



Keeping Children Safe in Education

School Safeguarding Self -Assessment Audit 2026-2027

The shared vision for our Trust is to “create schools that ‘stand out’ at the heart of their communities.” Our Trust has four core beliefs; Family, Integrity, Teamwork and Success that are integral to everything we do. The purpose is to enable everyone to be able to ‘Love Learning, Love Life.’

School name	Ambergate Primary School
Headteacher	Carly Howell
Designated Safeguarding Lead	Carly Howell
Deputy Designated Safeguarding Leads	Laura Brooks
Safeguarding Governor	Sarah Bailey

Version Control	Vs 5 Amends/additions for 2026/27 are highlighted in purple text – see sections 1,2,4,5,7,8,10	Date completed audit will be presented to the governing board	22/9/26
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How to use the audit

- You report on the previous academic year 2025-26 (Sept-July) and your S175 Safeguarding Action Plan puts right deficits and sets targets for the forthcoming academic year 2026-27
- Give each requirement a **RAG** rating to keep track of how compliant you are. This means:
 - **Fully met GREEN** - if you're fully compliant and no further action is needed.
 - **Partly met AMBER** - if you're meeting part of the requirement but not all of it.
 - **Not met RED** - if you're not meeting the requirement at all.
- The Headteacher, Designated Safeguarding Lead and ideally the Link Safeguarding Governor completes this audit together
- It should be reviewed on a regular basis with the Link Safeguarding Governor and progress of the action plan reported to the governing board.

Ensure that:

- This audit is presented to the Governing body as a standalone item and the activity is discussed and recorded in the minutes. There should be an opportunity for governors to ask questions, and usually at the end of the autumn term
- You can use the information in your Embark Safeguarding Review report (completed by the Embark Safeguarding and Personal Development Lead) and the data in your Embark Safeguarding Governor Termly Reports to inform the self-assessment audit completion.
- **A copy of the audit is sent to the Embark Safeguarding and Personal Development Lead (Helen Jefferson) no later than Friday 2 October 2026.**

Where to find key information:

- [Working Together to Safeguard Children](#)
- [Keeping Children safe in Education Statutory Guidance](#)
- [Derby and Derbyshire Safeguarding Policies and Procedures](#) (Includes Threshold document, Multi-agency Dispute Resolution and Escalation policy, Information Sharing Guidance for Practitioners, Family Help Assessment documentation, safeguarding report forms, templates and partnership assessment tools such as the Graded Care Profile (Neglect), CRE Risk Assessment Toolkit and Domestic Violence Risk Identification Matrix (DVRIM))
- [Government/DfE statutory guidance and advice](#)
- [Disclosure and Barring, DBS, Safer Recruitment](#)

All Embark useful documents referenced are available on the Embark DSL SharePoint site. [Embark DSL's SharePoint Documents](#)

Section 1 - Leadership and Management	Fully met GREEN	Partly Met AMBER	Not met RED
a) The Designated Lead/s/SMT and governors are aware of the latest edition of the ' Keeping Children Safe In Education ' Guidance , ensuring that all staff have had sight of and read the relevant parts in relation to their role. a. All staff, including those who do not work directly with children, have read at least part one of KCSIE 2026 (available on Flick KCSIE module with read and understood sign off facility) b. Senior leaders should read the whole of KCSIE 2026 because they are responsible for implementing and monitoring safeguarding arrangements across the school or trust. c. Governors are expected to read and understand KCSIE, with particular emphasis on Part Two – The Management of Safeguarding, as this sets out their statutory responsibilities.	X		
b) There is a senior Designated Safeguarding Lead and an appointed Deputy Designated Safeguarding Lead (s), and they have their roles made explicit in the job description, are suitable and regularly trained to fulfil the role. The deputy DSL is trained to the same standard as the DSL and is supported to undertake the role during periods of absence, while overall lead responsibility remains with the DSL.	X		
c) The school has a DSL on site at all times; if in any event they are not available a contingency plan is in place whereby all other staff can obtain advice, and this plan is clearly communicated.	X		
d) The school has robust arrangements to ensure safeguarding concerns are received, monitored and acted upon when the DSL is unavailable, e.g. shared safeguarding mailbox or equivalent continuity arrangements.	X		
e) The DSL and Deputy DSL understand their responsibilities relating to the protection of children, and the safeguarding of all learners, and how they act as a point of contact with the partners in the multi-agency agreements (LA, Police and Health).	X		
f) The school can demonstrate fulfilling all aspects of the Prevent Duty and has a Designated Prevent Lead Contact where advice is sought, and referrals are made.	X		
g) The school has a Single Central Record (SCR) system with a nominated member of staff who is the custodian of the records	X		
h) The SCR is checked and verified by the Designated Safeguarding Lead which is reviewed at least termly to input updates and check compliances with all DfE / Ofsted current requirements. (record this check and any action required in the 'Sign Off' section of the SCR)	X		
i) A DSL/s provides support to staff in all matters of safeguarding pupils, assisting in promoting pupil's health, safety and wellbeing	X		

j) At least one member of each recruitment panel has undertaken appropriate safer recruitment training or refresher training appropriate to their role. (3-year refresher training is required for those already trained)	X		
k) There is an appointed Designated Safeguarding Link Governor for Anti-Bullying who ensures that the school acts to prevent and tackle all forms of bullying.	X		
l) The school has a Designated Teacher who is responsible for the educational achievement and care of Looked After Children. The lead will be trained and qualified being a central point of contact for LAC whilst they are onsite and are transferred out of care.	X		
m) The Designated Safeguarding Lead/s use/s the advice and support of the local Virtual School for Looked After Children including children in kinship care.	X		
n) The school has a Designated Teacher appointed for SEND and who has received the relevant training, including DSL training	X		
o) Where there are SEND and safeguarding issues/concerns, these are identified early and acted upon, and a DSL is involved	X		
p) There is an up-to-date complaints procedure and one easily accessible for parents on the school website	X		
q) Designated Safeguarding Lead training and refresher training is maintained in line with the recommendations of the latest KCSIE for all staff nominated as DSL / Deputy DSL.	X		
r) All Designated Safeguarding Leads in the school including the link Safeguarding Governor have undertaken Prevent training, and all staff undertake regular training to assist their understanding of Prevent	X		
s) All staff including governors, volunteers and non-teaching staff employed by the school undertake annual safeguarding training and this activity is logged. Updates/briefings are also provided throughout the year.	X		
t) The school has a Staff Safeguarding Training Portfolio (can be electronic) which is kept up to date (which includes evidence of tracking updates). This includes original certification and evidence of attendance	X		
u) The school has created a Staff Induction Portfolio (can be electronic) which has the school safeguarding information and appropriate policies and procedures for supply, agency and frequent visitors who have contact with children within the school (useful document: <i>Embark Induction for Volunteers and Visiting Staff Working in School</i>)	X		
v) The school includes on their website a specific area which celebrates safeguarding in the school and keeps pupils, parents and the local community up to date with information and activities to help children keep safe, and this includes a report abuse online icon (CEOP/Internet Watch Foundation)	X		

w) The school has clear missing from education processes and all staff are informed about them	X		
x) Clear plans are in place to support vulnerable learners who go missing or who are regularly absent or late.	X		
y) All staff including governors are familiar with Private Fostering and know when to report concerns and are aware of the duty to report any arrangement to the local authority (pre16)	X		
z) All staff including governors know about the particular issues faced by LGBTQi+ pupils and ensure this is addressed, referred to in an equalities statement and pupils support needs are met	X		
aa) The school has considered the safeguarding and Equality Act requirements relating to single-sex sport, toilets and changing facilities (where applicable), and has appropriate policies, risk assessments and procedures in place that reflect KCSIE 2026.	X		
bb) The school Governing Body are kept informed of any cases where there is an intention to home educate and have considered any welfare/safeguarding concerns	X		
cc) All staff are aware that female Genital Mutilation is a criminal offence and that reporting is mandatory	X		

Evidence to support judgements

Safeguarding file and training register
School website
Governor minutes

Section 2 - Safeguarding and Governance	Fully met GREEN	Partly Met AMBER	Not met RED
a) The school has a nominated Link Safeguarding Governor in post	X		
b) The nominated Link Safeguarding Governor has completed safeguarding training to help fulfil the requirements of the post	X		
c) The Link Safeguarding Governor plays an active role in the school to QA, review and audit – including a review of the safeguarding action plan/SCR assurance check/pupil voice. (Useful document: <i>Embark Safeguarding Governor Checklist</i>)	X		
d) The school governors ensure all Designated Safeguarding Lead/s are supported in their role, and get regular safeguarding updates, training, time and resources to fulfil the role	X		
e) There is evidence that all school governors undertake annual safeguarding training (via Flick) and this is completed by the required deadline.	X		

f) There is a log of governor training and active records are kept in the school of safeguarding training undertaken by governors	X		
g) The school Governing body are aware of local Safeguarding arrangements initiated by the local safeguarding partnership arrangements, and this includes an understanding of Local Safeguarding Procedures, and key guidance documents, i.e. the current Threshold Document, Multi-Agency Dispute Resolution and Escalation Policy and the Information Sharing Guidance.	X		
h) The school governors have ensured there are up to date Safeguarding Policies and Procedures within the school and regularly oversee that activity. This includes ratifying the Child Protection and Safeguarding Policy, Staff Code of Conduct, and any others relevant to safeguarding within the school.	X		
i) The school governors ensure there is an annual whole school update on safeguarding to keep all staff including non-teaching staff abreast of national and local procedures, reporting procedures in the school, emerging safeguarding themes and local issues facing their community	X		
j) There is regular communication to the school Governing Body about safeguarding matters and reports of activity are presented by the DSL to the school Governing Body regularly (via the Termly Embark Safeguarding Governor Report). This report includes safeguarding effectiveness, trends, emerging risks and compliance with KCSIE 2026.	Our own governor report		
k) The Link Safeguarding Governor along with the other Governors assist/promote with school surveys to evidence pupil safety and feeling safe (pupil voice) and includes parents views at least annually	X		
l) The school governors are familiar with information sharing, GDPR and the boundaries of confidentiality in matters of safeguarding, consideration is given to this when appointing governors who take a role in safeguarding	X		
m) The school governing body know about and can report on behaviour –i.e. does this school have good behaviour? rates of low-level disruption? incidents of bullying, sexual violence and harassment?	X		
n) School governors use the data of both fixed term and permanent exclusions to inform them of current practice in the school, including those around quality assurances (child on child incidents)	X		
o) Staff capacity, sickness, and other risks are known to governors that may impact on keeping children safe in school	X		
p) The school uses the Embark staff surveys around morale, emotional health and wellbeing	Combination of our own and Embark surveys		
q) The school is working towards any relevant accreditations – e.g. mental health awards, mental health first aid training etc	X		

r) The governing board ensures that the DSL and wider safeguarding team is accessing regular support and supervision; informal and formal planned supervision/Embark DSL & FLW Support and Supervision forums and in school supervision arrangements .	X		
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Evidence to support judgements

Governor minutes
Safeguarding training log & FLICK certification
Senior Mental Health Lead training completed (Carly Howell)

Section 3- Attendance, Behaviour, and including responding to sexual violence and harassment (child on child)	Fully met GREEN	Partly met AMBER	Not met RED
a) We inform the LA within 5 working days when we add a pupil to the admissions register at a non-standard transition point and provide the LA with all the information held within the pupil admission register	X		
b) When a pupil is removed from the admissions register, we inform the LA and provide the information	X		
c) We inform the LA of any pupil who fails to attend or who has been absent without school's permission for 5 days or more, at intervals agreed with the LA.	X		
d) When a parent informs us that they are removing a pupil, we will chase up attendance at the new school, or inform the LA that the child may be missing from education, as agreed by the LA (missing education protocol)	X		
e) Attendance is or is approaching national average	X		
f) Attendance is improving	X		
g) Persistent absence is approaching national average	X		
h) Persistent absence is improving	X		
i) Severely absent is known about and the data is used to identify vulnerabilities in children and take measures to help support and protect	X		
j) There is evidence that there are strategies in place to improve attendance	X		
k) Fixed terms exclusions/suspensions are not used, if they are on occasion <u>used</u> , a rationale is provided, and actions are being taken	X		
l) Permanent exclusions are not used, if they are on occasion used, a rationale is provided, decisions are shared and multi-agency, duties and compliances are being followed	X		

m) If there are pupils on part-time/reduced timetables, there is a risk assessment, and risk management is in place (useful document: <i>Embark Part Time Timetables Protocol</i>)	X		
n) If there are pupils receiving alternative provision (on roll off site), there are robust plans, including risk assessment and risk management is in place. The school continues to be responsible for the safeguarding of pupils placed in alternative provision and seeks assurances that the placement meets the needs of pupils (Useful document: <i>Embark Alternative Provision Protocol</i>)	AP not currently used		
o) All relevant assurances are sought when placing a pupil with alternative providers including - written confirmation is obtained that appropriate safeguarding checks have been carried out on those working at the establishment, as well as written information about any arrangements that may put the child at risk. - records of the address of the alternative provider (AP) and any subcontracted provision or satellite sites the child may attend. - regularly reviews any AP placements to make sure the placement continues to be safe and meets the child's needs. (Useful document: <i>Embark Alternative Provision Protocol - risk assessment supporting documents</i>)	AP not currently used		
p) The school considers that behaviour is at least good	X		
q) The school has a behavioural policy that is inclusive, and has an ethos of unconditional positive regard	X		
r) The school has an Anti-Bullying Policy which includes online and cyberbullying bullying	X		
s) This policy is displayed on the school website and is known to all staff, non-teaching staff and the local community	X		
t) Preventative education is delivered in the context of a whole school approach (safeguarding in the curriculum) and in the context of preparing pupils for life in modern Britain; this approach promotes a zero tolerance to sexism, homophobia, biphobia, misogyny/misandry - this complies with the latest RSE Guidance. Relationships and sex education (RSE) and health education - GOV.UK . The RSHE curriculum is fully inclusive, delivered regularly, and is age appropriate and covers the statutory expectations and other issues: boundaries, consent, body confidence and self-esteem etc	X		
u) The Anti-Bullying Policy has a child friendly version produced with pupils	X		
v) There are separate records of bullying incidents including child on child sexual violence, sexual abuse, and harassment and these are recorded using agreed and consistent categories (reportable, KCSiE) (Useful document: <i>Embark Safeguarding Categories of Concern& Glossary of Terms</i>)	X		
w) Categories are used to assist in running regular data reports to look for patterns and trends, regular meetings are held and strategies agreed to tackle any concerning behaviours	X		

x) A DSL understands how to respond to and manage problematic/harmful sexual behaviours including the implementation of risk assessments.	X		
y) A Designated Safeguarding Lead is aware of the current Children who Present a Risk of Harm to Others	X		
z) All staff have an awareness and understanding of the differences between healthy, problematic and harmful behaviours, including sexual, and in the context of promoting a safe and secure school environment Understanding sexualised behaviour in children NSPCC Learning	X		
aa) All staff promote positive behaviours and respond with clear and consistent boundaries. They understand the triggers for problematic and harmful behaviour and alternative strategies e.g.- teaching in the curriculum around misogyny, gender hate and crime	X		
bb) Where there are child on child incidents, there is evidence of supporting and providing risk management plans for alleged and actual victims (Useful document: Embark Risk Assessment for Child-on-Child abuse template)	X		
cc) The school has evidence of a safeguarding curriculum which talks about and tackles these issues, and is prepared to have a whole school approach e.g.- assemblies, providing parents with information	X		
dd) Procedures are in place (defined Mental Health Pathways) for supporting pupils who are at home because of their mental health/ clinical/public health advice e.g.- remote learning, support over the phone, signposting for services	X		

Evidence to support judgements

School website & policies – anti-bullying, online safety, PSHE, behaviour policy
 School website curriculum information – project evolve, PSHE
 School website- antibullying section – pupil made leaflets
 Staff training – emotional coaching and whole school approach to mental health and well being

Section 4 - Policy, Procedures and Recording	Fully met GREEN	Partly met AMBER	Not met RED
a) The school has a current Embark Child Protection and Safeguarding Policy which is consistent with DDSCP multi-agency safeguarding procedures and has been reviewed and approved by the governing body	X		
b) The current policy is easily accessible to parents/carers and available on the school website	X		
c) The school has developed a Safeguarding Information Leaflet (online or hard copy) for pupils/parents/carers/visitors.	X		
d) The school uses the safeguarding leaflet (online or hard copy) for new admissions, transition and new pupils	X		
e) All other relevant policies relating to safeguarding are current/up to date/signed off by the governing body or trust: Embark Allegations, including low level concerns raised in relation to staff, supply staff, contractors and volunteers, whistle blowing Embark Attendance Policy Embark Child Protection and Safeguarding Policy Embark Induction for Volunteers and Visiting Staff Working in School Embark Online Safety Policy Embark Private Fostering Policy Embark Separated Parents Policy Embark Staff Code of Conduct Embark Whistleblowing Policy Embark RSHE Policy Embark Recruitment (including Safer Recruitment) Policy Embark Trust Acceptable use of the Internet and Electronic communication Embark Child on Child Abuse Policy Mobile Phone Policy Anti-bullying Policy (DCC) Children Missing from Education Policy (DCC) Administration of Medicines Policy (DCC) First Aid Policy (DCC) Personal/intimate Care Policy (DCC) Extremism and Radicalisation (DCC optional NB: otherwise included in Embark Child Protection and Safeguarding Policy) Drugs and Substance Misuse (DCC optional)	X (A mixture of DCC and Embark policies are used)		

f) Early Years- policies and guidance in the school reflect the safeguarding statutory requirements of the EYFS statutory framework	X		
g) The leadership team are aware of the responsibilities and duties under the equality's legislation, the Human Rights Act and uses the 9 protective characteristics in practice	X		
h) Diversity and inclusion are actively promoted	X		
i) The school is following recommended national GDPR (General Data Protection Act 2018) and LA guidance on access to, sharing and retention of welfare / safeguarding records on children	X		
j) The school is compliant with current guidance on recording, retaining, and transfer of child protection records	X		
k) The school has a clear system for reporting, acting upon and recording welfare/safeguarding concerns on pupils	X		
l) <i>There are clear systems and processes in place for identifying possible mental health problems in pupils and recognising self-harm, suicidal ideation and routes for urgent mental health support.</i>	X		
m) When recording, holding, using and sharing information, the DSL: - understands the importance of information sharing, both within the school and with other schools, and with safeguarding partners, other agencies, organisations and practitioners - understands relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR - records and provides rationale for when referrals were and were not made to another agency, e.g. Prevent.	X		
n) Up-to-date confidential records are kept, separate to pupil records, for pupils that the DSL or other staff members have safeguarding concerns about.	X		
o) All records include: - a clear, comprehensive and chronological summary of the concern - details of how the concern was followed up and resolved - a note of any action taken, decisions reached, the rationale for decisions and the outcome. - a record of escalation of concerns and disagreements of any thresholds with external agencies	X		
p) <i>Safeguarding records are subject to regular quality assurance by the DSL to ensure they are accurate, complete, timely and demonstrate appropriate professional curiosity and decision-making (Useful document: <i>Embark Safeguarding Record File audit template</i>)</i>	X		

q) All staff have been made aware of the process of making referrals to children's social care (CSCS), and for statutory assessments under the Children Act 1989, including Family Help referrals, Section 17, Section 47 and local safeguarding partner arrangements.	X		
r) All staff know how to manage the requirement to maintain appropriate confidentiality and understand that data protection legislation does not prevent the lawful sharing of safeguarding information.	X		

Evidence to support judgements

All staff GDPR trained. School uses GDPR for schools support, model policies and GDPRiS

Website – policies

Governor minutes

Historic Safeguarding paperwork kept in locked drawer in HT office (locked), My Concern used from September 2024 – reference made to paper files where necessary

Section 5 - Ensuring a Safe Environment for all children	Fully met GREEN	Partly met AMBER	Not met RED
a) The school has a clear and visible system / procedure for the arrival of pupils at the beginning and during the school day	X		
b) The school has a clear and visible system / procedure for pupils leaving the site/ the safe handover of pupils to the authorised parent/carer at the end of the school day	X		
c) The school has signing in and out for all visitors and contractors with information on health and safety and safeguarding made available and visible at reception	X		
d) The school has a reception which does not pose safety concerns e.g.- access into the main building/hall/classroom		Planning permission has been granted to install external	X (Front door opens straight into main building)

		front gate – Sept 2026	
e) The school has a lockdown drill and undertakes an annual (minimum) staff walk through lockdown drill (re Martyns Law implementation August 2026)	X		
f) The school interior is well maintained	X		
g) The school site is secure. There are no current risks or factors likely to compromise safety	X		
h) There are sufficient lunch time supervisors/support staff in place, and they are regularly trained in safeguarding and can act when there are incidents of bullying/harm	X		
i) The school makes use of District and Community Profiles , local Police Data and meetings with other agencies to be aware of the wider contextual Safeguarding issues (CRE mapping/VCM/locality partnership meetings)	X		
j) The use of school transport, bus companies, taxis and Escorts is part of the safeguarding activity of the Designated Safeguarding Lead which is quality assured, and any issues and outcomes of QA activity is reported to the Senior Management Team / Governing Body	X		
k) Reassurances are sought and evidenced that those not centrally employed, regular visitors and contractors to the premises, have the appropriate checks. Details are recorded as supporting evidence to the SCR. Where relevant evidence is included of separate mechanisms when needing contractors need to be on site (building and maintenance)	X		
l) There is an available emergency contact to a Designated Safeguarding Lead when off-site with pupils	X		
m) There is more than one emergency contact for all pupils whether onsite and off-site and those details identify who has parental responsibility and other care arrangements that may be in place	X		
n) The school uses pre-planning risk assessment tools in any off-site activity and complies with risk assessment and planning of offsite activity and in a timely way on submission for approval	X		
o) All staff in school planning off-site activity have sought the advice and support of the Designated Safeguarding Lead in matters of safeguarding; in particular when booking rooms for sleeping arrangements and the caring / supervision of more vulnerable pupils	X		
p) For children with additional needs and challenges they have an individual care plan when in offsite activity	X		
q) The use of school premises to contractors, groups, clubs etc- is regularly reviewed and the school is reassured of their Safeguarding (employment checks, insurance, public, liability training etc.) in line with current KCSIE requirements.	X (not currently used externally)		

r) When pupils are engaged in offsite educational provision this is overseen and reviewed with robust records kept including evidence of reassurances that their recruitment of staff and the safeguarding of pupils in provision are checked and addressed at regular intervals (uses the Embark risk management checklists and RM plans)	X		
s) There is a student/work experience policy/agreement in place where relevant	X		
t) There are nominated staff with up to date Paediatric First Aid Training and a First Aid kit which meets requirements under the Health and Safety Act (and EYFS where applicable)	X		
u) There is an up-to-date Medicines Policy that is made available to parents, and on the website	X		
v) Individual pupils have care and support plans where there are medical/ health needs	X		
w) There is a Personal Care/Intimate Care Policy where appropriate and it is made available to parents, and on the website	X		

Evidence to support judgements

Website – policies
 Sign in app now used – iPad and label printer in entrance hall
 Pupil sign in/out book

Section 6 – Training/briefing	Fully met GREEN	Partly met AMBER	Not met RED
a) The relevant school senior Leads are familiar with Working Together 2026 , Local Safeguarding arrangements, Multi-Agency Safeguarding Children Procedures and the role schools/colleges play in their organisational responsibilities.	X		
b) The relevant staff in the school know about and use Children Missing Education 2025 to inform their safeguarding CME Policy, practice and procedure.	X		
c) All staff including school governors know about the mandatory reporting of Female Genital Mutilation 2015	X		
d) The Designated Safeguarding Lead/s and Senior Managers including the Link Safeguarding Governor are aware of the Government Prevent Duty and have completed or are enrolled onto Prevent training.	X		

e) All other staff have completed or are enrolled on an online Prevent training module.			
f) All certificates for the completed training are stored and made available in the staff safeguarding training portfolio record (can be electronic).			
g) The Designated Safeguarding Lead is receiving and retrieving the LA/Police domestic abuse notifications and is following the protocol and guidance developed ensuring appropriate staff are made aware to support pupils experiencing and exposed to domestic abuse	X		
h) School staff are regularly updated with information and training related to school health, safety and security, and records are kept of specific training - fire, lockdown, asbestos etc (can be electronic records/certificates)	X		
i) The relevant Senior Leads are aware of the current Derby and Derbyshire Safeguarding Children Partnership DDSCP Threshold document They can demonstrate use of this when considering referrals into children's social care	X		

Evidence to support judgements

Safeguarding training log
Professional development register for health and safety training

Section 7 - Managing Allegations, Safer Working Practices and Recruitment	Fully met GREEN	Partly met AMBER	Not met RED
a) There is a Staff Code of Conduct and this includes online behaviours, use of mobiles and the internet and explains safer working practice – all staff have confirmed they have read and understood this document by the required deadline.	X		
b) Section 128 for Governors / Prohibition- Academies and Barring Checks for relevant staff are completed and fully evidenced on the SCR and in supporting evidence	X		
c) The Disqualification Under Child Care Act 2006 (2018) is applied and adhered to where relevant- child care providers, reception and below.	X		
d) For Early Years contexts policies and guidance in the school reflect the requirements of the current EYFS statutory framework, including use of mobiles and cameras	X		
e) There is an understanding by the custodian of the Single Central Record (SCR) and of the senior leadership team of what regulated activity is (including use of volunteers) and the requirements are applied where relevant	X		

f) There is a continuous programme of safeguarding and induction in the school for all new staff including supply, temporary, agency and students and part of this is to inform new staff of their role in safer working practices and expectations around professional and personal boundaries	X		
g) All members of staff including non-teaching staff are aware of the school procedure for responding to and reporting allegations, including low level concerns, against staff/volunteers/visitors/contractors, and have clear procedures on how to report any concerns. This includes a process for whistle blowing	X		
h) All staff are aware of the role of LADO and how to make a referral: Allegations Against Staff, Carers and Volunteers (trixonline.co.uk)	X		
i) The LADO Referral Form and Whistle Blowing processes are accessible and displayed in the school.	X		
j) When the threshold criteria are considered and a LADO referral has not been made (low level concern) there is a rationale for this decision and records are kept (on My Concern Staff safeguarding) and of all actions undertaken to manage this	X		
k) Actions are taken to refer to the police any historical allegations brought to the attention of the DSL/school	X		
l) During any investigation there is evidence of a management plan which includes a risk assessment.	X		
m) Staff are given individual training and provided with support plans following any allegation/ enquiry into their conduct and behaviour, or following an incident (where appropriate)	X		
n) Where relevant, and/or following a LADO enquiry, relevant staff are referred to the DBS and Teacher Regulation Agency where they meet the threshold and this is recorded	X		
o) There is a policy/guidance in place for the supervision of volunteers (risk assessment) this includes frequent visitors/ contractors to the school site	X		
p) Recruitment and selection processes are regularly reviewed to ensure that they are in line with DFE KCSIE Guidance	X		
q) DBS checks are rigorous (3 yearly) including overseas checks. References are pursued and retained. There are other measures in place including the use of annual declarations.	X		
r) All staff complete an annual self-declaration and disclosure form at the start of the academic year, and this is recorded on the SCR. The forms are reviewed in school (by the DSL/SBM) and appropriate action taken where any concerns are identified.	X		

Evidence to support judgements

Website-policies
SCR- rigorous DBS checks

Section 8 - Promoting the Welfare of Pupils	Fully met GREEN	Partly met AMBER	Not met RED
a) All staff, including non-teaching staff, are aware of the welfare/safeguarding reporting procedures within the school, and these are made accessible	X		
b) Safeguarding information and helplines are visible around the school and made clear on the website	X		
c) Pupils clearly know who a trusted adult within the school is and can share worries and concerns with. Such concerns can be in the school, out of school and about their local community	X		
d) Pupils have a safe space to speak out, especially those who are more at risk of harm e.g. LGBTQI+	X		
e) Staff know what a disclosure is and can support pupils to make disclosures and offer future opportunities when a pupil is ready	X		
f) There are regular Safeguarding / Pastoral meetings where vulnerable pupils are discussed, and arrangements made for how they can be supported	X		
g) The school maintains regular general contact with other agencies, as appropriate, especially Children's Social Care and Health to help promote and support the welfare of pupils	X		
h) Pupils are able to articulate how to try and keep safe, how they can report any concerns when in the community, when online and when using social media	X		
i) The DSL knows about any hot spots (where pupils don't feel safe on premises and outer perimeter) and is working to address and review this by using pupil voice, feeding back to staff and parents	X		
j) The DSL ensures that the school contributes appropriately to multi-agency safeguarding assessments, plans and information sharing in accordance with local safeguarding partner arrangements.	X		
k) There is evidence of knowing how to challenge decisions where they feel a child is at risk, and know about the Dispute Resolution and Escalation Policy provided by the local safeguarding partnership arrangements	X		
l) There is a robust approach to identifying pupils who are vulnerable early on, a family help approach/offer is available, and an assessment is undertaken using agreed local processes where a threshold is met	X		
m) Family Help is integrated into the school's safeguarding practice, ensuring emerging needs (e.g. poor attendance) are identified early and responded to through the continuum of support.	X		
n) The DSL and deputy DSLs understand the distinction between community-based Family Help, targeted Family Help and statutory children's social care interventions, and ensure staff are supported to make appropriate referrals in line with local threshold arrangements.	X		

o) Pupils with a Social Worker are identified and are well supported through evidence in records	X		
p) Pupils who are looked after are identified and are well supported through evidence in records	X		
q) Children who are on Child Protection Plans(S47) have plans in place to support them and this can be evidenced in records	X		
r) Children who are Child in Need (S17) have plans in place to support them and this can be evidenced in records	X		
s) Staff have received training/briefings on family help and are alert to the need for family help for children who: • are disabled, have health needs or mental health needs, or have SEND (with or without an EHC plan) • are a young carer • show signs of being drawn into criminal, gang or anti-social activities or behaviour • frequently go missing from education, home or care • have experienced, or are at risk of experiencing, multiple suspensions or exclusions • are at risk of modern slavery, trafficking or other criminal exploitation • are at risk of being radicalised • have a parent or carer in custody or affected by parental offending. • have difficult family circumstances that present challenges to the child, e.g. parental alcohol misuse • are misusing alcohol or drugs • are at risk of HBA, FGM or forced marriage • are privately fostered.	X		

Evidence to support judgements

School website – safeguarding page, policies
 Early Help – Family Support Worker shared between 5 cluster primary schools, regular meetings
 Early Help leaflet on website

Section 9 – Pupil and Parent/Carer experience of Safeguarding	Fully met GREEN	Partly met AMBER	Not met RED
a) Pupil voice mechanisms show children understand safeguarding and can identify issues that concern them	X		
b) Pupil voice mechanisms are used to show that they feel safe and happy and are free from bullying	X		
c) Pupil voice mechanisms show they enjoy school and feel supported	X		
d) Pupil voice mechanisms show the school promotes their physical, mental health and wellbeing	X		
e) Where pupils have expressed concerns, these are acted upon and there is evidence to support what actions have been taken	X		
f) Parents/carers are consulted and the school has systems in place to express their views	X		
g) The school provides information and feedback about measures to protect their children and keep them free from harm	X		

Evidence to support judgements

Pupil surveys, parent surveys, open door policy

Embark Pupil Voice Survey data – any areas for improvement? (including response rate)

79 responses

2 children said they did not feel safe – was investigated. Their responses: 1) there's so much that could happen – very anxious child – support in place

2) Because I always say that I did everything and I have. Sometimes other children get mad at me when I play football – more work has been done around this

Embark Parent/Carer Voice Survey data – any areas for improvement? (including response rate)

23 responses

100% responded children feel safe at school

1 response responded child not happy at school

100% responded that concerns were dealt with properly
100% responded that school supports wider development

Areas to improve were only in comments section. We provided a 'you said, we did' response.

Section 10 - Specific Safeguarding Issues	Fully met GREEN	Partly met AMBER	Not met RED
Online Safety			
a) The school has an Online Safety Policy. The policy is displayed on the school's website. It is evidenced that the policy is reviewed on an annual basis to consider new emerging concerns	X		
b) The school uses an electronic communication and a social media policy to support the work of online safety in the school and this includes cybercrime, the use of cameras, mobiles, and devices used by staff and pupils	X		
c) A clear policy is in place which prohibits the use of mobile devices during the school day unless exemptions apply.	X		
d) Helping pupils keep safe online and the teaching of online safety is evident in the curriculum. This reflects the DfE's guidance 'Teaching online safety in school', local safeguarding priorities and emerging online risks, including AI-enabled abuse and technology-facilitated harm.	X		
e) The school will teach pupils about additional online content risks identified in KCSIE. Namely: disinformation, misinformation and conspiracy theories.	X		
f) Early indicators of unhealthy, problematic use of the internet and social media is acted upon, this may mean additional information provided in the curriculum for all pupils	X		
g) There is a remote learning statement/guidance which takes into account reporting concerns and managing the risks	X		
h) The school provides information to parents/carers on how to keep pupils safe when at home and not in school/when remote learning	X		
i) The school has robust filtering and monitoring systems and the governing board receives regular assurance that filtering and monitoring systems are effective, proportionate, reviewed following significant safeguarding incidents and supported by appropriate staff training	X		
Gangs and County Lines			

j) A DSL has developed an understanding and knowledge on how to identify the signs of pupils involved in Gangs and County Lines issues	X		
k) All staff have a working knowledge of these issues. Staff can identify concerns, seek advice and make an appropriate referral on pupils suspected or victims of grooming, gangs, county lines.	X		
l) Pupils are provided with information on CRE and understand the dangers of being involved in gangs relevant to their age and understanding and are made aware as to who to report any concerns to	X		
Child Exploitation and Trafficking			
m) A DSL has developed an understanding of Child Sexual Exploitation, Children at Risk of Exploitation and Trafficking and is familiar with the relevant CRE Multi-Agency Safeguarding Children Procedures Children at Risk of Exploitation (CRE) (trixonline.co.uk)	X		
n) The DSL/s know/s how to identify the signs, seek advice and make a referral on concerns regarding pupils who are suspected of; or, who may be a victim	X		
o) The DSL will use the CRE toolkit to help identify risk in individual pupils (12 +) cre-risk-assessment-july-2022.docx (live.com)	n/a		
p) All staff including non-teaching staff have received training in the signs of potential CRE/CSE, and types of exploitation including knowing about grooming	X		
q) The school is aware of the need to educate and protect (seeking advice, referring in, signposting) vulnerable children who may be put at particular risk from their own and other actions	X		
Child Sexual Abuse within the family (Interfamilial CSA)			
r) The school is working to help increase the knowledge of CSA in order to identify indicators	X		
s) The school understands the impact of interfamilial abuse on a child/children in a family and will act upon all suspicions	X		
Child Abuse, neglect and exploitation			
t) All staff possess an awareness of the indicators of • Child abuse • Neglect • Child Sexual Exploitation (CSE) • Child Criminal Exploitation (CCE) • Modern slavery • FGM • Mental Health • Extra-familial harm • AI-enabled abuse including AI-generated nudes and semi nudes • Technology facilitated abuse	X		

And they recognise that safeguarding issues often overlap.			
Domestic Abuse			
u) The DSL is familiar with the Domestic Abuse Act, 2021 and getting help for victims and their families https://www.gov.uk/guidance/domestic-abuse-how-to-get-help	X		
v) The DSL knows about local procedures and responsibilities for the school around notifications into the school when domestic abuse incidents have happened (Operation Encompass) and responds accordingly.	X		
w) All staff including non-teaching staff have received training in the signs and on the impact on the children of living with domestic abuse	X		
x) The DSL identifies pupils who are living with domestic abuse and has additional support in place	X		

Evidence to support judgements

Website – policies
 Training record
 Long Term Plans – use of Project Evolve
 Senso monitoring system dashboard

Section 175 Safeguarding Action Plan

NB: Remove sections where no action is required

Leadership & Management				
Action	By whom?	By when?	Progress GREEN completed AMBER In progress RED – not started	Evidence and Impact
Continue to develop the use of the Embark staff surveys around morale, emotional health and wellbeing	Carly Howell	Spring Term		
Continue to develop the use of the SCR Tracker moving towards digital files	Carly Howell	Summer Term		

Ensuring a Safe Environment for all children				
Action	By whom?	By when?	Progress GREEN completed AMBER In progress RED – no started	Evidence and Impact
Project manage install of new gate and fencing around the front of school so visitors cannot access main front door without being allowed through the front gate	Carly Howell	Summer Term		