

SAFE WELL PROSPEROUS CONNECTED

Safeguarding Children in Education

Annual Safeguarding Audit

Autumn Term 2023



School / College / Provider	Baysgarth School	DfE number	118109
The signatures below provide assurance to the Children’s MARS Board that this education provision meets all of the safeguarding requirements stated in Keeping Children Safe in Education 2023:			
Headteacher / Principal	Mr R. Briggs	Signature	
Chair of Governors	Mrs C.Edwards	Signature	
Date Audit findings reported to the Governing Body		Is follow up support being requested?	NO
Is there an aspect of outstanding or innovative safeguarding practice at your school / academy / college that you would wish the Children’s MARS Board to know about? Please outline in brief			

Please return this completed form to StandardsandEffectiveness@northlincs.gov.uk by 15th December 2023.

Introduction

All schools, academies and colleges have a **statutory duty** to have the following in place:

- **written safeguarding policy and up-to-date child protection procedures approved and adopted by the governing body;**
- **designated safeguarding lead and deputy identified and all staff understand their role;**
- **arrangements for governors to champion safeguarding/child protection and hold the school to account;**
- **other safeguarding procedures, including dealing with allegations against members of staff and safe working practice;**
- **safeguarding training at the appropriate level for all staff and volunteers, including appropriate governors at least annually;**
- **robust recruitment and selection processes for all staff and an accredited “safer recruitment” person, in line with Keeping Children Safe in Education 2023;**
- **a single central record of identity, qualifications and Disclosure and Barring Service checks for all staff and volunteers as required by Keeping Children Safe in Education 2023;**
- **an anti-bullying policy.**

This self-evaluation tool will support schools, academies and the local authority to demonstrate that they are meeting their statutory duties under Sections 11, 157 & 175 of the Education Act (2002). It will also enable schools to evidence their good practice and identify any areas for development. The completed audit can be used as evidence for Ofsted on how the school is fulfilling safeguarding requirements and to describe the actions the school is taking to continuously improve safeguarding practices. It has been updated to reflect “Keeping Children Safe in Education 2023” statutory guidance.

Ideally the chair of governors or nominated governor should work with the headteacher, principal or designated safeguarding lead of the school, academy or college, to complete the audit. Evidence to support positive responses, or actions being taken to resolve negative responses, must be referred in the third column. This might include references to training undertaken, policies, records, plans, audits or minutes of meetings for example.

Throughout the document, ‘YES’ responses are used to indicate practice that is likely to support the safety and well-being of children.

The completed audit should be sent to the Children’s Multi-Agency and Resilience (MARS) Board via StandardsandEffectiveness@northlincs.gov.uk by the end of December of each academic year. It should also be formally recorded within governing body and senior leadership meetings and then shared appropriately.

	Yes	No	In Part	Evidence
1. Policies and Wider Safeguarding				
1.1 Does the setting have:				
a) a child protection policy and procedure in place that is reviewed at least annually?				https://dlfpfsl5m78dh.cloudfront.net/uploads/files/Baysgarth-School-Safeguarding-and-Child-Protection-Autumn-2023.pdf
b) what is the date on the current child protection policy?	Autumn 2023			
c) have you checked that the correct child protection policy is on your website?				https://dlfpfsl5m78dh.cloudfront.net/uploads/files/Baysgarth-School-Safeguarding-and-Child-Protection-Autumn-2023.pdf
d) appropriate safeguarding responses to the key safeguarding themes (Annex A of KCSIE 2023) established in the policy?				https://dlfpfsl5m78dh.cloudfront.net/uploads/files/Baysgarth-School-Safeguarding-and-Child-Protection-Autumn-2023.pdf
e) is the DSL/DDSL familiar with the revised "Prevent Duty guidance for England and Wales (especially paragraphs 57-76)				https://www.gov.uk/government/publications/prevent-duty-guidance
f) Does the DSL/DDSL know how to make a Prevent referral?				https://www.northlincscmars.co.uk/wp-content/uploads/2021/05/Prevent-National-Referral-Form-North-Lincolnshire-May-21.docx
g) a regularly reviewed staff behaviour policy (code of conduct)?				https://drive.google.com/file/d/1hs581SEu3M7zLjInrj0FmCItoIMkciB/view
h) a regularly reviewed behaviour policy for pupils?				https://dlfpfsl5m78dh.cloudfront.net/uploads/files/Behaviour-Policy-Autumn-2022.pdf
i) a safeguarding response to pupils who are absent or missing from education?				Yes, see CME section of CP Policy.
j) does the governing body have assurance that your pupils are supported with regard to particular protected characteristics including disability, sex, sexual orientation, gender reassignment and race?				
k) the child protection policy available publicly?				Yes, it is available on the school website
1.2 Have governing bodies and proprietors read, followed and acknowledged requirements of KCSIE, to ensure that the policies, procedures and training in their settings are effective and comply with the law at all times?				
1.3 Have all staff read KCSIE 2023 (Part 1) and how has the school evidenced this?				Staff complete safeguarding audit questionnaire and this is recorded on SCR

	Yes	No	In Part	Evidence
1.4 Are safeguarding related policies and procedures adopted by the governing body and are they understood, implemented appropriately, and reviewed at least annually?				
1.5 Does the headteacher or the designated safeguarding lead (DSL) report at least annually to the governing body on the effectiveness of safeguarding procedures?				Yes - this completed in the Autumn Term of 2023/24
1.6 Does the governing body have assurance that the school's safeguarding policy and procedures are effective?				
1.7 Is there an on-going commitment to maintain and improve safeguarding? Please give examples in the evidence.				Internal CPD programme lead by the CPO CMARS training opportunities utilised by staff
1.8 Is there a DSL contactable at all times so that staff can discuss any safeguarding concerns?				Staff are provided with contact details that after available out of school hours and weekends

	Yes	No	In Part	Evidence
2 Leadership and Management				
2.1 Who is your Designated Safeguarding Lead (DSL)? Please provide their name and email address .	Jade Driscoll (jade.driscoll@baysgarthschool.co.uk)			
2.2 Is there a senior member of the leadership team who has the role of DSL explicitly in their job description and has received appropriate (up-dated) training?				Yes, Jade Driscoll, Head of School is the DSL
2.3 When was the DSL and DDSL training last updated?	September 2023			
2.4 Is there a named deputy (or deputies), trained to the same standard, to cover the DSL in their absence?				Katie Smith (Child Protection Officer) katie.smith@baysgarthschool.co.uk David Roberts (Assistant Headteacher) david.roberts@baysgarthschool.co.uk Donna Hennell (Inclusion Manager) donna.hennell@baysgarthschool.co.uk Donna Murray (Safeguarding Lead - Headway) donna.murray@baysgarthschool.co.uk
2.5 Is there a governor (or equivalent) that holds a lead role for safeguarding, within the remit of a governor?				Yes
2.6 Do all your governors and trustees receive appropriate safeguarding and child protection (including online) training at induction?				See SCR
2.7 Is this training updated regularly? (best practice is to update basic safeguarding awareness annually by completing safeguarding training on other key themes ie FGM/CE/ROTH)				See SCR

	Yes	No	In Part	Evidence
2.8 Please provide the names of your :- Safeguarding Governor Resilience Governor Governor responsible for filtering and monitoring systems				Mrs Cynthia Edwards (Chair of Governors) cynthia.edwards@baysgarthschool.co.uk
2.9 Who is your Designated Teacher (DT)? Please provide their name and email address .				Jade Driscoll, Head of School (jade.driscoll@baysgarthschool.co.uk)
2.10 Is there a designated teacher (DT) to promote and support the educational achievement of children who are in local authority care or have previously been looked after?				There is also a deputy Hannah Woodford who has been in post as Vulnerable Student Coordinator since September 2023. Hannah's role is to be the advocate and key contact for students who are CLA. The school's CPO also takes an active role as the lead practitioner for students with a social worker.
2.11 Has the DT had appropriate training?				The DSL is the DT
2.12 Has the DT provided the DSL with details of the named social worker and virtual headteacher for children in LA care?				The DSL is the DT
2.13 Is there the opportunity for case supervision for the DSL and pastoral staff?				DSL trained safeguarding supervisor and provides regular formal supervision to the CP officer. CP Officer does have the option for external supervision through partner agency With Me in Mind when needed. CP officer provides case supervision for the Inclusion manager and Learning managers when needed. CP Officer provides supervision for Headway Director, Deputy Director and Safeguarding Lead of Headway

	Yes	No	In Part	Evidence
3 Filtering and monitoring				
3.1 Have you identified and assigned roles and responsibilities to manage your filtering and monitoring systems?				DDSL's Katie Smith (CPO) and David Roberts (Assistant Headteacher) are responsible for monitoring online safeguarding platform Classroom Cloud
3.2 Have you informed staff and third parties of their roles and responsibilities for filtering and monitoring systems?				Staff have received training on their expectations around filtering and monitoring online at the beginning of the academic year.
3.3 Does your IT service provider have technical responsibility for <ul style="list-style-type: none"> • Maintaining filtering and monitoring systems • Providing filtering and monitoring reports • Completing actions following concerns or checks to systems? 				It is the responsibility of PrimaryTech to maintain the safeguarding and monitoring systems, the school has two different systems, Smoothwall is responsible for the filtering and this is split into different groups (Staff and students). Classroom Cloud - This cloud-based monitoring system provides classroom management and a second layer for the safeguarding team.

				<p>Reports are automated but split into two different:</p> <p>Instant Reporting - Any immediate high-risk is sent to the emails of the safeguarding team, this is to get to the more serious searches immediately.</p> <p>Weekly Reporting - on a weekly basis a report is sent out this will not only include the high-priority searches but will also give a summary of all other searches that may be a little less severe</p>
3.4 Do you document decisions on what is blocked or allowed and why?				This is done through a central ticketing system. Any site that may be a risk is decided internally by the safeguarding team and then actioned.
3.5 Are the filtering and monitoring systems reviewed, for effectiveness, at least annually?				<p>This is reviewed on a termly basis to ensure all systems remain robust and effective.</p> <p>Not only are the systems themselves reviewed they are also compared to the latest products on the market.</p>

	Yes	No	In Part	Evidence
4 Attendance				
4.1 Who is the SLT lead for attendance?				Andrew North (andrew.north@baysgarthschool.co.uk)
	Yes	No	In Part	Evidence
4.2 Who is the dedicated attendance officer? Please provide their name and email address				Becky Cruickshank (becky.cruickshank@baysgarthschool.co.uk)
4.3 Has the school got a clear school attendance policy that all staff, students and parents understand?				
4.4 Do you regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies into place, particularly for those children who are persistently and severely absent?				Internal systems such as power bi allow the data to be accessible to see attendance overviews by cohort. All inclusion staff have been trained how to use the ATTEND framework to reduce barriers to attending school.
4.5 Do you visibly demonstrate the benefit of good attendance throughout school life?				Attendance is discussed by all adults in school, mainly through form time. Students in KS4 are aware of the benefits of good attendance against their predicted grades. Also, there are incentives for students to want to attend school such as the 100% attendance club.

<p>4.6 Can you recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation?</p>				<p>Robust attendance procedure is in place to monitor students absence and visits are conducted by Inclusion staff, Attendance Officer and Attendance Assistants</p>
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	Yes	No	In Part	Evidence
<p>5 Allegations against staff</p>				
<p>5.1 Are there procedures in place for dealing with allegations against staff and are they in accordance with both KCSIE 2023 (Part 4) and CMARS procedures?</p>				<p>https://dlfpfsl5m78dh.cloudfront.net/uploads/files/Baysgarth-School-Safeguarding-and-Child-Protection-Autumn-2023.pdf</p>
<p>5.2 Does the procedure clearly define the difference between 'concerns, complaints and allegations'?</p>				<p>Policies available on request</p>
<p>5.3 (Where relevant) are there adequate records of action taken in respect of concerns, complaints or allegations about an individual member of staff in their confidential personnel file?</p>				<p>All files are up to date and held in school on personnel files (paper based and electronically).</p>
<p>5.4 Does the governing body (or equivalent) have a procedure to handle allegations against the headteacher?</p>				<p>Policy available on request Disciplinary Procedure (Whole school).doc (Page 5)</p>
<p>5.5 Are there procedures in place for dealing with low level concerns that do not meet the harm threshold? (KCSIE Part 4, Section 2)</p>				<p>https://dlfpfsl5m78dh.cloudfront.net/uploads/files/Baysgarth-School-Safeguarding-and-Child-Protection-Autumn-2023.pdf (Page 20)</p>

	Yes	No	In Part	Evidence
Sexual harassment and sexual violence				
5.6 Have you taken steps to ensure that there is a culture where sexual harassment and online sexual abuse are not tolerated, and where identification of issues and early intervention, to better protect children and young people is embedded?				Through the whole school ICE teaching programme and bespoke Pastoral Sessions
5.7 Assume that sexual harassment and online sexual abuse is happening in your setting, even when there are no specific reports. Is there a whole-school approach to address this concern?				Staff have completed compulsory Educare training on this topic to ensure students are supported
5.8 Is there routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse? Who is responsible for this?				CPOMS is where reports relating to sexual harassment and violence are stored, with reports generated on a half termly basis to analyse data. CP Officer Katie Smith monitors, records and reports from this system
5.9 Does the behaviour policy include sanctions and support, when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated?				Yes, this can be found in Appendix 4 of the CP Policy
5.10 Does the school/setting work closely with CMARS to ensure awareness of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour?				Yes, this is done through the CP Officer and Inclusion Manager
5.11 Have all staff had access to training to: <ul style="list-style-type: none"> • better understand the definitions of sexual harassment and sexual violence, including online sexual abuse • identify early signs of peer-on-peer sexual abuse • consistently uphold standards in their responses to sexual harassment and online sexual abuse? 				Yes, this is recorded in the SCR

	Yes	No	In Part	Evidence
6 Curriculum				
6.1 Is there a carefully sequenced RSHE curriculum, based on the DFE's statutory guidance, that includes sexual harassment and sexual violence, including online?				This is done through the ICE curriculum

	Yes	No	In Part	Evidence
6.2 Are pupils encouraged to adopt safe and responsible practices and deal sensibly with risk?				This is done through our ICE curriculum and through tutor and assembly sessions. Available on request.
6.3 Is awareness raised among pupils of recognising when they are at risk and how and where to get help and support if they need it?				Access to Tutors on a daily basis, Year Group pastoral teams and Safeguarding Teams
6.4 Is there an open culture where all individuals feel able to talk freely about their concerns, believing that they will be listened to and valued? Is this culture actively promoted?				The school has an open door policy to all students. Students have access to their teachers, form tutor and Learning Managers. The school adopts a policy whereby students can email staff directly with concerns or they can submit these concerns using an online google form.
6.5 Are pupils provided with a safe online platform and educated on keeping themselves safe online?				Classroom Cloud has been installed from September 2022

	Yes	No	In Part	Evidence
7 Training				
7.1 Has the DSL (and any deputy as appropriate) undertaken the required two yearly training with annual updates?				See SCR
7.2 Have all staff and other adults who work within the setting received updated training and how is this recorded?				Internal CPD programme covers this
7.3 Have regular (at least annual) child protection updates been provided to all staff?				Staff are required to complete mandatory training annually
7.4 Are all new staff, temporary staff and volunteers given induction which includes information on safeguarding procedures and their responsibilities?				Yes, via the Google classroom. Training reflects national and local context. ICE programme also designed to reflect local context. All new members of staff are given a safeguarding induction by CP Officer
7.5 Is the governor with leadership for safeguarding familiar with relevant CMARS and national guidance?				
7.6 Are governing bodies aware of their roles and responsibilities with respect to safeguarding?				Yes, meetings are scheduled throughout the year with the DSL and CP Officer
7.7 Are all staff and other adults who work within the setting aware of the Early Help process, known as the One Family Approach in North Lincolnshire?				Safeguarding briefing at the beginning of academic year 2023/24 to all staff highlighted key information on the One Family Approach

	Yes	No	In Part	Evidence
8 Safer Recruitment				
8.1 Are there procedures for safer recruitment and vetting in place, in line with KCSIE 2023 (Part 3)?				
[maintained schools & PRU only] Has at least one member of any appointment panel undertaken safer recruitment training?				All members of SLT plus selected senior support staff are Safer Recruitment trained.
8.2 Are you compliant with the Childcare Disqualification Regulations 2018 KCSIE 2023 para 262)?				
8.3 Is there a Single Central Record in place?				Yes - This is in the process of being transitioned from the Head's PA to the Business Manager ready for January 2024
8.4 Does the Single Central Record include:				
a) identity checks carried out, when and by whom?				Headteacher's PA and Business Manager carries this out on receipt of confirmation of appointment
b) a standalone children's barred list check				Enhanced DBS and Barred List checks are completed for all permanent, fixed term and casual staff, and for all volunteers. These are renewed every three years.
c) an enhanced DBS check				Enhanced DBS and Barred List checks are completed for all permanent, fixed term and casual staff, and for all volunteers. These are renewed every three years.
d) a prohibition from teaching check				Yes, this is carried out by the central HR Department at the Local Authority on the school's behalf.
e) further checks on people who have lived or worked outside the UK				Yes, this is carried out by the central HR Department at the Local Authority on the school's behalf.
f) a check of professional qualifications, where required				
g) A check to establish the person's right to work in the United Kingdom				Yes, this is carried out by the central HR Department at the Local Authority on the school's behalf.
h) written confirmation from a supply agency, where relevant, that all the appropriate checks that the school would otherwise perform have been carried out and are satisfactory?				Yes, our Office Manager holds details and these are passed the Head's PA and Business Manager to add DBS details to the SCR.
i) a record of all dates for completed checks?				
j) A Section 128 check for management positions A Section 128 check carried out for all governors or equivalents				

	Yes	No	In Part	Evidence
9 Behaviour and Safety				
9.1 Do all staff and volunteers know the procedure for raising concerns about unsafe or poor safeguarding practice? Please give examples in the evidence.				All staff are expected to make these referrals via CPOMS
9.2 Is the DSL aware of indicators of specific safeguarding issues highlighted by KCSIE, Ofsted and local priorities?				
9.3 Is the LA notified of children removed from roll where confirmation has not been received that they have transferred into another setting? (Child Missing Education)				Attendance officer responsibility to liaise with CP officer and remote as CME after 10 days
9.4 Is the LA notified of children who become Elective Home Educated (EHE) ?				Yes, the LA is provided with written requests from parents or carers who choose to EHE
9.5 Is the LA notified of children who are on part time timetables?				
9.6 Are procedures and policies relating to physical intervention consistent with DfE guidance 'Use of Reasonable Force in Schools' (July 2013)?				Policy available on request
Are Pupils Safe on Site?				
9.7 Are there adequate security arrangements for the grounds and buildings?				
9.8 Are visitors or volunteers or those using premises monitored during the school day, when children are present?				Coloured lanyards dictates the level of supervision required
9.9 Is assurance sought in writing from users of the premises that they have appropriate policies (Child protection, vetting, health and safety, insurance) in place to safeguard children?				Procedure would be to ensure that any external speakers who are not regular organisations are referred to JDR as DSL
9.10 Is there a policy or procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies?				
Keeping Pupils Safe Outside Normal Provision				
9.11 Are appropriate arrangements in place to safeguard children who take part in, or are affected by, extended services and other activities outside normal school hours?				Extra curricular provision is scoped under our safeguarding policies. External groups who rent the school space after hours are required to have their own safeguarding policies in place as independent to the school

	Yes	No	In Part	Evidence
9.12 Where relevant, are safeguarding arrangements in place for those on work-based learning, work experience and educational visits?				
9.13 Where relevant, are safeguarding arrangements in place for those children who stay with host families / other settings? i.e. as part of exchange visits or sports tours?				Not relevant

	Yes	No	In Part	Evidence
10 Interagency Working				
10.1 Is the setting working within Early Help to provide timely intervention?				Inclusion Manager Donna Hennell, previously Early Help Manager, takes a lead role with Early Help. All Early Help plans are Quality Assured by Early Help Manager and CP Officer
10.2 Are there effective systems in place for referring safeguarding concerns to relevant agencies in a timely manner?				Yes, these are documented within CPOMS
10.3 Is the DSL allocated sufficient time and resource to discharge their responsibilities, including taking part in inter-agency assessments and meetings?				Yes
10.4 Is the DSL aware of children in the setting who are, or may be, living in a private fostering arrangement?				Yes

	Yes	No	In Part	Evidence
11 Reporting and Recording				
11.1 Are child protection (CP) records stored securely and separately from pupil records?				Yes - This is done via CPOMS
11.2 Are the records of good quality and up to date; do they indicate action that has been taken?				Yes - CPOMS reporting confirms this occurs
11.3 Where pupils have left, has the CP record been transferred separately from the main pupil file and in a timely manner? Has a receipt of transfer been retained?				Yes - CPOMS records are transferred virtually. Overall log needed to ensure we have an accurate record of the date and time. Any receipts of paper files are signed by the CPO and scanned into CPOMS.
11.4 Are staff confident about reporting CP concerns and know what action to take, if their concerns are not acted on appropriately or in a timely manner?				Yes

11.5 Are all staff aware of the process for making referrals to Children's Services social care?			Yes - Staff were reminded of this information during the annual safeguarding update delivered by the CPO on the training day in September 2023.
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	Yes	No	In Part	Evidence
11.6 Does the school encourage a clear culture of open communication between pupils, staff, parents and other adults working with children?				Yes

Action Plan (please complete to evidence safeguarding improvement)

Development Areas	Action Required	Action Deadline
What is blocked and removed in terms of filtering information	For regular reviews of filtering and monitoring processes to ensure that all students are safeguarded whilst using online resources	July 2024
Part time Timetables	For all part time timetables to be recorded with the local authority accompanied by robust reintegration plans	July 2024