



School Details

Name of School:	Fountains C of E Primary School
Unique Reference Number:	8153266
Audit Completed by and Role	Pamela Acheson Headteacher
Contact Details	headteacher@grantleyfountains.n-yorks.sch.uk
Audit Ratified by	Rachel Bain
Date Returned	

Federations and Multi-Academy Trusts please note that a separate response must be returned for every school in North Yorkshire which has a unique reference number

Completed audit tools should be returned in original form (i.e. in word and not as a pdf) to LSCB@northyorks.gov.uk by Friday 29th March 2019

Grading Classification

Unless a specific category of question is not applicable, all schools are expected to strive to achieve 5 (safeguarding concerns have been fully addressed). When identifying a score it is important for each school to consider whether the minimum standards for addressing safeguarding needs have been achieved. For example, where a school **has sufficient safeguards in place** to address safeguarding concerns, but **action plans are in place to improve or modernise those arrangements**, then the school is maintaining compliance and should record their **achieved level of compliance as “5”**. If any planned changes will result in safeguarding concerns, schools should record their level of compliance as level “2”, “3” “4” or “5” as appropriate.

1	2	3	4	5
The requirement does not relate to the operation of the school/Not applicable	No safeguarding controls in operation, previously unidentified risk	Identified Safeguarding Concerns/Weakness to be Addressed however no Agreed Action Plan in place	Identified Safeguarding Concerns/Weakness with an Agreed Action Plan being implemented	Safeguarding Concerns Fully Addressed
The requirement does not apply to the operation of the school and there are no circumstances, due to either phase, site or other specific factor about the school, in which this line of enquiry would apply.	Safeguarding controls are not in place to address/mitigate the risk(s) identified. The risk was not identified by senior management prior to the audit and as a result there has been no plan in place and endorsed by senior managers to address/mitigate the risk.	Safeguarding concerns and weakness have been identified and senior management is aware. Senior management aims to develop an action plan to address/mitigate these concerns but actions are not yet underway and the school is presently exposed to risk as a result.	Safeguarding concerns have been identified. Weaknesses in safeguarding arrangements are being addressed through an action plan approved by senior management. Actions are not yet fully implemented therefore some risk remains.	There are no safeguarding concerns. Safeguarding has been addressed and the school is compliant with their statutory/non statutory requirements. Improvements and modernisation of arrangements may be taking place but these do not expose any safeguarding concerns.

Note for all requirements

The needs of individual students does not impact on requirements placed on schools to have arrangements in place. For example, all schools have a legal duty to report private fostering agreements when identified; because a school does not presently have any children identified as being privately fostered does negate the requirement to have relevant procedures in place for when a privately fostered child is identified. When completing the audit all schools must be cognisant of the requirements and only answer **Not Applicable** if the requirement would mean a significant change in the services delivered by the school and amendments to the school constitution, for example a secondary school extending the service to include primary and early years.

For each category of question, schools are requested to identify evidence which will support their answers. **Please note that this does not include providing copies of evidence**, but should make reference to what evidence is available. For example, the name of a policy which supports a specific category and the date it was last reviewed.

Section 1 - Safer Recruitment

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
1.1	Do you ensure and evidence that at least one member of every appointment panel has undertaken training in safer recruitment? (maintained schools only)	Regulation 9 of the School Staffing Regulations 2009	5	Yes, there is always at least one member of the recruitment panel who has been trained. The Head of School and Chair of Governors have current certificates. The newly appointed Headteacher currently holds a certificate.	Governing body to carry out a review of certificates. Newly appointed Governors to complete the online training as part of good practice and ongoing learning and development.
1.2	Do you ensure that Enhanced DBS and Barred List checks are carried out on all individuals who meet the definition of Regulated Activity working in your school, and undertake and record a risk assessed approach on DBS checks for all others who work within school, particularly volunteers?	KCSIE 2018 page 31: <i>For volunteers, has the Headteacher undertaken a risk assessment taking into account the duration, frequency and nature of contact with pupils and where appropriate undertaken other safer recruitment measures* e.g. Interview; References; Identity checks; Barred list checks can only be made where the volunteer is in Regulated Activity</i>	5	Yes the school has an enhanced DBS and Barred list in operation. Additional checks are completed for staff with links overseas. Electronic Records have been reviewed. All staff have signed the Disqualification Declaration. Reviewed Spring term 2019	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
1.3	Is there evidence to show that all school governors are subject to an Enhanced DBS & section 128 check and for Independent Schools and Academies, a S128 prohibition check on all those in a management position?	KCSIE 2018 page 33 & 34	5	Yes, SCR maintains data regarding DBS Checks. The newly appointed administrator has reviewed the SCR January 2019.	Newly appointed Governors are currently being DBS checked.
1.4	Is there evidence to show that prohibition checks are done on all persons carrying out teaching work?	KCSIE 2018 page 33	5	Yes, all relevant checks are completed and recorded on SCR.	
1.5	For staff who work in childcare provision, or are directly concerned with the management of such provision, Is there evidence to show that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations 2018?	Statutory guidance is available here KCSIE 2018 page 35 <i>NB: With effect from 31 August 2018 "Disqualification by Association" no longer applies in schools.</i>	5	Yes, staff have signed the Disqualification Declaration. Newly appointed staff have not signed.	
1.6	Do you ensure that all statutory pre-employment checks are undertaken and jobs are offered conditional upon satisfactory completion of such checks eg. Right to Work, Overseas checks, medical, professional qualifications, references?	KCSIE 2018 page 36	5	Yes, this is done as part of the recruitment process and monitored by Governors.	
1.7	Is there a Single Central Record (SCR) of itemised recruitment and vetting checks in place for staff and others, including volunteers, who are regularly in your school? In Independent Schools and academies, all members of the proprietor body must also be on the SCR. Does the SCR evidence the statutory checks of: identity, names, addresses, dates of birth, qualifications, right to work in UK, Barred list for children checks, TRA Teacher Prohibition	KCSIE 2018 page 40 <i>The date each check was completed needs to be recorded. We recommend that the initials of the person completing them need to be recorded.</i> <i>The Barred list check is included in the Enhanced DBS check for school employees where they meet the definition of Regulated Activity only. It should however be a separate entry on the SCR. A Barred List check cannot be requested if an individual is not working in Regulated Activity.</i> <i>The TRA Prohibited List for teaching staff is separate from the DBS Barred List. The TRA Prohibited List check is undertaken via Teacher Services system (formerly the employer access</i>	5	Yes. This is recorded electronically. A Hard File for particular records is also operational. This is stored in a locked cupboard in the Admin Office. Access permitted for Administrator, Head of School and Headteacher only. There is a Barred list. Additional checks are completed for staff working overseas.	Review staff signatures for the Disqualification Declaration form.

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	<p>check, enhanced DBS clearance, and further overseas criminal record checks where the person has lived outside the UK?</p> <p>In addition for management positions in Academies and Independent Schools, there is the requirement to record the section 128 check.</p>	<p>system). Since January 2016, this service can also provide details of teacher sanctions or restrictions imposed by European Economic Area regulating authorities.</p> <p>A check for a section 128 direction can be carried out using the TRA Teachers Services' system and where the person is engaged in Regulated Activity, the DBS barred list check will also identify any section 128 direction.</p> <p>It is advised that the checks undertaken in respect of the Childcare Disqualification Regulations 2018 and the S128 check on maintained school governors are recorded on the SCR.</p>			
1.8	Is there evidence that the school has obtained written confirmation from any agency, or third-party, they use that the organisation has carried out checks on any individual who has been working at the school or college?	KCSI 2018 page 43	5	Yes all documentation is checked and kept on file by the administrator.	
1.9	Has the school done all appropriate checks on freelance staff (e.g. self-employed tutors, coaches etc.) with regular access to children* and recorded these on the SCR?	<p>Such workers should undergo the same checks as staff employed directly by the school.</p> <p>If such staff are supplied by an agency or third party employer, the guidance at 1.8 above applies.</p>	5	Yes, SCR and paper copies of PII & Qualifications reviewed. Utilising Cluster Cross Checks and sharing knowledge and experience of freelance staff as appropriate.	
1.10	Where a school places a pupil with an alternative provision provider, is there evidence to show that written confirmation is provided by the AP of the safer recruitment checks carried out on the AP staffing?	KCSIE 2018 page 49	-	NA	
1.11	Where schools arrange work experience placements for pupils under 16 years, is there evidence that consideration is given as to whether the employer should be asked for DBS checks on placement supervisors?	KCSIE 2018 page 49	5	Supervisors visiting school are asked to bring evidence of DBS to the office.	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
1.12	Are DBS enhanced certificates with barred list information obtained for responsible adults in UK homestays where the school is the regulated activity provider?	KCSIE 2018 page 50 paragraph 184 and page 97 Annex E	5	Yes relevant checks are completed.	
1.13	Are all staff informed and fully aware of the circumstances whereby they must inform the employer of any police action against them, upon and during the course of their employment?	<i>This should form part of the candidate application form, contract of employment, induction programme and outlined in the staff Code of Conduct. Staff should be expected to inform the school of any cautions, convictions, court orders, reprimands and warnings which may affect their suitability to work with children or any circumstances which could lead to consideration of disqualification.</i>	5	Yes this is done through the recruitment process and is detailed in our staff code of conduct. All procedures and policies are monitored and reviewed by Governors.	
1.14	Has the school carried out reasonable checks, for example for links with extremism, on, and assessing what will be appropriate supervision of, all visitors who are intending to work with children, learners and /or staff or to address assemblies	Ofsted Inspecting Safeguarding Guidance Sept 18 Annex 1	5	Yes, Prevent training. Discussions take place with any organisation carrying out workshops within school to assess suitability. Workshops are always supervised by support staff.	

Section 2 - Management of Safeguarding and Actions Taken Where There Are Concerns about a Child

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
2.A MANAGEMENT OF SAFEGUARDING					
2.1	Is there a senior board level lead who takes leadership responsibility for safeguarding arrangements? e.g. nominated governor	KCSIE 2018 page 16 para 53	5	Yes Anne Collins is the nominated Governor.	
2.2	Is there evidence that the school has an individualised child protection policy which describes procedures in accordance with government guidance and refers to local multi-agency safeguarding arrangements?	KCSIE 2018 page 16 and 17	5	Yes. This is available on the school website. All staff have read and signed the policy. It is reviewed and ratified by Governors. The policy has been updated	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	<p>Is this policy updated at least annually?</p> <p>Is this policy made available publicly either via your website or other means?</p> <p>Is there evidence that this policy is provided to all staff, (including temporary staff and volunteers,) on induction?</p>	<p>KCSIE 2018 page 6 para 12</p>		<p>this academic year.</p>	
2.3	<p>Is there a staff behaviour policy (code of conduct) in place which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media?</p> <p>Have all staff (including temporary staff and volunteers) read, agreed and signed this on induction?</p>	<p>KCSIE 2018 page 17</p> <p><i>NYCC recommend schools adopt "Guidance for Safer Working Practice for those working with Children and Young People in Education Settings" This guidance is intended to ensure that the duty of care towards children and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour. It should assist staff to monitor their own standards and practice.</i></p> <p>NYSCB Safer Working Practice Guidance</p> <p>NYCC Online safety guidance for schools which includes model AUP</p>	5	<p>Yes the school has a code of conduct policy which includes reference to acceptable use of technology, relationships and use of social media. All staff have signed and agreed the policy which is reviewed by Governors. All new staff are given this as part of the induction process.</p>	
2.4	<p>Is there evidence of the governing body having put in place appropriate safeguarding responses to children who go missing from education to help identify risk of abuse and neglect including sexual abuse or exploitation</p>	<p>KCSIE 2018 page 17</p> <p><i>This should encompass where there are concerns about:</i></p> <ul style="list-style-type: none"> • school attendance • children missing education • missing children • children taken off roll to be educated at home <p><i>Links to National and Local Guidance:</i></p> <ul style="list-style-type: none"> • Guidance on school attendance 2018 • Children Missing Education Statutory Guidance • CYPS - Children Missing Education 	5	<p>Safeguarding protocols are in place and are in line with what is stated in the policies. All staff, governors and volunteers are clear that any concerns should be reported to the DSP.</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<ul style="list-style-type: none"> • Missing From Home and Care Protocol 2017 			
2.5	<p>Is there evidence that all policies and procedures and Part 1 of KCSIE have been provided to and read by all staff on induction?</p> <p>Have all staff who work directly with children also read Annex A of KCSIE?</p> <p>Is there evidence that staff are supported to have a good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'?</p>	<p>KCSIE 2018 page 4 and page 17 para 56</p> <p>KCSIE 2018 page 15 para 51</p> <p>What to do if you're worried a child is being abused: Guidance for Practitioners</p> <p>Ofsted Inspecting Safeguarding Guidance Sept 18</p>	5	Staff have read and signed the documents. All staff are trained annually.	
2.6	Is there evidence that the Head or Principal ensures that policies and procedures are followed by all staff?	KCSIE 2018 page 18 para 58	5	Staff receive training annually and are made aware of their responsibilities. It is a features of staff meetings to ensure that policies and procedures are revisited and reviewed by all staff and is an item on all Governing Body meetings. Regular appraisals and supervision are recorded as part of performance management.	
2.7	Have Governors and Proprietors ensured that an appropriate Senior Member of staff from the leadership team has been appointed to the role DSL (Designated Safeguarding Lead)?	KCSIE 2018 page 18 para 58	5	Headteacher is the DSL and the Head of School is the Deputy DSL. The roles and responsibilities of the DSL are outlined in the policy and this is shared during	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	Are all staff/volunteers aware of the identity and role of the DSL and any deputies?	KCSIE 2018 page 6 para 12		staff training and induction.	
2.8	<p>Has the DSL (and any deputies) undergone training to provide them with the knowledge and skills required to carry out the role and is this training updated every two years?</p> <p>Is the role of the post holder explicit in their job description?</p> <p>Does the DSL have appropriate status and authority to carry out the duties of the post? Have they been given the time, funding, training, resources, support and supervision allocated to enable them to fulfil their role?</p> <p>Is the DSL always available (during term time school hours) for staff in the school or college to discuss any safeguarding concerns?</p> <p>Are there adequate and appropriate cover arrangements for any out of hours/out of term activities?</p> <p>In addition to their formal training has the DSLs knowledge and skills been updated at regular intervals, but at least annually, to keep up to date with any developments relevant to their</p>	<p>KCSIE 2018 page 18 para 64</p> <p>KCSIE 2018 Annex B page 89 outlines their role and responsibilities in relation to</p> <ul style="list-style-type: none"> • Managing referrals • Working with others • Training • Raising Awareness • Child Protection File • Availability <p>KCSIE 2018 Annex B page 89</p> <p>Ofsted Inspecting Safeguarding Guidance Sept 2018</p> <p>KCSIE 2018 page 18 para 63</p> <p>KCSIE 2018 page 18 para 63</p> <p>KCSIE 2018 page 18 para 65</p> <p>NYSCB Training Offer</p>	5	<p>Yes training records are up to date. The DSL is the HT and the deputy DSL is the Head of School to ensure there is someone always available. Time and resources are agreed based on need. DSLs receive annual training. Documentation to support the role of the DSL are kept in the HT office.</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	<p>role?</p> <p>Is there evidence that the DSL(s) are effectively fulfilling their role?</p>	<p>NSPCC Services & Resources</p>			
2.9	<p>Governing Bodies and Proprietors recognise the pivotal role the school has to play in multi-agency safeguarding arrangements. They ensure that the school contributes to multi-agency working in line with statutory guidance Working Together 2018.</p> <p>Governing bodies, proprietors, management committees and their senior leadership teams, and especially the DSL, are aware of their local arrangements and timelines for the transition from LSCBS to the new system of multi-agency arrangements with the three safeguarding partners.</p> <p>The DSL acts as the main point of contact with the 3 safeguarding partners</p> <p>There is evidence that the school works with NYCC Children and Families Service, Police and Health to promote the welfare of children and protect them from harm</p>	<p>KCSIE 2018 page 19 para 66</p> <p>Working Together To Safeguard Children July 2018</p> <p>KCSIE 2018 page 4</p> <p>KCSIE 2018 Annex B page 90</p> <p>KCSIE 2018 page 20 para 71</p>	5	<p>Yes the school regularly work with multi-agencies. All children who are supported by multi-agencies have welfare files to demonstrate how the DSLs are working to support the children and families.</p>	
2.10	<p>The governing body has ensured that processes and principles for sharing information internally and with others are in place and set</p>	<p>KCSIE 2018 page 20 para 73</p>	5	<p>Yes staff have been supported and policy sets out how information is</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	<p>out clearly</p> <p>The governing body has ensured that staff are aware of and have due regard to, the principles of The Data Protection Act 2008 and GDPR and understand that these do not prevent or limit the sharing of information to keep children safe</p>	<p>KCSIE 2018 page 20 para 74-77</p>		<p>shared.</p>	
2.11	<p>Is there evidence that sensitive CP records are kept confidential and are only accessible to those who need to know? Are these records retained for an appropriate length of time?</p> <p>Is the school compliant with the directive from the Independent Inquiry into Child Sex Abuse that records of child sex abuse should be retained for the period of the inquiry?</p> <p>Are CP records forwarded to the next establishment when the pupil moves school as soon as possible (separately from the main pupil file), ensuring secure transit and that confirmation of receipt is obtained?</p> <p>Is their evidence that the DSL has considered where it would be appropriate to share information in advance of a child leaving that would allow the new establishment to have arrangements in place for when the child arrives?</p>	<p>Letter to Local Authority CEOs</p> <p>KCSIE 2018 page 21 para 79</p> <p>KCSIE 2018 page 21 para 80</p>	5	<p>CP records are kept in a locked cupboard in HT office. CP records are forwarded to new establishment and a receipt is obtained.</p>	
2.12	<p>Is there evidence that all staff and volunteers undergo safeguarding and child protection training, (including online safety,) at induction which is regularly</p>	<p>KCSIE 2018 page 21 para 81 e.g. NYSCB, NYCC and NSPCC training</p>	5	<p>Yes staff receive annual training and updates.</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	updated? In addition is there evidence that all staff receive regular safeguarding and child protection updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.	KCSIE 2018 page 22 para 82 e.g. those provided by the NYSCB and NSPCC			
2.13	Is there evidence that governors have ensured that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material? In addition, does the school has a system for logging online safety incidents, monitoring and responding to the incident?	KCSIE 2018 page 22 para 84 and Annex C	5	Yes the school is supported by Schools ICT and operates a smoothwall system to block harmful content. In line with policy, the school trains both children and parents in how to stay safe online. There is a proforma to record online safety incidents.	
2.14	Do governors ensure that children are taught about safeguarding including online safety?	KCSIE 2018 page 22 para 85-7 See 4.1	5	Yes this is part of the ICT curriculum.	
2.15	Do governors ensure that they comply with Part 3 of KCSIE Safer Recruitment?	KCSIE 2018 page 32 para 89-90 and Part 3 See Sec 1 of this audit tool	5	Yes at least one member of the recruitment panel with have completed the safer recruitment training.	
2.16	Do governors ensure that there are procedures in place for dealing with allegations against staff and volunteers that might indicate they pose a risk of harm to children and that these are referred to the LADO?	KCSIE 2018 page 23 para 89-90 and Part 4	5	Yes this is included in the annual training and induction of new staff..	
2.17	Are staff and volunteers made aware of what they should do if they have concerns about another staff member or volunteer including arrangements where the allegation is against the Head or Proprietor?	KCSIE 2018 Part 4	5	Yes this is contained within the Whistleblowing policy.	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
2.18	Are staff and volunteers made aware of how to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures	<p><i>Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.</i></p> <p><i>The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk</i></p>	5	Yes the school has an up to date Whistleblowing policy.	
2.19	Are all staff and volunteers made aware of the school's policy and procedures with regard to peer on peer abuse?	KCSIE 2018 page 23-24 para 94-95 and Part 5	5	Yes this is included in the annual training for staff.	
2.20	Is there evidence that, where there is a safeguarding concern that systems are in place to ensure the child's wishes and feelings are taken into account?	KCSIE 2018 page 24 para 96	5	The concern forms provide an opportunity to record what the child says.	
2.21	Where the school has residential accommodation, have any additional factors and requirements been taken into consideration with regard to Safeguarding?	KCSIE 2018 page 25 para 97 and Annex D	-	NA	
2.22	<p>Do the governing body ensure that staff have the skills knowledge and understanding to keep Looked After Children and previously looked after children safe?</p> <p>Has a Designated Teacher for LAC been appointed and have they had appropriate training, relevant qualifications and experience?</p> <p>Is there evidence that the Designated teacher for LAC works with the Virtual School Head?</p>	KCSIE 2018 page 25-97 para's 98-106	5	Yes this is included in the CP Policy. The SENCo is the designated teacher for LAC and when appropriate will work with the virtual school Head.	

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2.23	Does the school's CP Policy reflect the fact that additional barriers can exist when recognising abuse and neglect for children with SEN and disabilities	KCSIE 2018 page 27 para's 107	5	Yes this is included in the policy.	
2.24	Are there clear leadership and accountable structures in place to meet the school's statutory duties to prevent radicalisation and extremism? Are appropriate reporting and referral processes in place for pupils at risk of radicalisation and extremism and are they being managed effectively? Have the staff and leadership team been appropriately trained to implement the school's statutory duties to prevent radicalisation and extremism according to their role?	KCSIE 2018 page 82-84 Prevent Duty Guidance for England and Wales, DfE 2015 Prevent Duty for Schools and Childcare Providers, DfE 2015 NYSCB Prevent Practice Guidance: Working with Individuals Vulnerable to Extremism in Education Settings Home Office Prevent training package	5	Yes the staff have PREVENT training annually.	
2.25	Does the Governing Body/proprietor ensure that, where school premises are used for the provision of / or commissioning of other services, that the body concerned has appropriate CP policies and procedures and where appropriate will liaise with the school's DSL?	e.g. before and after school clubs, sporting activities, play schemes etc. Guidance on Letting School Premises can be found here Guidance on Risk Management within Extended Services and the Community Use of School Buildings (2010) ,	5	Yes this is included in the Lettings Policy.	
2.26	Have the Senior Leadership Team and governors identified robust procedures to manage emergency situations should they arise?	NYCC School Emergency Response Guide is reviewed and all emergency procedures are exercised at least annually by school. All staff and governors are fully aware and practised in procedures. The school has identified clear evacuation routes and safe areas away from the school at 100, 200, 400m. Copies of all plans and procedures should be	4	.School follows the emergency response guide as written by NYCC, which includes items such as 'School Closure & Evacuation Procedures'. This includes Passcodes used with NYCC to register	Needs to be reviewed by newly appointed HT.

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>made available on alternate platforms for emergency service response. (The NYCC Resilience and Emergencies Team can provide further assistance for all schools).</i></p> <p><i>A school emergency management team has been identified with clear roles and responsibilities.</i></p> <p><i>Staff have completed the ACT Awareness e-learning package. Package can be accessed here (need to register as a school but it is free for all schools).</i></p> <p><i>The school has a Business Continuity Plan.</i></p> <p><i>Staff make use of additional emergency response guidance such as phone apps like Citizen Aid.</i></p>		<p>the severity/ type of issue</p> <p>Individual staff roles & responsibilities during emergency procedures are reviewed annually with the Head Teacher, which includes an annual emergency evacuation/ lockdown trial run. Results recorded & presented to Board of Governors for analysis & improvement measures if necessary</p> <p>Fire alarm/ evacuation tested Hal-termly, with results recorded & reported to Board of Governors for analysis & improvement measures if necessary. During Inspection the results of the last fire test</p> <p>Data stored in School Admin Office</p>	
2.27	<p>Does the school have appropriate safeguarding arrangements in place regarding use of images of children within publications, publicity, social media, or on web sites?</p>	<p>Guidance for Safer Working Practice for those working with children & young people in education settings (2015) Page 21 & 22, Para 24</p>	5	<p>Yes, staff policy prevents staff from using personal cameras, phones, or other devices in classrooms/ during teaching periods, meaning only school software and multimedia devices are allowed in</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>these areas. These devices are regularly monitored by the Senior Management team & Service Provider checks</p> <p>Early years staff should not have personal phones and should take images of children only on school equipment. See Safeguarding Policy.</p> <p>School mobile phone used during school trips</p>	
2.B ACTIONS TAKEN WHERE THERE ARE CONCERNS ABOUT A CHILD					
2.28	<p>Is there evidence that school staff and volunteers have effectively fulfilled their role to safeguard and promote the welfare of children as set out in Part 1 of KCSIE and, where appropriate has this been with reference to the additional information detailed in Annex A?</p>	<p>KCSIE 2018 Part 1 and Annex A</p>	5	<p>Yes this is supported by evidence in the welfare files where records of conversations, support , action plans and meetings are kept.</p>	
2.29	<p>Is there evidence that staff are aware of systems which support safeguarding and have appropriately used these to safeguard children?</p> <p>Is there evidence staff are able to, and have identified children, who may benefit from Early Help?</p> <p>Is there evidence that staff are aware of specific safeguarding issues and have taken appropriate actions where they have concerns about a child's welfare?</p>	<p>KCSIE 2018 Part 1 KCSIE 2018 Annex A</p>	5	<p>Yes details of which agencies are involved with the child are recorded. Staff are aware of the referral process to access Early Help. Staff complete Concern Forms for children where details of appropriate actions are given. This is included in the annual training. Staff have received training on FGM.</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	<p>Is there evidence that staff have responded appropriately to specific safeguarding issues including contextual safeguarding matters?</p> <p>Is their evidence that staff are aware of the legal duties on teachers to report concerns about FGM?</p>				
2.30	<p>Is there evidence that staff are aware of and have acted appropriately in respect of specific safeguarding issues:</p> <ul style="list-style-type: none"> • Children and the court system • Children missing from education • Children with family members in prison • CSE • Child criminal exploitation: county lines • Domestic abuse • Homelessness • So called 'honour-based' violence • FGM • Forced marriage • Preventing radicalisation • The Prevent duty • Peer on peer abuse • Sexual violence and sexual harassment between children • Private Fostering 	<p>KCSIE 2018 Annex A KCSIE 2018 Part 5</p> <p>KCSIE 2018 page 50 para 184 - 187</p>	5	This is supported in staff annual training.	
2.31	<p>Is there evidence that staff record all concerns, discussions and decisions made and the reasons for them in writing and that these are shared with the DSL,</p> <p>Is there evidence that where staff</p>	<p>KCSIE 2018 page 1 para 35</p> <p>KCSIE 2018 page 8 para 22 – 23</p>	5	Yes these can be found in the safeguarding file which is stored in a locked cupboard in the HTs office.	

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	have any concerns about a child's welfare that they act on this immediately, follow the school's CP policy and speak to the DSL	Page 13 flowchart			
2.32	<p>Is there evidence that staff are aware of the Early Help process, process for making referrals to CSC for children in need and children suffering, or likely to suffer significant harm, and the role they are expected to play?</p> <p>Is there evidence that all staff know what to do if they are told that a child is being abused or neglected and maintain appropriate confidentiality?</p>	KCSIE 2018 page 7 para 14 - 21	5	Yes this has been shared in staff meetings. The SENCo supports all referrals. Staff understand rules of confidentiality.	
2.33	Is there evidence that staff understand the escalation procedures and evidence that, for example if, after a referral, the child's situation does not appear to be improving or if procedures have not been followed, that they have taken action?	Ref school escalation procedure and NYSCB procedures	5	Yes this is included in staff annual training.	
2.34	Is there a list kept of referrals to the DSL and those that were subsequently referred to Children's Social Care along with brief details of the resolution?	<p>Ofsted School Inspection Handbook Sept 18 paragraph 41 & 182</p> <p><i>Schools will have to provide case studies for any Ofsted inspection to evaluate the experience of particular individuals and groups e.g. Pupils for whom referrals have been made, disabled pupils and those who have special educational needs looked after children, those with mental health issues and young carers.</i></p>	5	Yes this can be found in the Safeguarding file which is stored in a locked cupboard in the HTs office.	
2.35	Is there evidence that staff receive regular supervision and support if they are working directly with children where there are concerns about their safety and welfare?	<p>Regular appraisals and supervision are undertaken for all staff.</p> <p>Training needs analysis undertaken with key staff to establish training needs.</p> <p>Reference to EYFS statutory framework section</p>	5	Yes, additional training will be given to support the adult and it will be recorded on their performance Management documents.	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		3.21 and 3.22			
2.36	Does the school maintain a welfare file for all children known to CSC, LAC, subject to CAF or for whom there are welfare concerns?	Further guidance in School Child Welfare Files September 2013	5	Yes these are stored in a locked cupboard in the HTs office.	
2.37	Is there evidence that the DSL is competently fulfilling their role as set out in annex B of KCSIE and that they: <ul style="list-style-type: none"> • Manage referrals • Work with others • Undertake training • Raise awareness • Manage transfer of the CP file • Are available for staff to discuss any safeguarding concerns 	KCSIE 2018 Annex B	5	Yes, evidence in the safeguarding file.	

Section 3 - Inclusion, Attendance & Anti-bullying

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
3.1	Does the school provide appropriate policy, training plans and regular support to all staff who work with pupils with SEND	SEND Code of Practice: 0 to 25 years (2015), from page 91, chapter 6 Equality Act 2010: Advice for schools (2014), updated June 2018 Public Sector Equality Duty Guidance for Schools in England (2014)	5	Physical restraint policy and Intimate care policy in place. Provided as part of Induction Training, then reviewed and updated periodically, in line with new best practice guidance from Government/ NYCC. Also updated following experienced cases Staff training on how to restrain pupils. Behaviour policy, restorative justice	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				approach – all staff follow this	
3.2	Does the school provide appropriate policy, training plans and regular support to all staff who work with pupils with complex and challenging needs?	<p>The school should review its policy and associated guidance each year and should quality assure its policy, guidance and procedures against:</p> <ul style="list-style-type: none"> • DfE guidance on Behaviour and discipline in schools (2016) • SEND Mainstream guidance (2017) • DfE guidance on the Use of Reasonable Force (2013) • KCSIE 2018, page 90 & 91 and Annex B 	5	<p>SENCo, Class teachers, Teaching Assistants meet to discuss appropriate targets and provision</p> <p>IPMs reviewed half termly</p> <p>Regular discussion with parents</p> <p>SenCo Report provided to Governing Body in HT report at each meeting. Actions followed up as appropriate</p>	
3.3	Does the school ensure that pupils with complex and challenging needs, have appropriate risk assessment and associated personalised education plans which are reviewed at least each term or more frequently if needs change?	<p>SEND Code of Practice: 0 to 25 years (2015)</p> <p>SEND Mainstream guidance (2017)</p>	5	<p>Parents and other agency meetings termly to discuss and update needs and targets</p> <p>Risk assessments reviewed when needs change</p> <p>Recommendations from Carers, NYCC, SenCO review etc, provided to staff as appropriate during</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				staff meetings	
3.4	Does the school ensure that pupils with SEND, their parents/carers, and significant others are actively involved in risk assessment, personalised education plans and reviews?	SEND Code of Practice: 0 to 25 years (2015) SEND Mainstream guidance (2017)	5	Yes see SEN file.	
3.5	Does the school regularly record, monitor and act on data about complex and challenging needs, including the use of Restrictive physical intervention?	SEND Mainstream guidance (2017) DfE guidance on the Use of Reasonable Force (2013)	5	Yes, as above Behaviour incident sheets used to record incidents, reviewed & monitored by Senior Management team. Actions are picked up with Parents as appropriate. Behaviour Policy reviewed regularly & listed on School webpage Incidents recorded in a specific book. Parents notified of incidents within 24 hours Heads Report picks out key items for Report to Governors	
3.6	Does the school provide appropriate guidance and support to staff, and arrangements, to ensure the safe transition of pupils with complex and challenging needs?	<i>Transition guidance currently under development and not available to reference</i>	5	Transition meetings prior to child joining school. SENco holds meeting with Carer/ NYCC support staff as appropriate Appropriate systems and provision in place	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>Training where needed</p> <p>Parents included in preparing child</p>	
3.7	Does the school consider the particular needs of pupils with SEND?	KCSIE 2018 page 85 and 91	5	Yes through IPMs.	
3.8	Does the school ensure that pupils are aware of who they can talk to both in and out of school if they have concerns or if they wish to report specific incidents (e.g. bullying behaviour or harassment)?	DfE Guidance on Preventing Bullying	5	<p>Head Teacher acts as lead point of contact for all issues, however all Teaching staff have been trained on how to report & address specific incidents</p> <p>Included as part of educational curriculum, cross referenced with Child Protection & e-safety</p>	
3.9	Does the school provide appropriately differentiated procedures for pupils with SEND to report concerns?	<p>SEND Code of Practice: 0 to 25 years (2015)</p> <p>SEND Mainstream guidance (2017)</p>	5	Pupils with learning difficulties have individual provision maps and these are reviewed half termly or sooner if needed	
3.10	<p>Does the school have its own systems in place to record and analyse types, rates and patterns of bullying and harassment?</p> <p>This includes cyber- bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation and gender reassignment.</p>	<p>DfE Guidance on Preventing Bullying</p> <p><i>'NYCC guidance on dealing with prejudiced based and hate incidents in schools', including keeping.</i></p>	5	The size and nature of the school enables reporting to be easily monitored as part of the Heads Analysis and reporting to the Governing Body. Data is also captured and analysed for discussion at regular staff meetings, with appropriate actions taken thereafter.	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				Bullying is controlled, with care given to the implementation of the Schools Bullying & Harassment Policy	
3.11	Does the school have support systems and interventions in place that are suitably differentiated and lead to the positive resolution of specific incidents and that ensure the safety of any targets and alleged perpetrators throughout this process?	As cited in DfE Guidance on Preventing Bullying (bottom of page 16) the Restorative Justice Council includes best practice guidance for practitioners (2011)	5	Yes, cross referenced with Child Protection, E-safety & Behaviour Policies Restorative system in behavioural policy in place & Reward system for good behaviour	
3.12	Does the school use the LA reporting system and supporting guidance to report, monitor, analyse and respond to prejudiced based, hate incidents and hate crimes, such as bullying and harassment of pupils or staff because of their protected characteristics? Does the school report hate crimes to the police?	Use of LA reporting through on-line SNAP reporting system here . <i>'NYCC guidance on prejudiced based and hate crime incidents in schools'</i> . Public sector equalities duties: Guidance for schools page 11 Reporting hate crime	5	No Major Issues to report, but the school maintains an awareness of LA systems & reporting requirements, as and when such incidents would arise Heads report to Governing Body includes an update on incidents	
3.13	Are there rigorous systems in place to promptly follow up any absence from school or from lessons and to manage late arrivals at school?	DfE Guidance Children Missing From Education (2016) , page 9 DfE Guidance on School Attendance , page 8 KCSIE 2018 , page 77	5	Yes, late arrival register kept, which is reviewed & reported against regularly Policy for 'Collecting Children from School' in place which includes timing for drop off & collection	
3.14	Is the decision making process for deregistering a child from school rigorous and evidenced?	DfE Guidance Children Missing From Education (2016) , Annex A	5	A pupil will remain on the register until contact has been made with the receiving school. Records are electronically	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				transferred. This is all in line with NYCC policy and procedure with regard to school attendance.	
3.15	Does the school routinely inform the LA when the school/parents de-register their child (children) from the school?	DfE Guidance Children Missing From Education (2016) , pages 4, 8, 10, and 15	5	School always informs the LA through the NYCC electronic route or if home schooled LA is notified directly.	
3.16	Does the school automatically seek attendance information whenever pupils are educated off site?	Alternative Provision Guidance DfE Guidance on School Attendance , page 9 DfE Guidance on Exclusion from Maintained Schools and Academies and Pupil Referral Units in England Guidance (2017) , pages 25 & 26	5	Not entirely relevant Day release examples of pupils attending other schools such as Ripon Grammar Reviewed as demand requires	
3.17	Does the school know how to respond if a child or young person places themselves at risk by leaving the building /grounds?	DfE Guidance Children Missing From Education (2016) <i>In addition Refer to DfE Guidance on Children who run away or go missing from home or care (2014) for an overview of reporting a child missing or absent when they cannot be accounted for.</i>	5	'Missing Child Procedure' in place, which is linked to 'Child Protection Policy' Stored in Admin Office, available for all staff. Reviewed annually, and refreshed during pre-term training	
3.18	Does the school ensure that in the event of needing to exclude a child, the child's is always kept safe and is supervised on school premises until they have been collected by a parent/carer?	DfE Guidance on Exclusion from Maintained Schools and Academies and Pupil Referral Units in England Guidance (2017) , page 9, para 7	5	Systems are in place following NYCC procedure guidelines	

Section 4 – Managing Risk

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
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	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
4.1	Does the Governing body and proprietors ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum?	<p>KCSIE 2018 page 22</p> <p><i>The Government is making Relationships, Relationships and Sex Education and Health Education statutory for all schools from September 2020. The draft guidance is available here.</i></p> <p><i>NYCC PSHE and Citizenship Guidance for all schools key stages 1-4 can be accessed here,</i></p> <p><i>The Prevent Duty: Advice for schools and childcare providers. Page 8</i></p> <p><i>National guidance available here for Prevent.</i></p> <p><i>Guidance on resources available here for NYCC Prevent guidance and resources</i></p>	5	<p>Channelled through classroom teaching & learning opportunities. Such as Sex & relationship education, economic education</p> <p>Performance of Policies & Curriculum assessed and reported to Governors in Heads Report</p>	
4.2	Have staff received appropriate and relevant continuing professional development to enable them to teach age appropriate and suitably differentiated aspects of safeguarding with confidence?	<p><i>Training needs analysis of staff, records of relevant CPD, sharing of good practice and expertise within the school.</i></p> <p><i>The Government is making Relationships and Sex Education and Health Education Statutory for all schools from September 2020 which includes many aspects of safeguarding .The draft guidance is available here. Schools are expected to start preparing for the statutory requirements.</i></p> <p><i>Information about a range of training opportunities can be accessed at NYES. A range of NYCC supporting documents are available here.</i></p>	5	<p>Staff Meetings provide a useful forum to review safeguarding topics for discussion in classrooms. E-learning & external Safeguarding training sessions completed by teaching staff annually. Specific needs are identified between staff and head during 1:1's, with appropriate action taken thereafter</p>	
4.3	Does the school have an up to date Relationships and Sex Education (statutory policy), substance misuse policy and a smoke free policy for pupils?	<p><i>North Yorkshire's guidance for schools on Relationships and Sex Education, substance misuse, and smoke free – are accessible here.</i></p>	5	<p>Yes, sex relations, drugs & education policy in place. Ratified by the governing body.</p> <p>Annually updated, stored electronically.</p>	

Section 5 - Early Years (provision for Children 0-5)

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
5.1	Does the school have policies and procedures in place outlined in the EYFS Statutory Framework (2017) ?	<i>School does not have to have separate policies for EYFS age children, however school policies must reflect the ages and stages of all children. The EYFS puts a duty on schools to ensure that the following are in place for EYFS children:- Use of mobile phones and cameras Equal Opportunities Complaints Administration of Medication Failing to collect children A child going missing Key Person Staff not being under the influence of alcohol or any other substance which may affect their ability to care for children.</i>	5	Yes these are included in all of the main policies.	
5.2	Does the school have appropriate policies, facilities, and staff with identified responsibilities for delivering intimate personal care to pupils where required?	<i>If a school is taking young children or any child in the EYFS it will need to ensure there are suitable areas for changing nappies and toilet training children. This should afford the child dignity and respect. Appropriate nappy disposal bins, disposable aprons and gloves for staff will need to be provided. Staff should understand that supporting children in their self-care needs is part of the EYFS curriculum. Health and self-care. Intimate personal care should be supported/carried out by the KP. The senior leaders/EYFS should monitor intimate personal care arrangements to safeguard children.</i>	5	Yes, School facilities in place Intimate Care Policy in place as provided by NYCC. Ratified by Governing Body Intimate Care Policy reviewed annually, with a register maintained, including Name, Signature & Date of when teachers last reviewed. Register reviewed by Head & Office Manager to ensure all staff completes this exercise.	
5.3	Does the school ensure that children are adequately supervised and that staffing ratios are met at all times specifically when taking children under 3 years?	EYFS Statutory Framework (2017) pages 21-24	5	Yes the school follows policy regarding ratios.	
5.4	Are all staff aware that they must not allow smoking in or on the premises when children are present or about to be present?	EYFS Statutory Framework (2017) 3.56	5	Yes	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
5.5	Are all children in the EYFS allocated a Key Person (KP)?	EYFS Statutory Framework (2017) 3.27	5	NA	
5.6	Is the KP system embedded into practice, i.e. does this KP support the child's PSED and build trusting relationships with the child's family?	EYFS Statutory Framework (2017) 3.27	5	Due to the small cohorts this is done by the class teachers/TA.	
5.7	Does school have a policy place that sets out the arrangements for the taking, storing and use of images of children?	EYFS Statutory Framework (2017) and Appendix F of the School Sample Child Policy 2018 for specific guidance.	5	Yes	
5.8	Does the school have policies and procedures in place to follow in the event of a parent / carer failing to collect a child at the appointed time, or in the event of a child going missing at or away from the school?	EYFS Statutory Framework (2017) 3.73	5	Yes	

Section 6 – Learning Beyond the Classroom

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
6.1	Are there appropriate policies and procedures in place and available for all relevant staff for educational visits	Link to North Yorkshire's Educational Visits Advisory Service (for subscribing schools) Link to Outdoor Education Advisers' National Guidance Document 3.2a	5	Yes the school has an educational visits policy.	
6.2	Does the school retain the services of an Outdoor Education/Educational Visits Adviser to provide appropriate advice, guidance and training?	Link to Outdoor Education Advisers' National Guidance Document 3.4d	5	NYCC Educational Visits Department used for support	
6.3	Is there a designated, trained and updated Educational Visits Co-ordinator in post?	Link to Outdoor Education Advisers' National Guidance Document 3.4j	5	Yes	
6.4	Have all staff who lead educational visits, outdoor learning or adventurous activities been approved and copies of their qualifications and/or evidence of competence recorded as required by employer procedures?	Link to North Yorkshire's Educational Visits Advisory Service (for subscribing schools) Link to Outdoor Education Advisers' National Guidance Document 3.2d	5	School uses established professional bodies to arrange such activities, which are vetted by EVC & LA before procuring activities	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
6.5	Is risk management which includes appropriate supervision and safeguarding measures in place for all educational visits?	Link to North Yorkshire's Educational Visits Advisory Service (for subscribing schools) Link to Outdoor Education Advisers' National Guidance Document 4.3c	5	Yes, completed by trip organiser, checked by EVC we use the NYCC system EVOLVE. All risk assessments kept on H&S file in the Admin Office & Educational Visits file stored on line Results of Risk Assessment shared with staff during staff meetings, including Head	
6.6	Are there appropriate DSL arrangements for safeguarding concerns for any out of hours/out of term activities	KCSIE 2018 Page 18 Paragraph 63	5	Yes	
6.7	Are there appropriate safeguarding arrangements for pupils undertaking work experience placements?	KCSIE 2018 Page 49 Paragraphs 179 to 183 Work Experience Organiser Guidance Post 16 Work Experience Guidance	-	NA	
6.8	Are there appropriate safeguarding arrangements for pupils in alternative provision?	KCSIE 2018 Page 49 Paragraph 178 Alternative Provision Guidance	-	NA	

Section 7 - Premises Security

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
7.1	Are arrangements are in place to ensure the security of the school site, and of individual school buildings,	<i>Has the school site and individual buildings been appropriately risk assessed to ensure the safety of CYP. In the event of restrictive practices such as the installation of locks on doors, are the school acting in accordance with the legislative framework relating to restrictive intervention.</i> <i>All designated fire exits must be easily opened</i>	5	Yes, premises fenced off through a combination of wooden gates & hedgerows Gates remain locked during	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>from the inside by adults. This can include high level locks/bars where it necessary to prevent children exiting a building unnoticed.</i></p>		<p>& after school hours</p> <p>School is protected by alarm system & buzzer entry system</p> <p>Fire Exits fitted with mid-level levers</p> <p>School policy to pupils includes a red line boundary where pupils are informed not to pass this line during school hours</p> <p>Pupils supervised during outdoor lessons & break time by a combination of Teachers, TA's & Mid-day Supervisors.</p>	
7.2	<p>Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?</p>	<p><i>Visitors, contractors and others should be clearly directed via good signage to the school reception. Access to the reception should be via locked doors which can only be opened by school staff.</i></p> <p><i>Identity should be checked and all visitors should sign the visitors' book for even the shortest visits and a 'visitor' badge issued. All contractors should also sign in via the Authorisation to Work on Site Scheme (ATWS) and be escorted at all times.</i></p>	5	<p>Access into building limited by Buzzer entry system, meaning to access the building the majority of visitors report via reception</p> <p>Visitors monitored under-supervision whilst on site</p> <p>Rear door is passcode protected which only staff & trusted regular contractors use. Passcode is changed on a yearly basis</p> <p>All Contractors must pre-arrange visits. Ad-hoc</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>visit's turned away. Visitor's ID reviewed on entry/ sign in</p> <p>Governor inspected Visitor online log & witnessed monitoring of the Contractors</p> <p>Majority of ontractors are procured through 'Total Property Management'</p>	
7.3	<p>Are measures in place to ensure that pupils are safeguarded against moving vehicles in the car park or on the road?</p>	<p><i>Pedestrian access routes should be kept separate from vehicular routes and there should be clear signage at the entrance. In some schools with small car parks it may be necessary to lock gates at the start and end of each school day to reduce the risk of impact to children on foot, in pushchairs, cycling etc. entering or leaving the premises via the car park. Please note: If you intend to change arrangements for locking car parks please speak to H&S Risk Manager before making changes.</i></p>	5	<p>Pedestrian access routes in place, with clear boundaries between road & pavement</p> <p>Gates are locked at the start, during & end of the day</p> <p>Limited access to school car park during the day (staff only) therefore limited moving vehicles inside the school premises</p> <p>Parent Car Parking & Bus drop off point limited, which acts as a natural traffic prevention measure in the village during peak drop off & pick up periods of the day</p> <p>During last inspection Community Support</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				Officers had reviewed the Parent Drop off & movement of Cars throughout the village, helping to build & maintain traffic movement/ awareness with Parents, Pupils, Bus Operators & Staff	
7.4	Are measures in place to ensure that pupils remain safe and appropriately supervised during non-structured times of the day or whilst engaged in outside play?	<p><i>Foundation stage free flow play areas and nursery areas need to be securely fenced with gates that are locked whilst pupils are using the area and of sufficient height to remove the threat of a snatching. It is important that staff working in the classroom ensure that pupils are constantly under visual supervision.</i></p> <p><i>Playgrounds and playing fields that lead on to boundary should have visible markers in place that provide a buffer zone between pupils and the boundary. In addition to the markers there should be zoned supervision.</i></p> <p><i>Hidden areas which are easily accessible to pupils should be fenced off or have supervisors located so that they can observe pupils in the area.</i></p> <p><i>EYFS states children should be in the sight or hearing of staff. Schools should consider how to deploy staff effectively to keep children safe and also facilitate children's learning both in indoor and outdoor classrooms. Outdoor classroom should be seen as a learning environment.</i></p>	5	<p>Boundary Gates locked during school periods</p> <p>Natural perimeter hedgerow in place which is above pupil head height</p> <p>Playing fields are to the rear of the school with limited access</p> <p>Hard standing playground area is topographically located lower than the main school access points & hedgerows, which acts as a natural protection/ buffer zone to the road & pavements outside the schools boundary</p> <p>A Red boundary line is marked on the playground area, where pupils are informed not to cross this point.</p> <p>Pupils are monitored</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				during non-teaching periods with a minimum of 2-3 staff, who hold designated monitoring zones, to ensure the optimum view of pupils is maintained during these periods. A whistle & Card system has been implemented to highlight the severity of issues experienced during these periods	
7.5	<p>Are robust arrangements in place for receiving and handing over pupils at the start and end of the day, including procedures for registering the arrival and departure of children at other times within the school day?</p> <p>These arrangements will change as pupils get older and more independent.</p>	<p><i>Staff should only hand over a child to an adult who is known to the school as someone permitted by parents/carers to receive the child. Arrangements should also be in place for after school clubs where visiting activities may finish early and some pupils may be left waiting on their own for a parent to arrive. Parents should also be regularly reminded that they are responsible for the safety of siblings on school sites who may be left to wander around without close parental supervision. Transparent systems should be in place for signing pupils in and out at other times of the day.</i></p>	5	<p>A Policy for Collecting Children from School is in place & ratified by the Governing Body</p> <p>Policy kept in school office & on school website</p> <p>Parents informed of Policy on website</p>	
7.6	<p>Are measures in place to reduce the risk from trespassers?</p>	<p><i>A well as maximising the external security and lighting of the school site, access to school roofs should be made difficult by removing obvious means of access e.g. large bins should be moved to a dedicated bin store, down pipes should be boxed off or have a barrier at the top. Corporate Signage re. Private Property and trespassers should be in place</i></p> <p><i>If there are agreements with neighbours over access to boundary hedges/fences to carry out maintenance work or any other agreements re access to the site there should be prohibitions on access during school working hours</i></p>	5	<p>External lighting installed during & after school hours</p> <p>School is alarmed during non-teaching periods</p> <p>Limited access to roof & access through these areas, such as roof lights</p> <p>NYCC Corporate Signage in</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				place Informal agreement in place with neighbouring land owner Caretaker & Staff regularly visit premises during Holiday periods to check security	
7.7	Where there is shared access e.g. Primary School and Children's Centre, is there an agreed procedure for locking of access gates using combination locks or electronic gate key pad?	<i>Risk assessments should take hazards presented by shared premises/access e.g. visitors, trespassers, emergencies, car parks etc. into account. These risk assessments should be shared between different occupiers of the same premises/site. Occupiers of the same site have a legal duty to co-operate and coordinate their shared health & safety responsibilities</i>	5	Yes, Individual Schools have responsibility for their own locking systems. Access is shared through mutual consent for the car parking area only, which is locked by the school daily	

Section 8 - Premises Health and Safety

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
8.1	Does the school have a Health and Safety Policy? Are all staff aware of this and is it implemented fully?	<i>Model School Health & Safety Policies available from School H&S Service NYES website (for subscribing schools)</i>	5	Yes, H&S file reviewed Hard file Stored in Admin office available for all staff/governors Staff Review & Sign Annually Ratified by Governing Body	
8.2	Is there evidence of recent Health and Safety Inspection Reports and Action Plans? Is there evidence of urgent actions being addressed and resolved by governors?	<i>Governors premises inspections, School H&S inspections and ARC's (Annual Review Checklists) H&SRMU School Audit recommendations</i>	5	Yes, last inspection report reviewed & stored on file	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
8.3	Is there a prioritised risk assessment programme covering all areas of the school and including all significant risks?	School H&S service have prepared a template for a prioritised risk assessment programme	5	Yes, confirm school H&S template is used to conduct H&S Inspection. Forms the basis of a school risk assessment Individual teachers conduct Classroom Risk Assessments as part of ongoing reviews	
8.4	Is there a Fire Safety File, complete with up to date evacuation record, testing and risk assessments?	Fire Safety File available from H&S Service	5	Yes, Fire Safety file reviewed Hard file Stored in Admin office available for all staff/governors Staff Review & Sign Annually	
8.5	Does the school have Asbestos and Legionella Risk Management Plans?	Property Service has provided Asbestos & Legionella management plans for development and Asbestos Checklist	5	Yes, reviewed during inspection Stored in Admin Office Head & Office Manager both Fire Safety & Legionella trained	
8.6	Is there evidence of maintenance of equipment, e.g. PE and adventure activity equipment, D&T machines, Mini buses, swimming plant pool equipment?	Sportsafe and other company inspection reports for sports and other indoor/outdoor equipment Model D&T Equipment Risk Assessments Contractor record of visits, certificates and invoices Servicing records for mini buses	5	Inspection completed annually.	
8.7	Does the school have adequate arrangements for the maintenance of the buildings infrastructure and operational	Sportsafe and other company inspection reports for sports and other indoor/outdoor equipment <i>Buying into MASS scheme or use of other</i>	5	Contractors appointed to undertake maintenance work on an ad-hoc basis.	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	equipment?	<p>contractors. Contractor record of visits, certificates and invoices</p> <p>Servicing records for mini buses</p>		<p>School facilities regularly inspected by County Council LA Officers, Contractors, Staff & Governors. Work is procured following standard LA procedures, which is dependent on the value and scale of works</p> <p>Visitor book reviewed to confirm Contractors had appropriately signed in. Confirm Contractors were monitored during Inspection & signed out following completion of works. Invoice for work signed off by Office Manager & stored on file</p>	
8.8	Does the school have a plan in place to manage the risks from buses, coaches, minibuses and taxis dropping off and collecting children and young people?	<p><i>There should be a traffic management system in place for the beginning and end of the school day which may include drop off zones, parking restrictions, staff supervision and monitoring etc. Risk assessments need to cover all areas of risk including potential for impact, excessive congestion, disability access reversing operations etc. Advice is available from Health & Safety Risk Management Unit, H&S Service, Integrated Passenger Transport, Road Safety Team</i></p>	5	<p>Yes, drop off zone in place in line with H&S Service guidance</p> <p>Parent Car Parking Guidance in place during morning drop off & evening pick-up. Spot checked regularly by Community Support Officers to ensure safe parking procedures are followed. This is identified within the 'Collecting Children from School Policy, ratified by governing body</p>	
8.9	Does the school have clear	<u>CYPS Health & Safety Policy and Guidance</u>	5	Lone Working Policy in	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
	written procedures and risk assessments in place to guide staff who may need to work in isolation for periods of time within or outside the school premises?	Handbook (2012) (free to access for all schools) Generic Lone Working guidance from HSE can be accessed here		Place, with Hard file stored in Admin Office, reviewed annually. ratified by Governing Body School procedures & risk assessment last reviewed by NYCC H&S service Jan 15, with next reviewed scheduled for January 2016 Staff signatures & date of review's are collated during teacher in-set days/ training days. New Staff are required to review policy & sign following Induction	
8.10	Are appropriate procedures governing the dispensation of medication in place and does the school have staff with identified responsibilities for delivering medication to pupils where required?	Statutory guidance available – Supporting pupils with medical conditions at school	5	School has in place an Intimate Care Policy & Policy on Medicines, ratified by Governing Body School follows NYCC Guidance regarding the dispense of medication The school also has in place a 'Home/ School Agreement' which includes the requirement for Parents to notify the school of anything that may affect their child's work or behaviour, such as medication. Policy last	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
				<p>ratified 4th December 2015</p> <p>In respect of children with significant medical conditions, SEN Coordinator completes assessment with pupil, parents, teachers & advisors (NYCC) to risk assess the needs of pupils with significant medical conditions to ensure the school, facilities & training is adequately in place to meet the needs of the pupil</p> <p>Wider School Health Care Plan under review to improve recording of data in this area, in order to track the trend of medication, identify anomalies</p> <p>Home School Agreement Policy reviewed & ratified by the Governing Body</p>	
8.11	<p>Does the school have appropriate procedures in place for providing first aid?</p>	<p><i>Guidance on first aid provision is available here, updated in 2014</i></p> <p><i>See also Guidance for Safer Working Practice for those working with children & young people in education settings (2015) page 20 & 21, para 23</i></p>	<p>5</p>	<p>School has identified First Aiders in place, with a policy that at least one First Aider is present on site</p>	

	Key Questions	Guidance Notes	Grading	Evidence	Actions Required
		<p><i>School has named 'first-aiders' who have received appropriate training, clearly labelled and well organised first aid equipment which is regularly checked and written guidelines for notifying parents and the LA where required?</i></p>		<p>during the day</p> <p>Main First Aiders identified as being Pam Acheson (Headteacher) Joanne Mallinson (Office Manager) Lynsey Rogers (Class 1) Katie Barker (Class 4)</p> <p>All staff are 'Basic' First Aid Trained</p> <p>Training valid for up to 3 years, which is monitored by the Head Teacher & Office Manager to identify further training needs</p> <p>First Aid kit reviewed by NYCC annually to ensure it is fit for purpose</p>	

Secondary Phase Only

Key Question	Guidance Notes	Please list any training accessed & specify the delivery method (online, face-to-face etc.)
<p>In order to assess NYSCB current training offer it would be much appreciated if you could enclose what safeguarding training has been accessed / delivered for governors / teaching staff / non-teaching staff / DSL since the last school safeguarding audit</p>	<p><i>Training could have been accessed / delivered online, face-to-face, 1-2-1, via a private trainer</i></p> <p>See Sample School Safeguarding Policy 2018 appendix P & S</p> <p><i>Safeguarding training and resources can be</i></p>	

cycle 2016-17?	<i>accessed directly at:</i> <ul style="list-style-type: none">• NYSCB• NYES• CYPS• NSPCC	
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Thank you for completing the audit.

Please ensure that this audit is approved by the school governing body/proprietors and return the completed audit in its original form (i.e. in word and not pdf) to LSCB@northyorks.gov.uk by

Friday 29th March 2019