

Red italics denote amendments or additions to last year's audit

1. The school's child protection (cp) policy and procedures

Evidenced Response **updated** **November 2018**

Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
	<p>The school has no child protection policy currently in place or <i>The policy is out of date: it does not refer to 'Keeping Children Safe in Education' 2018 (KCSiE)</i></p>	<p>The school has a policy which refers to <i>KCSiE 2018</i> but Not all staff are confident about the procedures to be followed if abuse is disclosed or suspected</p>	<p>The school has a policy which is up to date, in line with <i>KCSiE 2018</i> - and local inter-agency procedures, or based on the model provided by the LA. The policy details the procedures to be followed by adults if child abuse or harm is disclosed or suspected. It has been read by and discussed with all staff and regular volunteers who use the cp procedures appropriately and know how to escalate concerns.</p> <p>but it is not yet on the school website and / or supply/peripatetic/visiting professionals are not given Cp information routinely</p>	<p>The school has a policy as Level 2. It is available publicly (ie easy to find) through the school website.</p> <p>The policy is unique to the school and sets out <i>in detail</i> what support is available to pupils who will benefit from early help. <i>It also details the school's approach to sexting incidents plus procedures to minimise the risk of peer on peer abuse.</i></p> <p>A proportional risk based approach is given to the level of information provided to temporary staff and volunteers. As a minimum, they are given a copy of the cp summary sheet or a similar document which includes the names of Designated Safeguarding Leads.</p> <p>All staff also understand their responsibilities under the Prevent duty and are aware that the DSL is also the school Prevent Lead.</p> <p>There is a Prevent risk assessment in place Teachers understand their legal responsibilities in respect of reporting FGM <i>to police</i></p>	<ul style="list-style-type: none"> Evidence that all staff and regular volunteers have been given copies of, discussed and understood, 'Keeping Children Safe in Education: information for all school and college staff September 2018', and Annex A. CP policy which reflects KCSiE 2018 and the DSCB inter-agency procedures Dates on policy to show when it was adopted by the governing body <i>and annual review dates</i> Minutes of governing body when policy was adopted Inclusion on website, <i>easy to find</i>, and all out of date documents removed Written cp information given to all temporary and visiting professionals who will work with children – indicated on signing in/out sheets or in some other way Evidence that copies (electronic or paper) of the cp policy, plus <i>KCSiE 2018</i> Part one and Annex A and the code of conduct are given to new staff and regular volunteers as part of Induction All staff, when asked, know what to do if a child discloses abuse DSLs have a copy of (electronic or paper), and use appropriately, the DSCB Threshold Tool Prevent risk assessment <i>DSLs have copy of, and use appropriately, the January 2017 UKCCiS advice on reporting sexting incidents</i> Plus, for special schools Copy of multi-agency protocol 'Bruising, Burns and Injuries in Non-Mobile Children, (1.3.29 of Interagency procedures on DSCB website) and evidence of discussion with staff

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2. Consistency and cross referencing of other procedures

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1. The school's child protection (cp) policy and procedures

Evidenced Response **updated** **November 2018**

Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
	<p>There is no child protection (cp) policy in place</p> <p>Or</p> <p>Although a cp policy is in place, none or few of the other policies and procedures which come under the safeguarding 'umbrella' is cross referenced to them [such as, for example, anti-bullying, attendance and children missing education, behaviour management (including use of reasonable force), code of conduct, sex education, intimate care, supporting pupils with medical needs, complaints, 'whistle-blowing', use of the Internet, <i>use of mobile technology</i> etc].</p> <p>[These and other relevant policies/procedures should be compliant with and refer to the cp policy if concerns arise about actual or possible harm to a child].</p>	<p>The school has made a start at looking at other policies/procedures that should reference the child protection policy and procedures and to ensure they do not contradict them.</p>	<p>The school has reviewed all policies/procedures, identified those that need to be amended to be in line with the 2018 cp policy and procedures and has drawn up an action plan to ensure they cross-reference appropriately.</p>	<p>All policies / procedures are aligned.</p>	<ul style="list-style-type: none"> Up to date (2018) child protection policy. Examples (see - not exhaustive - list in Level 4 column) of other school policies which reference the above and do not contradict them.

3. Training

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Evidenced Response **updated November 2018**

Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You MUST have all of the following
	<p>The DSL has not attended any Level 3 multi-agency child protection training, or s/he is out of date by more than 6 months or If the DSL is new in post s/he has not booked Level 3 multi-agency training and the Deputy DSL is not trained and/or Whole-school training has not taken place or been arranged for more than 3 years, as recommended by the Dorset Safeguarding Children Board (DSCB) and/or No member of SLT has attended WRAP (Workshop to Raise Awareness of Prevent).</p>	<p>The DSL and Deputy DSL(s) have attended Level 3 training, updated within the last two years or booked, but whole-school training is out of date by more than 6 months and/or Staff do not know about specific types of abuse such as Child Sexual and Criminal exploitation Female Genital Mutilation, Forced Marriage, Honour based Violence, Preventing Radicalisation and Extremism and/or The DSL has attended WRAP but other staff have not had any Prevent training (WRAP or on-line).</p>	<p>The DSL and Deputy DSL(s) have had Level 3 training in the last 2 years or it is booked for the earliest possible date. In addition, they update their knowledge and skills regularly (at least annually) such as through newsletters, DSL forums, reading journals and research. The DSL has attended a WRAP session. Whole-school training is up to date and staff know about the importance of early help, peer on peer abuse, <i>sexting</i>, how child missing education is a potential indicator of abuse or neglect, FGM, CSE, CE Forced Marriage, Honour based Violence, Radicalisation / Extremism and Whistle blowing.</p>	<p>As Level 2 Plus Teachers also understand their mandatory reporting duty in relation to FGM. Plus All staff have done training in Prevent (WRAP or on-line) or it is booked for this term. Plus Governors who have been in post more than 6 months have attended <i>governor training / briefing or similar input which details their responsibilities as set out in KCSiE.2018</i> Plus In multi-academy trusts (and some other independent schools) the senior board member for safeguarding in the overarching proprietor body has also has similar training/briefing. Plus There has been discussion with staff about learning from local serious cases, including National and local serious Case reviews. Plus In maintained schools and academies, the Designated Teacher for Looked After Children has had training (such as that delivered by the Virtual School) or it is scheduled for</p>	<ul style="list-style-type: none"> • DSL's and Deputy DSL's certificates of attendance at the Level 3 multi-agency 2 day course (or booked for the earliest possible date through Nexus) • Also, if the above course was attended over two years ago, DSL's and Deputy DSL's certificates of attendance at (or booked for the earliest possible date) Level 3 training update • <i>Evidence of how DSLs are keeping their knowledge and skills up to date</i> • Records (preferably signatures) of attendance at whole-school cp training, delivered within the last three years • Evidence of how those who missed whole-school sessions were subsequently trained • <i>Evidence of how staff have received regular (at least annual) safeguarding and child protection updates</i> • Evidence of attendance at or completion of Prevent training • Evidence that all staff have discussed the learning from serious cases <i>at both National and Local level</i> (and reviewed school practice accordingly where applicable) • Evidence of governors' (and where applicable, the senior board member's) attendance at specific governor safeguarding training/

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			<p>All staff receive safeguarding and child protection updates as required but at least annually. The majority of staff have attended WRAP or completed on-line Prevent training</p> <p>But</p> <p>Not all governors (or equivalent) who have been in post for at least 6 months are clear about their responsibilities in respect of safeguarding.</p>	<p>this academic year. A teacher is suitably trained in independent schools which have Looked After Children.</p>	<p>briefing (or scheduled for the earliest possible date).</p> <p>Plus, for maintained schools and academies:</p> <ul style="list-style-type: none"> Evidence that the Designated Teacher for Looked After Children has attended or booked relevant training such as that delivered by the LA (Virtual School)

4. Safeguarding and the curriculum

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Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
	<p>Not all school staff view safeguarding and child protection as having a place in the taught curriculum</p>	<p>The school is seeking advice about how to develop opportunities for safeguarding and child protection work within the curriculum, including safe use of technology</p>	<p>The curriculum provides some opportunities for pupils to consider risk situations and explore strategies for keeping safe, including on-line, and school leaders are considering how to further develop this</p>	<p>Through PSHE, SRE and other curriculum contexts, pupils are encouraged to talk about feelings to deal assertively with pressures, are listened to and know to whom they can turn for help and advice if necessary, particularly if they feel bullied. All pupils have opportunities to learn about safe use of technology, including mobile technology, use of the Internet <i>and 'sexting'</i>. Pupils are given age-appropriate opportunities to learn about keeping themselves safe from abuse, <i>including from their peers.</i></p>	<ul style="list-style-type: none"> • A comprehensive, age-appropriate E-safety Curriculum which reflects DfE National Curriculum for computing programmes of study • A clear policy on pupils' use of mobile technology in school (as per — KCSiE 2018) • Ways in which pupils in Year 8 and above learn about exploitative relationships • Anti-bullying procedures which take into account DfE advice 'Preventing and tackling bullying' and includes 'cyber bullying' and other bullying because of prejudice against particular groups (including those who are LGBTQ). • A system of recording which helps track types, rates and patterns of bullying <u>and</u> interventions/outcomes (there is no required format for this recording) • Ways in which all pupils, including those with communication difficulties or for whom English is an additional language, can report bullying and other concerns, eg via drop boxes, school e-mail addresses, school council, pupil surveys, nominated adults etc • A syllabus which offers opportunities to debate, listen and discuss social and emotional issues, including controversial matters such as <i>challenging extremist arguments and critical thinking on-line</i> (where age appropriate) • Ways in which all pupils can learn and discuss, in age appropriate ways, keeping themselves safe from abuse, eg input from

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					<p>ChildLine <i>'Speak Out, Stay Safe'</i> Service; input from Safe Schools and Communities Team; performances of Chelsea's Choice; PSHE lessons on domestic abuse, peer abuse, the NSPCC 'underwear rule' for young children etc (not an exhaustive list).</p> <ul style="list-style-type: none"> • Ways in which the school collates views of pupils regarding their safety and well-being

5. Safer recruitment

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Evidenced Response **updated November 2018**

Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
	<p>Recruitment and selection processes have not yet been revised in line with Part three of the statutory guidance - 'Keeping Children Safe in Education' (KCSiE) 2018 and (for schools which purchase their services) the DCC HR 'Toolkit'.</p> <p>Or</p> <p>The single central record (SCR) of recruitment and vetting checks has not been checked in the past two years by the Headteacher, a governor, OfSTED/ISI or anyone independent of the person who maintains it</p>	<p>Recruitment and selection processes are being reviewed to ensure they are in line with the guidance and/or (for schools which purchase their services) the DCC HR 'toolkit'.</p> <p>The SCR of recruitment and vetting checks has been checked in the past but not this term for compliance with the statutory guidance.</p>	<p>Recruitment and selection policy and processes, including criminal records checking, follow the latest guidance and/or HR 'toolkit'.</p> <p>Maintained schools and Independent schools, including academies and free schools undertake section 128 direction checks on individuals in management. This also includes Governors in Maintained schools. Positions (KCSiE 2018)</p> <p>The SCR has been checked this term and complies with KCSiE 2018</p> <p><i>A risk assessment has been completed for each long-standing staff member for whom the school does not hold two references</i></p>	<p>Recruitment is undertaken safely as (2)</p> <p>Plus</p> <p>The Headteacher / Principal and at least one governor or equivalent has successfully completed safer recruitment training, or has booked to do so</p> <p>Plus</p> <p>Every interview panel includes at least one panel member who has been trained in safer recruitment (mandatory for maintained schools, DSCB best practice standard in others)</p> <p>Plus</p> <p>References are / will be sought on all short-listed candidates, including internal ones, before interview (as per KCSiE 2018)</p>	<ul style="list-style-type: none"> • SCR which is up to date and fully compliant with statutory guidance and regulations • Recruitment and selection policy and procedures, compliant with 'Keeping Children Safe in Education 2018' • Headteacher's/ Principal's certificate of successful completion of either on-line safer recruitment training (on the NSPCC website) or a taught course <i>delivered by the LSCB trainers</i> (or evidence they have booked this) • A governor's (or equivalent) certificate of successful completion of either the on-line safer recruitment training or a taught course <i>delivered by the LSCB trainers</i> (or evidence they have booked this) <p>Plus, for schools which provide Early Years or Later Years childcare</p> <ul style="list-style-type: none"> • Written evidence of checks completed to comply with 2015 DfE statutory guidance 'Disqualification under the Childcare Act 2006'

6. Staff behaviour policy (code of conduct)

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Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
<p>[</p>	<p>There is no written staff behaviour policy (code of conduct) for staff or There is a code of conduct but it is not provided and discussed in induction</p>	<p>A code of conduct exists for everyone who has contact with children but has not been updated to be in line with 2018 KSiE guidance national guidance on safer working practice and/or There is no explicit advice to staff on the use of technology, including mobile technology (either in the code of conduct or in a separate policy)</p>	<p>There is a code of conduct for all staff and volunteers who come regularly into school; it includes acceptable use of technology, staff/pupil relationships and communications including use of social media. A copy has been given to all staff and they have signed to confirm that they have read and understood it. There is explicit advice to staff on the use of mobile technology (either in the code of conduct or in a separate policy). The code of conduct is always provided and discussed as part of induction</p>	<p>As (2), plus There has either been 'safer working practice' training attended by all staff or a robust and detailed discussion in a staff meeting. Plus All staff have discussed and understand what is meant by 'grooming' behaviour and the criminal offence of Abuse of Position of Trust. All staff are clear about the school policy on the use of mobile technology All staff are clear about confidentiality. Plus <i>The Code of Conduct is on the school website (LA strong recommendation from serious cases)</i></p>	<ul style="list-style-type: none"> • Code of conduct based on 2015 national safer working practice guidance or (for schools which purchase their services) the <u>January 2016 DCC HR model</u>. It includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media. • Minutes of governing body or equivalent when it was adopted • Staff signatures to indicate they have read and understood the code of conduct • <i>Up to date Code of Conduct (based on KCSiE 2018) is on the school website</i> • Records of attendance at safer working practice training or record of staff meeting when the code of conduct and grooming behaviour were discussed in detail • Staff e-safety procedures which include an acceptable use agreement • Staff, when asked, know what to do if they are concerned about the conduct of another member of staff or volunteer and know who they can contact outside school (<i>such as the LADO</i>) if they believe the correct action has not been taken in school or are concerned about safeguarding practice generally • Records when physical or restrictive intervention is used • Copy of the DfE advice documents 'Behaviour and discipline in schools' January 2016, 'Searching, Screening and Confiscation' 2014 and 'Use of Reasonable Force' July 2013 • 'Whistle blowing' policy

7. Procedures to manage allegations made against teachers/other

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Evidenced Response
updated November 2018

Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
	<p>There are no procedures in place for the management of allegations of abuse made against school staff and volunteers</p> <p>[NB see LA briefing document: 'Protecting children from grooming by an adult working or volunteering in the setting' - available on Nexus]</p>	<p>There are <i>up to date</i> procedures <i>fully</i> compliant with Part four of 'Keeping Children Safe in Education 2018' or (for schools which purchase their services) the DCC HR model policy which the Headteacher / Principal has read. But The Chair of Governors (or equivalent), other senior managers and staff are not aware of- or do not understand at least the main the principles of - the procedures</p>	<p>All members of the senior management team have read the procedures; school staff understand the principles and know where they are kept if they need to refer to them. There are procedures in place regarding the school's legal duty to make a referral to the Disclosure and Barring Service (DBS) if an individual is dismissed or resigns due to safeguarding concerns plus All staff know who they can contact outside of school (including the LADO) if they believe that safeguarding concerns or allegations about staff are not being taken seriously or dealt with appropriately</p>	<p>As (2) Plus Other members of the senior leadership team know how to manage an allegation if the Headteacher / Principal is not in school. Also, the Chair of Governors / Proprietor knows what to do if an allegation is made against the Headteacher / Principal</p> <p><u>If there has been an allegation against a member of staff:</u> As above Plus There is evidence that the procedures have been followed properly in that they have been reported to the Local Authority Designated Officer (LADO) and clear records kept. Where applicable, referrals have been made to the DBS</p> <p><i>If an allegation was substantiated there is evidence that the circumstances were reviewed to determine whether there were any lessons to be learned in respect of wider school procedures or practice</i></p>	<ul style="list-style-type: none"> • Procedures to manage allegations against members of staff and volunteers which are <i>fully compliant with Part Four of 'Keeping Children Safe in Education 2018'</i> • Minutes of meeting of governing body or equivalent when procedures were discussed • Procedure on making referrals to the DBS • Plus – if an allegation has been made or a safeguarding concern has been raised about a staff member or volunteer, the Headteacher / Principal has • clear case records, including of 'lower level' staff concerns so that possible patterns can be identified and to demonstrate the correct procedures have been followed • consulted the LADO about any allegations • made a referral to the DBS if the outcome is substantiated and results in dismissal or the person resigns <i>and reviewed the circumstances to 'learn lessons' where appropriate</i>

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3. Record keeping procedures for schools which use 'My Concern'

Evidenced Response updated November 2018

Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
	<p>The 'My Concern' system has just been purchased; DSLs and some staff have been trained in its use but are not yet competent <i>and/or</i> The paper recording system is still also in use and there is some confusion about which system to use</p> <p>[Please note that LA Safeguarding Standards Advisor has worked with the company which has developed 'My Concern' to confirm compliance with best practice standards]</p>	<p>DSLs and other school leaders are using 'My Concern' confidently but Not all staff who have regular contact with children are trained or are competent users of the system And/or Alternative systems are not yet in place (for staff who have infrequent contact with children or do not have easy access to a computer or who are not confident at using technology) to report concerns</p>	<p>DSLs, other school leaders and all staff who have regular contact with children are trained and there is confidence they are using 'My Concern' competently. Plus There are alternative systems in place (for staff who have infrequent contact with children or do not have easy access to a computer or who are not confident at using technology) to report concerns</p> <p>Written reports are provided for child protection conferences and other multi agency meetings, where appropriate.</p>	<p>As (2), plus Chronologies include, where relevant, where DSLs have 'escalated' issues with managers of other agencies, including reasons for escalation and outcomes Plus The DSL and Deputy/ies know how to access the Inter-Agency Safeguarding Procedures including (at section 2.3) the Escalation Policy plus the CSE procedures and risk assessment and the August 2015 DSCB Threshold Tool Plus The DSL and Deputies fully understand the process to transfer records and to produce transfer 'receipts'</p>	<p>For pupils who have now or have had an allocated social worker in Children's Services Social Care</p> <ul style="list-style-type: none"> Copies of completed inter-agency referral forms (where applicable) Ways of indicating on 'My Concern' which records are designated as child protection (as per the LA record keeping guidance). These have restricted access and are passed in a timely way to the next school (where applicable) Chronologies of significant events include actions and outcomes and reasons for decisions where appropriate. The chronologies make sense as 'stand alone' documents Receipts (electronic or paper) from new schools when pupils' cp files have been passed on <p>Plus – for children who are or have been subject to a child protection plan:</p> <ul style="list-style-type: none"> Reports to conferences written in the required format (see DSCB website) <p>Plus – for children who are 'Looked After'/ in Care:</p> <ul style="list-style-type: none"> Copies of Personal Education Plans

3. Record keeping procedures for schools which use 'My Concern'

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Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
					<p>Plus – where there have been concerns about neglect or Child Sexual Exploitation</p> <ul style="list-style-type: none"> • Appropriate DSCB tools have been used to assess risk (eg the Graded Care Profile for neglect and <u>risk assessment tool for CSE</u>) <p>Plus – for children with sexually harmful behaviour</p> <ul style="list-style-type: none"> • Evidence of risk assessments (template in the document library of the DSCB Inter-Agency Procedures) <p>Plus – for children who have long term health needs (epilepsy / diabetes etc) which require intervention and/or monitoring by school:</p> <ul style="list-style-type: none"> • Copies of health care plans or EHC plans • Records of discussions with parents/carers and relevant professionals. These records should include actions and outcomes • Copy of the <i>2015</i> statutory (for maintained schools, learning centres and academies) DfE guidance 'Supporting pupils at school with medical conditions' and evidence it is being implemented (eg governors have adopted a school policy etc)

8.A Record keeping procedures - schools which DO NOT use 'My Concerns'

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Evidenced Response updated November 2018

Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
	<p>The school does not have a well organised system or procedures for recording, retaining and sharing records of child welfare and child protection concerns</p>	<p>The school has a system for recording, retaining and sharing child welfare and child protection concerns but It has not been reviewed against the 'best practice guidance' included as an appendix in the LA model cp policy and/or All Deputy DSLs are not familiar with the school's system</p>	<p>The school has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns against the best practice guidance and they are applied consistently. Staff report concerns to the DSL on a standardised form. Plus Consideration has been given to alternative systems (for staff are not confident at reading/writing or who do not have easy access to a computer) to report concerns Plus Written reports are provided for child protection conferences and other multi agency meetings, where appropriate.</p>	<p>As (2), plus There is evidence that all staff are following the procedures. Where applicable, chronologies on individual pupils' child protection files are up to date and the school's actions are clearly recorded against each concern to show that staff are working effectively with other agencies. Plus The DSL and Deputy/ies know how to access the Inter-Agency Safeguarding Procedures including (at section 2.3) the Escalation Policy plus the CSE procedures and risk assessment and the August 2015 DSCB Threshold Tool Plus The DSL and Deputies fully understand the process to transfer records and to produce transfer 'receipts'</p>	<ul style="list-style-type: none"> • Paper or electronic record keeping processes which are compliant with the best practice guidance in the LA model cp policy • A standard format (paper or electronic) where staff can record in writing any welfare or cp concerns about individual pupils. This format should include space for the DSL to record his/her actions and outcomes <p>Plus – for pupils who have now or have had an allocated social worker in Children's Services Social Care</p> <ul style="list-style-type: none"> • Copies of completed inter-agency referral forms (where applicable) • Child protection files which are kept securely, separate from the child's main school file, with restricted access and which reflect the best practice guidance • Child protection files which are well organised and include chronologies of significant events, including actions and outcomes and reasons for decisions where appropriate. The chronologies make sense as 'stand alone' documents and include, where relevant, where DSLs have 'escalated' issues with managers of other agencies, including reasons for escalation and outcomes

8.A Record keeping procedures - schools which DO NOT use 'My Concern'

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Evidenced Response updated November 2018

Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding	Evidence required to achieve Level 1. You must have all of the following
					<ul style="list-style-type: none"> • Receipts from new schools when pupils' cp files have been passed on <p>Plus – for children who are or have been subject to a child protection plan:</p> <ul style="list-style-type: none"> • Reports to conferences written in the required format (see DSCB website) <p>Plus – for children who are 'Looked After'/ in Care:</p> <ul style="list-style-type: none"> • Copies of Personal Education Plans <p>Plus – where there have been concerns about neglect or Child Sexual Exploitation</p> <ul style="list-style-type: none"> • Appropriate DSCB tools have been used to assess risk (eg the Graded Care Profile for neglect and <u>risk assessment tool for CSE</u>) <p>Plus – for children with sexually harmful behaviour</p> <ul style="list-style-type: none"> • Evidence of risk assessments (template in the document library of the Inter-Agency Procedures) <p>Plus – for children who have long term health needs (epilepsy / diabetes etc) which require intervention and/or monitoring by school:</p> <ul style="list-style-type: none"> • Copies of health care plans or EHC plans • Records of discussions with parents/carers and relevant professionals. These records should include actions and outcomes

8.A Record keeping procedures - schools which DO NOT use 'My Concern'

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Evidenced Response *updated November 2018*

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					<ul style="list-style-type: none"> • Copy of the 2015 statutory (for maintained schools, learning centres and academies) DfE guidance 'Supporting pupils at school with medical conditions' and evidence it is being implemented (eg governors have adopted a school policy etc)

9. Final self-assessed grade

Consider the grades / levels you have awarded yourself in the 8 self-assessed sections

Now indicate what level you consider you are working at over all

Remember to compile your own action plan

For guidance only

Standard	Level 4 inadequate	Level 3 requires improvement	Level 2 good	Level 1 outstanding
	3 or more of the grades in the 8 sections are inadequate. There is a detailed action plan to address the deficiencies.	The majority of the grades in the 8 sections are at Level 3, the minority are Level 2 'good'. There is a detailed action plan to address the deficiencies.	The majority of the grades in the 8 sections are at Level 2, with some 'outstanding'. There is an action plan to address areas not yet outstanding.	6 or more of the grades in the 8 sections are at level 1 'outstanding'. There is an action plan to address any areas not yet outstanding