exclude a pupil.	<p>Yes- absences and correct coding/procedures discussed in staff meeting 05/09/23</p> <p>New CLA policy to be ratified by governors</p>

			ACHIEVED	02/10/22 and distributed to staff accordingly
24	Are you satisfied that the curriculum provides learners with sufficient information about safeguarding?			Yes- Jigsaw programme (PSHE), input from outside agencies such as Police (PC Ainsworth's Autumn term visit to all classes 15/09/23)
25	Do you have an anti-bullying policy that is in line with the statutory Rights, Respect, Equality guidance (see gov.wales/school-bullying)?			Yes- Positive Behaviour policy and anti-bullying leaflet produced by the school council members
26	Do you have policies that address how to deal with the range of issues learners may be faced with?			Yes- ALN offer, CLA policy, ALN policy, Positive Behaviour policy, Positive Handling policy, Intimate Care policy
27	Do you regularly review and update pupil information, including contact information, family details, and pupil permissions?			Yes- centrally recorded and all staff made aware of permissions e.g photographs on website, closed FB page, local media, prospectus
28	Do you have a policy on the use of photography and video recording? Are permissions collected from			Yes

	parents/carers and adhered to, and are images used and stored in accordance with safeguarding advice?			
29	Are safeguarding issues embedded into policies and practices that support attendance and behaviour?			Yes- HT supported by EWO with meetings about attendance concerns and HT and staff liaise effectively with families to support issues with attendance and behaviour
30	Do you have robust admissions, registration, absence and Child Missing Education processes?			Yes- Admissions Policy, Attendance Policy, EWO/HT meetings, professional discussions and meetings with parents/carers about attendance concerns and support available
31	Are you confident about your processes for addressing abuse, prejudice, discrimination and harassment?			Yes- all staff aware of processes for addressing abuse, prejudice, discrimination and harassment through training and discussion in regular meetings
32	Are you confident that your approach to physical intervention and restraint is appropriate? Is this reflected in your behaviour policy or a separate school policy?			Yes- reflected in Positive Handling policy, records of all positive handling recorded by staff in

				<p>bound and numbered book</p> <p>Four members of staff trained in 'Team Teach' (2 Specialist Teachers from RBSC, HLTA and HT)</p>
33	How effective is your approach to and management of e-safety?		<p>Involvement of e-safety governor again (lapsed during Covid)</p> <p>E-safety governor role to be confirmed at AGM on 02/10/23</p> <p>ONGOING work</p>	<p>All children sign an acceptable use policy that is displayed in their classroom, and that they take ownership of. Regular updates posted on closed FB page and highlighted in newsletters by Digital Lead and E-Safety council. 360 updated regularly by Digital Lead and contributed to by staff in dedicated staff meeting time. All staff complete annual training for Cyber Security and GDPR (learning@wales certificates) and/or SWAY training. Procedures in place for reporting any e-</p>

					safety issues within school.
Actions: what needs to change? (add more rows if needed)					
Area ref:	Action (SMART)	By when (date)	By whom (name and role)	Progress	
				Date	Notes
21) Are you satisfied with the level of pastoral and additional support available to learners, including any who are at particular risk or vulnerable?	CR (HT), JW (ALNCO), MW and LL (Specialist Teachers) to invite SA (line manager for RBSC) into school to discuss provision within the centre	22/12/23	Charlotte Rimmer (HT) Jane Watts (ALNCO) Michelle Warner (Specialist Teacher) Louise Lowe (Specialist Centre)		Ongoing work with this due to staffing changes (County level)
23) Do all staff know about the procedures for reporting absences or exclusions of learners who are looked after, on the child register or who could be at risk?	To go through procedures for reporting exclusions in a staff meeting	26/09/23	Charlotte Rimmer (HT)		Achieved

33) How effective is your approach to and management of e-safety?	Involvement of e-safety governor again (lapsed during Covid and changes to governing body) E-safety governor role to be confirmed at AGM on 02/10/23	02/10/23	Charlotte Rimmer (HT) Mandy Blower (Digital Lead)		Sara Spencer- new e-safety governor CR and MB to liaise with SS- meeting with e-safety council (possibly for Safer Internet day- 06/02/24)
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Section 4		Red (action needed)	Amber (some action needed)	Green (no action needed)
How robust are your safeguarding practices? Robustly demonstrate how you meet each point.		No – action required in this area	Need more evidence to answer question	Yes – as shown by evidence we have
Ref:	Area			
34	Is there a DSP/DSL and a deputy responsible for safeguarding?			Yes- Charlotte Rimmer DSP/DSL, Jess Fielding and Tara Jones are both deputy DSP/DSL All completed Designated Safeguarding Lead Training in 2023
35	Do staff/learners/parents/carers and outside agencies know who these people are (e.g. are they named on your website?)			Yes- clearly signposted around the school site, on the website, on the Safeguarding policy
36	Are you confident that all learner's voices are heard?			Yes- pupil questionnaires, school council meetings, Jigsaw PSHE sessions, well-being think tank meetings, Guardian Angels groups, emotion coaching

				training, bronze ambassador training (PE)
37	Are all staff clear about what to do if a child protection disclosure is made and how it must be reported, recorded and monitored?			Yes- annual training, clear procedures in place and followed by staff Feedback from staff questionnaire
38	Would all staff know what to do if a concern was raised about a colleague, including about the headteacher/principal?			Yes- clear procedures in place and information up around school All staff sign Safeguarding policy once read
39	Have all staff and volunteers had safeguarding training to help them identify signs of abuse? Do they know how to report concerns about abuse, whether it is in the learning setting, in the home or in other education settings? Is this regularly refreshed with suitable training, in line with your policy?			All staff have received safeguarding training- annual basis, last updated 01/09/23 INSET day HT- Designated Safeguarding Lead Training completed 09/05/23 Volunteers are provided with the school's Safeguarding policy and information regarding the

				school's procedures but don't access training (learning@wales for example- wouldn't be able to access due to not having a payroll number)
40	Have all staff and volunteers had wider safeguarding training as relevant to their role, such as Prevent?		Prevent training needs to be refreshed ACHIEVED	
41	Have the DSP/DSL and relevant governor(s) had recent safeguarding training that is relevant to their role?		Chair needs to refresh training Autumn 2023- Need to address Spring 2024 due to issues accessing Hwb (two factor authentication) Discussed in governors' meeting 22/01/24	Vice Chair has up-to-date training (not in Powys though) DSL (annual training) - Jan23 Prevent - Jan 22 Get Safe - June 23 FGM - June 19 Managing Allegations - Oct 20 Update booked Dec 23 Domestic Abuse - Sept 23 Mental Health DSL - Dec 20 Reducing Parental Conflict - Sept 22 Online Safety - Sept 23 Safer Recruitment - booked for Oct 23

42	Is your school compliant with the statutory training requirements for VAWDASV?			Yes- HT has completed the Ask and Act training level 2 training (07/03/23) All staff have completed VAWDASV level 1 training
43	Are sufficient arrangements made for staff and volunteers absent during training?			Yes
44	Are temporary, peripatetic and agency staff made aware of the education setting's safeguarding procedures?			Yes
45	Is there a central register that records the safeguarding training that all staff have undertaken, including an assessment of effectiveness and impact with appropriate updates?			Yes
46	Are safeguarding concerns shared securely with the DSP/DSL?			Yes
47	Are records stored securely with controlled access that protects confidentiality?			Yes
48	Are there secure systems in place for the transfer of safeguarding files when a learner moves school?			Yes
49	How well do staff understand their roles and responsibilities in keeping referrals confidential?			All staff are aware of correct procedures to follow regarding keeping referrals confidential
50	Are all staff clear about how to discuss a safeguarding concern or issue with a learner?			Yes

51	Is your school compliant with safer recruitment processes, including safer recruitment training and has the school adopted the Volunteering in Schools model policy?		Safer recruitment training to be undertaken/refreshed for SLT Autumn 2023 TJ, JF & CR have completed the training	School has adopted the Volunteering in Schools model policy Compliant with safer recruitment processes
52	Do all staff (including temporary staff and unsupervised volunteers) have DBS checks, and are these updated as required by your policy?			Yes
53	Is there a record that all staff have a DBS check and at the appropriate level?			Yes
54	Are EWC checks undertaken for all relevant staff, including the category of registration?			Yes
55	Are you confident that governors have sufficient knowledge to question and challenge safeguarding provision in the school?			Yes- CoG is a retired HT, Vice Chair is DSL at a Special School, H & S governor is a fire fighter, three other governors have teaching backgrounds
56	Are all racist incidents, violent incidents and accidents reported as accurately and as a priority?			Yes
57	Do you have robust procedures in place to check the safeguarding practices, policies and procedures of third-party organisations that the school commission or engage?			Yes
58	Do you have robust policies and practices in respect of hiring out school facilities to third parties or in respect of co-located community facilities?			Yes- leasing policy is in place

Actions: what need to change? (add more rows if needed)					
Area ref:	Action (SMART)	By when (date)	By whom (name and role)	Progress	
				Date	Notes
40) Have all staff and volunteers had wider safeguarding training as relevant to their role, such as Prevent?	Prevent training to be refreshed/undertaken by all staff https://www.gov.uk/guidance/prevent-duty-training	Teaching staff- 24/10/23 All other staff- by 22/12/23	Charlotte Rimmer (HT)		Achieved- certificates in staff training file
41) Have the DSP/DSL and relevant governor(s) had recent safeguarding training that is relevant to their role?	Chair of governors to refresh safeguarding training	Autumn term 2023	Eirlys Spawton (CoG)		Not achieved- will undertake training in April 2024
51) Is your school compliant with safer recruitment processes, including safer recruitment	Safer recruitment training to be undertaken/refreshed for SLT Autumn 2023	Autumn term 2023	Charlotte Rimmer (HT) Tara Jones (DHT) Jess Fielding (Foundation Lead and RI for Children's Centre)		CR, TJ and JF have attended training

training and has the school adopted the Volunteering in Schools model policy?			Jane Watts (ALNCO) Michelle Warner (RBSC Specialist Teacher)		
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Section 5		Red (action needed)	Amber (some action needed)	Green (no action needed)
How effectively are you working with others to safeguard children/learners? Robustly demonstrate how you meet each point.		No – action required in this area	Need more evidence to answer question	Yes – as shown by evidence we have
Ref:	Area			
59	Do you inform parents/carers and learners of the support available within your education setting and via other services or community links?			Yes- via fortnightly newsletters where applicable, closed FB posts, information in the Reception area of school, meeting with parents/carers, governor input (see minutes of meetings e.g. about accessing food banks, FSM provision, uniform)
60	Do all staff understand the role they have to play in providing services/support as part of multi-agency safeguarding?			Yes
61	Have parents/carers and learners been informed of the education setting's need to share information with other agencies if necessary?			Yes
62	Do you work with outside agencies to develop learners' awareness of safeguarding issues?			Yes
63	Are staff confident in how to communicate safeguarding concerns appropriately, including via a Multi-Agency Reporting Form (MARF)?			Yes- CR, TJ and JF lead regarding MARF

				All staff confident in how to communicate safeguarding concerns appropriately
64	Have relevant staff had training on working with other agencies in line with your policy?			Yes
65	Are staff aware of and using the Regional Safeguarding Board's threshold document <i>The right help at the right time?</i>		Not all staff- this needs to be addressed Sheets are in school concerns book for reference but needs to be gone through again	
66	Are you confident that your education setting works effectively with other agencies in regard to safeguarding concerns?			Yes- liaise regularly with Children's Services and Early Help Team Records of emails/meetings kept securely
67	Are staff aware of which children are on the Child Protection Register and do the relevant staff contribute fully to the child protection processes?			Yes- relevant staff members always contribute fully to child protection processes (core group meetings and reviews), HT represents school at meetings as DSL
68	Does the DSP/DSL know how to escalate concerns about a safeguarding case as per the Regional Safeguarding Board's <i>Resolution of Professional Differences Protocol?</i>			Yes- process addressed at Designated Safeguarding Lead

				Training completed 09/05/23
Actions: what needs to change? (add more rows if needed)				
Action (SMART)	By when (date)	By whom (name and role)	Review date	Review update
65) Are staff aware of and using the Regional Safeguarding Board's threshold document <i>The right help at the right time?</i>	24/10/23	Charlotte Rimmer (HT)	Ongoing- need to review by 22/03/24	