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**Audit of Statutory Duties & Associated Responsibilities for Schools in relation to**

***Safeguarding Children & Safer Recruitment in Education* (DCSF 2006)**

**Academic year 2015 - 2016**

**Audit of school or education setting safeguarding practice - For completion by EWS**

**Please complete and return by 23 December 2011**

This audit is undertaken by the Education Welfare Service (EWS) as means of appraising the self-evaluating s.175/157 audits submitted to Babcock Learning and Development Partnership. It can also be used as a means of assessing the standard of safeguarding provision in an education setting and form the basis of an action plan if required.

This audit and reviews should be formally recorded in school management and governing body meetings so that you can evidence these for Ofsted.

Each school should have:

* a written safeguarding policy and up to date child protection procedures which have been agreed with the governing body - model documents are available at **www.babcock-education.co.uk**
* a Senior Designated Officer (DSL) role established and a deputy or deputies identified
* a nominated governor (preferably not the chair or staff governor) to champion child protection issues
* other safeguarding procedures, including information about dealing with allegations against members of staff and a safer working practice code of conduct
* training at the appropriate level for all staff and volunteers
* robust staff recruitment and selection processes which safeguard children.

**Name of School and if appropriate Federation: If a Federation please enter the names of the other schools**

**South Dartmoor Community College**

**School DfE number: 878/4108**

**Name/s of person/s completing the form and post held: Try to have the Safeguarding Governor present and the Leads to ensure consistency and knowledge**

**Jane Lake - ESO, Dan Vile – DSL, Chris Hodges - Behavioural Co-ordinator/Deputy Safeguarding**

**Date of completion/submission: 1st July, 2016**

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|  | **Please indicate as appropriate** | **Evidence** |  |
|  | Website | * safeguarding policy up to date * attendance * statutory * safeguarding team * is the safeguarding governor named * esafety * safeguarding advice | Most impressive website: a lot of information for staff, parents/carers and students, contacts for staff both in and out of school, guidance documents etc.  The safeguarding policy is the up to date model – but will need updating in the autumn term.  Attendance policy plus flow diagram and GP signature card  Team pictures  Whisper button for students to report abuse  Online Safety information  Policy re mobile phones from 5 step to 3 step |
| **1** | On arrival | * Look at the car parking situation – is it safe? Do pupils have access to the car park * Is there signage re safety and use, signage re visitors reporting to reception? * Was the gate locked * Did you have to be buzzed in? * Were there clear directions to the Reception area? * Did you have access to pupils or other parts of the site before you signed in? * In the Reception area was there clear identification of the Safeguarding leads? * Were you asked to sign in a visitors book? * Were you given a visitors badge? * Was your identity checked? * Were you given any safeguarding information? * If you had to wait to be seen – where did you wait? | All gates are locked - only fobbed entry  Main entry CCTV  Red badge to indicate level three trained staff to help staff and students easily identify someone who can help.  Children are also told who are safeguarded trained  ID checked  Signing in procedure in place  Visitor leaflets given  Visitor badge given  N.B. it was a non-pupil day and the process was as thorough as when the students are on site and the reception staff did not know me  On departure  Signed out  Badge returned |
| **1** | The school has a DSL for child protection who is a member of SLT. | * Safeguarding is on the agenda of SLT meetings? * Do they record all discussion and outcomes? * Do staff take issues for discussion? | Dan Vile - DSL  Chris Hodges - DDSL  SLT and governor updates (to FGB)  They meet with the safeguarding governor monthly  Data collection sheets are used and all meetings are minuted  Performance leaders keep ongoing data collecting (all trained to level 3) |
| **2** | The school has a deputy senior designated officer. | * All staff knows who the Safeguarding Leads are – there is a clear line of communication especially in the case of a Federation sharing CP leads? – Please talk to various members of staff – ie mealtime (if available), admin, TAs and Teachers) record any incorrect answers) * The duty of care is clearly displayed | Several group meetings at SLT level  Performance leaders (PL) meet form tutors to cascade information on a weekly basis and these meetings are extended on 6 times a year to allow more in depth discussion.  Support staff have cards with contacts and advice  CH covers behavioural/safeguarding – which is a good mix allowing an opportunity to look at the motivation/why children with ASD/autism for example, behave like they do and at the same time educating other children to understand as well. |
| **3** | The school has a nominated governor to champion child protection. | * There is a termly audit of CP/CiN/CiC/DAF within the setting and Safeguarding is on every Governor Meeting agenda? * Is this recorded along with outcomes and challenge? * The DSL should report regularly to Governors re the CP workload to include number of meetings attended. The DSL will need to advise the Governor if the workload becomes difficult to manage.(there is a Governor report form available Babcock) * The safeguarding Governor is identified to parents | Lucy Dennis meets in College once a month  DV feeds back to FGB  LD talks to staff and the next stage is to talk to children  Student voice questionnaires have been circulated  Data collections sheets are discussed  Actions are monitored |
| **4** | The head teacher has successfully completed safer recruitment training | * There is an accredited interviewer on all interview panels. * Ask whether on-line course or face to face, if recent have they completed a refresher because of the changes | Dan Vile, Hugh Bellamy Exec HT, Paul Collins HoS  Nick Clayden – HR,  have all completed the nationally accredited training  Plus 2 governors  Dan sits on any non-teacher interviews which have been tightened up significantly. |
| **5** | A governor has successfully completed safer recruitment training (online or a day course). | * All interview panels have at least 2 panel members. * Governors assist with short listing. * Are a copy of their certificates held within the SEF | See above |
| **6a** | Date of most recent ‘whole school’ child protection training (the statutory requirement is for ‘regular’ updates) | * Copy of the training is in the Safeguarding Evidence Folder along with the names of all staff. * Would be a good idea to check the presentation to ensure it was up to date and a Devon version. * Good practice now indicates that the SCR is a good place to store this data as it is easy to track who has **NOT** attended. * The name of the person delivering the training (as they take responsibility for staff knowledge). * A training audit is carried out. (an audit tool is available on line at Babcock) | Whole school training was held in September 2015, delivered by Babcock (copies of presentation stored).Mop up sessions are held when necessary the most recent being two weeks ago delivered by Rachel Shaw  All training is stored on the SCR  JL sent safer working practices exercise for future use |
| **6b** | The Senior Designated Officer has a safeguarding ‘evidence folder’, which is kept up to date. | * Safeguarding evidence folder has all relevant documentation and can be easily available to and understood by all staff. (Documentation expected   Safeguarding Certificates  All Safeguarding training presentations  Safeguarding Newsletters  Fact Sheets  Contacts  Flowcharts (whistleblowing, concerns etc.)  Copies of Forms  CP Policy  Safeguarding Audits and Action Plans  Reports to Governors  Scenarios used in staff training and awareness raising  All documentation recognised in this audit   * There is a folder of information also containing a threshold tool in each classroom * Check if there are chronologies kept for all children – electronically or paper – check to ensure that early indicators are identified. | DV has compiled a full evidence folder and there is much information online which all staff are encouraged to access  Might be worth considering how support staff including canteen, cleaners and site staff can access this. |
| **6c** | Child Protection Policy. | * Policy is up to date in line with the DSCB and LA latest guidance.(It may be useful to carry one with you to check the latest version) * All staff have signed to say they have read and understood it.(could be kept on SCR) * The policy gives clear guidance for all staff and is appropriate to the individual setting. (Should be as a new member of staff you would know exactly what to do and how if an issue arose) * It is clearly accessible to all staff, parents, outside agencies and pupils. Usually state on the website so please check that the one available there is the latest version. What about families who do not have internet, parents who may be blind or EAL. * School have assured it has taken account of differing needs in imparting this information. * There is evidence of evaluation of the effectiveness of the CP Policy. Have they audited their practice to ensure that ie identification was made early enough, no signs missed, correct procedures followed, staff informed of decision making. Have they asked the family re their practice. * Staff, parents and pupils have being involved in the writing of this policy. * Staff are aware of appropriate challenge within the safeguarding arena. This can be done either by asking the staff with a scenario or look for written evidence. * Governors have ratified and challenged the effectiveness of this policy (minutes). * The policy is aligned with other relevant safeguarding policies e.g. pupils health & safety, bullying, drug and substance misuse, intimate care, safe working practice, whistle blowing, confidentiality etc… | See above |
| **7** | There are clear procedures for Safeguarding. | * There is clear accessible guidance for all staff in areas around the setting. * Report forms are readily accessible with clear guidance for action needed. Check that report forms have been added to the pupils chronology. * Pupils, parents and visitors are made fully aware of the procedures required within the setting (via hand-out and duty statement). * Staff are fully informed of their responsibility and action when setting is closed. * Flowcharts are available. * Staff are aware of ‘challenge’ * There are clear posters and contacts around the settings regarding safeguarding e.g. Childline, Thinkuknow, NSPCC | Mash procedures are known to all staff and there is a good safeguarding pack for all staff  Staff go to Chrissie Livingstone for information to be added to student chronologies etc. suggest level 3 training for her in order to help her understand the relevance of what she is inputting.  Back up with guidance to parents  All staff have received contact cards including one especially one to cover holiday periods!  Every department has a safeguarding log pack – forms (body maps held by DSLs)  Most staff come straight to one of the team  Staff will send emails throughout the day but they are generally lower level issues.  Snapchat conversations are passed to PL then to CH - all are dealt with within an hour  Posters are in every tutor room  Forms available in canteen and cleaners office and all carry cards |
| **8** | All teaching and non-teaching staff, governors, volunteers and regular visitors know about and use the procedures appropriately. New or temporary staff are given a copy of the safeguarding induction pack. | * A record is kept of the Induction Pack issue. * The Induction Pack is up to date relevant and robust. * New staff and volunteers are given Group 2 training at the first available opportunity (training audit tool). * Safeguarding lead contacts are readily available to all visitors to school. * There is evidence that staff are regularly apprised of procedures (staff meeting minutes). * The views of pupils, staff and parents are sought and evaluation and review of procedure is undertaken and informs action plan. * There is a clear line of accountability and line management. | Supply teaching pack  NC recently updated the induction pack  DV had a meeting with new staff due to start next term – level 2  Modules for teaching staff  Safeguarding questions at the start of every term  Including wearing badges |
| **9** | All governors are aware of the established child protection procedures and understand their own roles within them. | * Governors have attended appropriate training offered via Governor Services or have attended the Group 2 training for school staff. * There is a clear understanding of the role of Governors within Safeguarding. * There is a named Governor for Safeguarding who meets regularly with the DSL (minutes). | All Governors are reminded etc |
| **10** | Staff are given clinical supervision with regard to Safeguarding issues. | * Clear understanding among staff regarding the benefits of supervision and a willingness to engage. * Recognised lead for supervision with appropriate training. * Allocated time. * Evaluation of the outcomes for the pupils. * Evaluation of the outcomes for staff. * Staff are made aware of the importance of listening to children and it is documented. * Recognised peer supervision for Designated leads if appropriate. | Supervision with a counsellor is available but there are hurdles to accessing her – time, her not being around when staff are free, how to use her.  However, they is a very reflective culture as part of a team  Supervision time needs pushing through governors as a priority |
| **11** | The school is consistent and cross-references procedures. | * The is evidence that all policies and procedures are robustly monitored by the governing body on a regular basis * All policies and procedures are aligned and the school undertakes some quality assurance checks on implementation. * An annual safeguarding audit is undertaken by the Governing Body, and the school has evidence of an action plan implemented and reviewed during the year. * There is clear evidence that the Action Plan is being implemented and Staff are aware of the Action Plan (minutes). * Safeguarding Governor informs Governing Body of the implementation and timetabling (minutes). * Staff take ownership and responsibility for the implementation of the Action Plan. * Working groups to look at all Safeguarding Policies. | All policies are cross referenced and the safeguarding governor plays a very active role in the College. She meets with staff and there are plans for her to meet with students in order to monitor and evaluate the effectiveness of safeguarding.  The action plan is ongoing.  There is evidence that information is disseminated to all staff |
| **12** | The Governing body ensures that where school premises are used for the provision of other services that the body concerned has the appropriate CP policies and procedures and where appropriate will liaise with the school’s DSL. | * Lettings Policy, e.g. before and after school Clubs, sporting activities, play schemes etc. * Guidance on Risk Management within Extended Service and the Community Use of School Buildings, March 2010 | There is a Leisure centre at the school with school employed staff. It is open from 5pm onwards but it does have its own reception area  All apprentices are interviewed by DV  Clubs have their own safeguarding personnel |
| **13** | Online safety is covered regularly in the curriculum. | * A planned Online safety education programme takes place through PHSCE/ICT/other lessons/assemblies and across the curriculum for all children in all years and is regularly revisited. * There is breadth and progression. * Pupils/students are aware of e safety issues and understand and follow the e safety and acceptable user policies. * The school is effective in the education and protection of vulnerable children who may be put at particular risk from their and others’ action on-line. * The school regularly evaluates the effectiveness and impact of online safety programmes. | On line safety forms part of the tutorial calendar and is followed up by subject leads  A log-flash box registers who is accessing unsuitable sites  Dip sampling of students accounts and any concerns are followed up  Buzz words also trigger a warning  Reports can be run and staff will follow-up any required action.  Social media leaflets are given to students  Parents have been consulted on changing the colleges mobile policy  Year 6 induction evening focus on online safety |
| **14** | The school has a procedure for responding to online safety concerns and incidents reported by pupil, staff or parents.  and  The school has a system for logging online safety incidents. | * All stakeholders know who they can report these to and are encouraged to do so. * Users understand their responsibilities to report e-safety incidents. * They know, understand and use a clear system for reporting abuse and understand that processes must be followed rigorously. * Reports are logged and regularly audited and monitored. * Users are confident that they can approach responsible persons if they are worried about actual, potential or perceived e-safety incident. * The school actively seeks external support e.g. from local authority/SWGfL/CEOP/thinkyouknow. * The school are encouraging all stakeholders to recognise grooming and identify those vulnerable students who may be at risk. | All online concerns are dealt with the same as any other safeguarding concern  Whisper button available for students  A lot of work with parents  Bus transport is taken seriously as the driver is the only adult present.  Monthly safeguarding newsletters are sent to parents, staff and governors and is also available on line. |
| **15** | The school has a policy for the use by staff, other adults and pupils of mobile phones, cameras and other hand held devices. | * The school has clearly understood and accepted policies relating to the use of mobile phones etc. * Users understand the risks associated with the use of these devices and are encouraged to be responsible users, both inside school (if allowed) and outside school. | This is addressed at induction including supply staff who may only be in college for one day,  The use of mobiles by both students and staff is part of an ongoing piece of work. |
| **16** | The school has an Acceptable User Policy for use of the internet by pupils, staff and other adults in school and are all parties asked to sign the policy. | * Online safety training is an integral part of CP/Safeguarding training and vice versa. * An audit of e safety training needs been carried out. * Online safety training is included in the induction programme for new staff. * An E safety inset session or update been held in the last year. * The school’s internet service is provided by a fully accredited ISP and accredited filtering is in place. * The school has differential filtering for different user e.g. pupils and staff have different levels of access. * The school has monitoring in place to complement the filtering and applies sanctions for misuse. * There is a clear procedure concerning requests for and records of changes to the filtering system, with adequate separations of responsibility and regular oversight by senior leaders. | See above |
| **17** | The school covers Drug and Substance Misuse. | * The school has clearly understood and accepted policies relating to drugs, alcohol and tobacco drawn up in consultation with stakeholders and in line with national and local guidance. * The school monitors the policies and it is consistently implemented by all staff and is reviewed every 2 years of following a related incident. * The school has an age appropriate planned curriculum that enables pupil to understand and respond to risk associated with drugs/substance and alcohol misuse? * Uses curriculum materials in PHSCE. * Provide evidence that they are responding to emerging issues from school held data including ECM-HRBQ and incident logs. | This is covered in the tutor calendar and there are  behaviour and sanctions in place  Confiscations policy |
| **18** | The school covers Sex and relationship policy. | * The school has an up to date Sex and Relationship Policy. * The school has clearly understood and accepted policies relating to sex and relationship education drawn up in consultation with stakeholders and in line with national guidance. * The policy clearly references access to support services. * The school has an age appropriate planned curriculum that enables pupils to understand and respond to risk associated with relationships including sexual relationships. * The school monitors that the policy is consistently implemented by all staff and is reviewed regularly or following a related incident. * There are clear references within the school to outside agency support i.e. posters. | Tutor calendar  Police liaison officer has worked with the students  School have taken on board what the PYLO has said and are planning how she can work more effectively with them  Violence, pornography and body image issues have been discussed as well as sexting workshops and law |
| **19** | Behaviour, Attendance and Anti Bullying. | * The school reviews it policies and associated guidance each year. * There is a child friendly/child produced version of the anti-bullying policy * The school quality assures its policies, guidance and procedures against LA guidance. * The attendance policy is in line with the DCC model policy. * There is evidence that the school is proactive in addressing pupil absence and is working with the EWS when necessary | Attendance  Each PL meets with the EWO once a week and attendance co-ordinator  They celebrate good attendance and address poor.  Regular data given to governors – attendance is improving  Breaking down to identified groups  GP card given to evidence medical absences  Network meetings with other local schools  Bus pick-ups  Mental health 4 step on website for students suffering from anxiety etc. |
| **20** | The school provides appropriate policy, training plans and regular support to all staff who work with pupils with complex and challenging needs, including restraint. | * Staff have received training from a suitable qualified trainer and should receive support on a regular basis where the risk assessment is judged to be high. * School judges the level of risk on the severity, complexity and frequency of need. * The school ensures that pupils with complex and challenging needs have appropriate risk assessment and associated personalised education plans which are reviewed at least termly. * The school is actively working with pupils and their parents/carers to form and maintain good relationship. They are actively involving them in the planning, monitoring and review process. * The school actively involves other services as necessary i.e. EWS, BST, EP. * PEPs are clear, consistent and complementary there are clear rewards and sanctions and triggers are identified. * All staff are aware of and follow best advice in a pupil’s risk assessment. | This is needs led  Regular updates from SENco at Tuesday SEN meeting  Staff invited to access good strategies for working with certain students  Learning hubs focus on HI, autism  Steve Kibble advises on a trips  Risk assessment plans are put in place  LAC – all have peps good support from SC |
| **21** | The school complies with Safer Recruitment. | * Recruitment and selection processes are fully compliant with the DfE guidance and interview panels have a member who has completed safer recruitment training online or through an accredited course. * There is a safeguarding statement in all adverts, and an induction pack is issued to all new staff which includes safeguarding advice and guidance and expectations of conduct. * There are at least 2 panel members on interview and 2 people who undertake short listing. * Children have (where possible) been involved in the interview process. * Volunteers have undertaken an interview process. | Yes – see above |
| **22** | The school has a robust Code of Conduct. (statutory requirement) | * There is a code of conduct for safe practice which reflects DfE and Devon County Council guidance, which applies to and is known to all staff, visitors and volunteers who come into school regularly. Every member of staff has been given a copy, and has signed to confirm that they have read it. * The school regularly discuss safer working practice in staff meetings or training. | This is part of induction and at the start of term they go through a checklist with all staff. |
| **23** | Managing Allegations. | * Procedures for the management of allegations are consistent with DfE guidelines and are known by all school staff who know where they are kept if they need to refer to them. * The chair of governors knows what to do if an allegation is made against the head. * Where there have been allegations about adults working in the school, there is evidence that the procedures are followed properly, reported to the Local Area Designated Officer (LADO) and clear records kept including outcomes. * All members of staff are aware of the procedure for responding to and managing allegations against staff, and are clear about how to report any concerns they may have. * The school policy covers staff, volunteers and others working on behalf of the school e.g. transport operators. * The procedures for dealing with allegations include arrangements for record keeping. | LADO  Clear procedures in place for staff which is covered as part of induction and safeguarding training  JL sent advice  Flow charts – Ofsted ready criteria |
| **24** | Whistle Blowing. | * There is a robust policy in place and all staff are fully aware of their responsibilities within that. * Staff are confident to challenge and discuss their concerns. * Recent cases have been used to inform staff of when procedures are not followed i.e. Hillside (Staff meeting minutes/training). | As above |
| **25** | The school is committed to Safer Working Practices. | * The school has clear written procedure and risk assessments in place to guide staff who may need to work in isolation for periods of time within or outside the premises. * The school has appropriate facilities and identified staff with responsibility for delivering intimate personal care to pupils * Intimate Personal Care Plans are developed with pupils, parents/carers and staff and outside agencies if appropriate. * Personal Health Plans are developed as above. * Both PICP and PHP are signed off by all parties involved. * School has appropriate procedures in place for providing first aid. * Emergency and Paediatric First Aiders are named, and have received appropriate training. Equipment is clearly labelled and well organised and is regularly checked. There is written guidance about notifying parents and the LA where required. * There are appropriate facilities and clear expectations that ensure that staff who need to get changed for particular activities can do so out of the sight of pupils. * The school has appropriate procedures in place to ensure that any images of children used within publications, publicity, on web sites meet LA guidance and are only used where full parental consent has been obtained. |  |
| **26** | The school is aware of responsibilities re Premises. | * Measures are in place to reduce the risk from trespassers. * The school maximises the use of external security and lighting of the school site. * There is corporate signage in place re private property and trespassing. * There are agreements with neighbours over access to boundaries, hedges/fences to carry out maintenance work. * The school has arrangement to ensure the security of the school site and of individual school building, so as to safeguard against pupils leaving learning areas/the school site without permission. * Measures are in place to ensure the school know the identity of purpose of all visitors to the school, so that no unknown adult can gain unchallenged access to pupils or to any part of the school site. Visitor’s book and badges issued and checked for return. * Measures are in place to ensure that pupils are safeguarding against moving vehicles in the care park or on the road. Pedestrian access routes are kept separate for vehicular routes and there is clear signage at the entrance. * Car park gates are locked at the start and end of the day. * Measure are in place to ensure that pupil remain safe and appropriately supervised during non-structured times of the day or whilst engaged in outside play. * Hidden areas which are easily accessible to pupils are fenced off or have supervisors located so that they can observe pupils. * The playgrounds and playing fields have visible markers in place at boundary areas with provide a buffer \one and there is zoned supervision. | Minimum 2 staff on bus duty  SLT and care taking on duty  Buses have a separate entrance  PCSOs have good relationships with the college and hold a Surgery - drop-in monthly at the beginning of lunch  Also share local intelligence  Check challenge on visitors  Chaplaincy service  Self-referral system for counselling - triage  Site survey previously done and actions have been followed up. |
| **27** | The school is active regarding Pupil Safety. | * There are robust arrangements in place for the receiving and handing over pupils and the start and end of the day, including procedures for registering the arrival and departure of children at other times within the school day. * Pupils who use designated school transport are prioritised for first day calling. * There are rigorous systems in place for the prompt follow up of any absence from school or from lessons and to manage late arrivals at school. * The school automatically seeks attendance information whenever pupils are educated off site. * There are systems in place to analyse data and to respond to patterns and trends in attendance. * The school has systems in place to capture the perceptions and experiences of pupils, and parents at both the universal and targeted level. * The school has support systems and interventions in place that lead to the positive resolution of specific incidents and ensure that safety of any targets and alleged perpetrators. * The school ensures that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves and others safe. * The school ensure that all pupils are aware of who they can talk to both in and out of school if they have concerns or wish to report specific incidents. There is a named point of contact in and out of school and help line numbers via posters, peer listeners, school council etc. * School evaluates outcomes from the perspective of the pupil evidenced in individual files. | Fob for 6th formers – one entrance gate only  with CCTV to monitor if they are letting anyone else through  Truancy call - keeps going until someone responds  If they are local we will go out  Highlight vulnerable students  Can also send text messages  Recent survey highlighted that 96% feel safe  Parents forum in place |
| **28** | The school has good Record keeping procedures. | * The school has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns against DCC guidance, has amended its procedures accordingly and they are applied consistently. * There is evidence that files are crossed referenced e.g. with SEN files and/or siblings * There is evidence that all staff are following the procedures and actions and outcomes are recorded against each concern. * The school is clear regarding the transfer of records and would inform the LA if this were not appropriate. * Archived files are kept securely and for the appropriate length of time. * The school routinely informs the LA with the school/parents with-draw their child from the school, e.g. move to another establishment or decide on elective home education. | Event log on SIMS – behavioural – pastoral access  Coding for CP parents, SEN  All in chronological order  Weekly run off of reports which could be individual students or groups  There is regular analysis of all data with C1,2,3 scoring on severity of issues |
| **29** | The school keeps good Safeguarding files. | * The school has child safeguarding files with correct and up to date core data in line with CYPS and DSCB guidance and they are applied consistently. * All records are kept securely and separately. * All relevant documentation is included i.e. Chronology, genogram, reports etc. * A safeguarding file audit has been completed by the EWS and found to be at least satisfactory. | Files were examined:  All contained core data, genograms where appropriate, chronologies (they matched the documents that were also stored in the files).  All were securely stored with limited access to only those in the safeguarding team. |
| **30** | Child Sexual Exploitation (CSE) is considered as a possible form of abuse | * All staff have been made aware; have received training and/or have been given a copy of the Factsheet * All staff know how to report their concerns * School are working towards implementing the Devon CSE minimum expectations | This has been covered in training and there is advice and guidance available to all staff and parents and students online. |
| **31** | The School has due regard to implementing the Prevent Strategy | * A designated person has been WRAP trained * Vulnerable children have been identified * All staff have been received Prevent training or information | Training provided for all staff and students. Information available (including a flow chart and contacts) for all |
| **32** | The school keeps a complete Single Central Record. | * The school has a fully populated Single Central Record which has been completed for all staff, volunteers and governors. * All relevant checks have been made. * Dates for checks have been entered and signed. * Eligibility to work in UK has been checked. * Prohibition checks have been added * Disqualification by association checks are made when necessary * There is evidence that the SCR has been checked by the governing body and/or SLT on a regular basis. | DV and LD check the SCR monthly (also backed up on a memory stick)  Not just NC access  Notes of issues are recorded  Recheck notes going back to Sept 2015  Issues are recorded  DV chases up anything necessary |