

Safeguarding Audit – Education 2021-22

(ADD NAME OF SCHOOL/COLLEGE)



Safeguarding Audit – Education 2021-22 - Document Status			
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Date completed:	DATE	Completed by Designated Safeguarding Lead:	NAME
Date of submission to TWSP via educationsafeguarding@telford.gov.uk :	DATE	Completed by Headteacher/Principal:	NAME
Date agreed by Governing Body/Board/Proprietor:	DATE	Completed by Governor/Trustee/Proprietor with responsibility for safeguarding:	NAME

This audit applies to **all** 'schools' and 'colleges' (in the borough of Telford & Wrekin) as defined by the Department for Education in Keeping Children Safe in Education 2021.

The audit should be completed by the Head teacher/Principal and the Designated Safeguarding Lead (DSL) consulting with the school/college Governor/Trustee/Proprietor with responsibility for safeguarding and the wider school/college safeguarding team.

The audit, including supporting evidence together with any actions plans, should be reviewed by the Chair of Governors/Trustees/Proprietor prior to submission. The outcomes should be shared with the full governing body/trustees/proprietors, discussed and minuted during the 2021-22 academic year. It is expected practice for the full governing body/trustees/proprietors to have sight of the audit itself at least once per year. We recommend governors/trustees/proprietors sample appropriate evidence to test out the findings of the audit and to seek assurance.

The arrangements for completing the 2021-22 Education Safeguarding Audit. The audit should be completed and submitted to the TWSP no later than **Friday 18th February 2022**. Please email all completed audits to educationsafeguarding@telford.gov.uk

This annual schools and colleges' safeguarding audit is vital to ensure that **all** Telford & Wrekin schools and colleges can demonstrate that they are meeting key statutory duties and following safeguarding children and young people guidance. **All** settings should complete the audit, enabling them to provide information to the TWSP on how they discharge their duties and help to keep children and young people in Telford & Wrekin safe.

Section 11 was issued under the Children Act (2004) and has been reinforced in Working Together to Safeguard Children 2018. Section 11 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. Section 11 places a duty on schools and colleges.

Section 175 of the Education Act 2002 requires governing bodies of maintained schools and colleges, in relation to their functions relating to the conduct of the school or the institution to make arrangements for ensuring that such functions are exercised with a view to safeguarding and promoting the welfare of children who are either pupils at the school or are receiving education or training at the institution. The Education and Training (Welfare of Children) Act 2021 sets out the duties on certain education and training providers in relation to safeguarding and promoting the welfare of children. The Education (Independent School Standards) Regulations 2014 apply a duty to proprietors of independent schools (which in the case of academies and free schools is the academy trust) to ensure that arrangements are made to safeguard and promote the welfare of children. The Non-Maintained Special Schools (England) Regulations 2015 oblige non-maintained special schools to comply with certain requirements as a condition of their approval and whilst approved by the Secretary of State. One condition of approval is that the proprietor must make arrangements for safeguarding and promoting the health, safety and welfare of pupils, which have regard to any guidance including where appropriate, the National Minimum Standards, about safeguarding and promoting the health, safety and welfare of pupils and, in the case of schools already approved, that these arrangements at the school with respect to these matters are in accordance with the approval given by the Secretary of State. For colleges, non-maintained special schools and independent schools: the definition of 'children' applies to the statutory responsibilities for safeguarding and promoting the welfare of children i.e. those under 18.

For 2021-22, the audit includes an Annex to be completed by Nursery schools, Infant schools and Primary schools to ensure compliance with all safeguarding and welfare requirements of the Statutory framework for the early years foundation stage 2021.

For ease of completion, changes and new additions for the 2021-22 Safeguarding Audit – Education are highlighted in **green**.

The toolkit uses the traffic light system to provide an assessment of compliance with meeting the standards required:

Red/No – Standard not met (action required to address this)

Amber/Partly – Standard partially met (action required to address this)

Green/Yes or N/A – Standard met or not applicable to type of setting (no action required)

If any areas for further development are identified when completing the toolkit, these should be added to the action plan section.

All returns information is reported to the TWSP. A cross sample of all audits are conducted by Telford & Wrekin Council Education Safeguarding Team on behalf of the TWSP each year, this includes visiting a selection of schools and colleges and reporting back on the effectiveness of safeguarding.

For advice in relation to completion of this audit, please contact: Scott Thomas-White or Nick Cunliffe. **Education Safeguarding Coordinators** email: educationsafeguarding@telford.gov.uk

School/College Safeguarding Team details

Safeguarding Governor/Trustee/ Proprietor	Name:	Email:	Date of initial training and provider (if known):		Date last attended DSL and Safeguarding Governor termly update:
DSL	Name:	Email:	Date of initial training and provider (if known):	Date of two-yearly refresher training and provider:	Date last attended DSL and Safeguarding Governor termly update:
Deputy DSL	Name:	Email:	Date of initial training and provider (if known):	Date of two-yearly refresher training and provider:	Date last attended DSL and Safeguarding Governor termly update:
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Summary	No	Partly	Yes/N/A
All members of the governing body/proprietors/management committees, Head teacher/Principal and DSL's have read all parts of Keeping Children Safe in Education (KCSIE) 2021, Working together to safeguard children and What to do if you're worried a child is being abused: advice for practitioners . A record of this is maintained.	✓	✓	✓
All staff have read at least Part one of KCSIE 2021 (or Annex A if applicable) and a copy is provided to new staff at induction. A record of this is maintained.			
Governing body/proprietors/ management committees have made a decision as to whether staff, who are not directly working with pupils read Annex A and that decision is recorded (If applicable).			
School/college leaders and those staff working directly with children have read Annex B of KCSIE 2021 to gain an overview of; Child abduction and safety incidents, Children and the court system, Children missing from education, Children with family members in prison, Child Criminal Exploitation and Child Sexual Exploitation, County Lines, Modern Slavery and the National Referral Mechanism, Cybercrime, Domestic abuse, Homelessness, So-called 'honour-based' abuse, including Female Genital Mutilation and Forced Marriage, Preventing radicalisation, The Prevent duty, Channel, Additional support, Peer on peer/child on child abuse, Sexual Violence & Sexual Harassment, Upskirting, The response to a report of sexual violence or sexual harassment and Additional advice and support. A record of this is maintained.			
Governing bodies, proprietors, management committees and senior leaders, especially the designated safeguarding leads, are aware of Telford and Wrekin Safeguarding Partnership (TWSP) arrangements.			
Questions for governors/trustees/proprietors What is governors/trustees/proprietors decision as to read Part one or Annex A of KCSIE 2021 and where is this recorded? Have governors/trustees/proprietors agreed the staff induction procedures and content? How do governors/trustees/proprietors seek assurance that staff knowledge is tested on the subjects of Annex B KCSIE 2021? What are the training needs of staff of new content, such as Child abduction and safety incidents, Modern Slavery and Cybercrime? How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?			
Part one: Safeguarding information for all staff	No	Partly	Yes/N/A
All staff understand their responsibilities to 'promote children's welfare' and this is included in their job description.	✓	✓	✓
Staff, temporary staff and volunteers induction includes training on: child protection policy; online safety, behaviour policy; staff code of conduct, procedures for children who go missing from education and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead any deputies). Copies of these policies (or Annex A if applicable) are provided to all staff at induction.			

All staff receive safeguarding and child protection training every three years.			
All staff receive annual safeguarding and child protection updates, including online safety.			
All staff are aware of the Telford & Wrekin Council early help process and what groups of children they should be particularly alert to (paragraph 19 KCSIE 2021). For schools/colleges who have pupils on role from other Local Authority areas, access to that Local Authority early help processes should be made available to staff and DSL's should be familiar with these. Shropshire Council Early Help Staffordshire County Council Early Help City of Wolverhampton Council Early Help			
All staff are aware of the process for making referrals to children's social care and for statutory assessment under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm). Staff should be aware of the referral processes for the local authority in which each child resides and/or for the local authority who has responsibility for a looked after child. Telford & Wrekin Council Referral Process Shropshire Council Referral Process Staffordshire Referral Process City of Wolverhampton Referral Process			
All staff know what to do if a child tells them they are being abused exploited or neglected. Staff receive induction/training on managing appropriate levels of confidentiality, including never promising a child that they will not tell anyone about a report of abuse. Staff understand their role is to reassure victims that they are being taken seriously and they will be supported and kept safe. Staff help victims to understand they are not creating a problem by reporting abuse, sexual violence or sexual harassment. A victim should never be made to feel ashamed for making a report.			
All staff are aware of indicators of abuse and neglect and specific safeguarding issues (paragraphs 26-30 KCSIE 2021). They know in most cases, multiple safeguarding issues will overlap one another. All staff are vigilant, raise concerns and if know if they are unsure about identifying safeguarding issues they should always speak to the DSL (or deputy).			
All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families.			
All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Staff understand that children are at risk of abuse online as well as face to face or abuse will take place concurrently via online channels and in daily life. They know children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.			
All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.			
All staff understand and recognise Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) as forms of abuse. They are familiar with the definitions and indicators of CSE and CCE (see Annex B KCSIE 2021).			

All staff understand the procedures for FGM, including specific legal duty on teachers to report to the police if they discover that an act of FGM has been carried out on a girl under the age of 18 (see Annex B KCSIE 2021).			
All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff understand in their roles they are well placed to identify children whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.			
All staff understand the impact of adverse child experiences (ACEs) can have on children's mental health, behaviour and education. Recommended ACEs training for staff Introduction to Adverse Childhood Experiences Training Early Trauma Online Learning .			
All staff are aware if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school/college child protection policy and speaking to the DSL or a deputy.			
Key staff are aware of the Mental Health and Behaviour in Schools . Secondary school teachers have available to them Public Health England guidance.			
All staff are aware that children can abuse other children (peer on peer abuse) through, but not limited to: bullying; abuse in intimate personal relationships between peers ; physical abuse; sexual violence; sexual harassment; causing someone to engage in sexual activity without consent ; consensual and non-consensual sharing of nudes and semi-nude images and or videos; upskirting; sexting and initiation/hazing type violence and rituals .			
All staff are aware of the school/college policy and procedures with regards to peer on peer abuse, their role within them and how to prevent it. They know how to respond to reports, including speaking to the DSL or deputy, and identify peer on peer abuse. Staff understand it is likely to be happening even it is not reported.			
All staff are aware of the indicators, which may signal that children are at risk from, or involved in serious violent crime (as described in paragraph 51 KCSIE 2021). They should also be aware of the range of risk factors , which increase the likelihood of involvement in serious violence (being male, frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery).			
All staff should have available to them the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance (see Annex B KCSIE 2021 for further details).			
All staff are aware of and have available to them What to do if you are worried a child is being abused – advice for practitioners and the NSPCC website.			
Staff maintain an attitude of 'it could happen here' . They act on any concerns about a child's welfare immediately. They should follow the process when they have a concerns for a child (see flowchart on page 22 KCSIE 2021). Where staff have a concern they follow the schools/college child protection policy and procedures and speak to a designated safeguarding lead (or deputy).			
The DSL (and deputies) understand the options for managing a concern about a child's welfare, which include: managing any support for the child internally via pastoral support processes; an early help assessment or a referral for statutory services e.g. Family Connect.			
Staff know where they have concerns for a child and in exceptional circumstances the DSL (or deputy) is not available this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken is shared with the DSL (or deputy) as soon as is practically possible.			

Staff know not to assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They understand that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care.			
All staff are aware of and have available to them Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers and the seven golden rules for information sharing .			
The DSL (or deputy) liaise with other agencies to set up early help assessment where appropriate. Staff act as lead practitioner for early help assessment when required. The DSL or deputy will refer early help cases to children's social care if the child's situation does not appear to be improving or is getting worse.			
Concerns about a child's welfare are referred to local authority children's social care . Where a child is suffering, or is likely to suffer from harm, referrals to children's social care (and if appropriate the police) are made immediately. Referrals should follow the local referral process. Referrers to the local authority social care department should follow up their referral if the local authority is not forthcoming with information.			
Staff provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Staff are aware of Contextual Safeguarding .			
The school/college follow the local escalation procedures where a child situation does not appear to be improving following a referral to the local authority. TWSP escalation procedures			
All concerns, discussions and decisions made, and the reasons for those decisions are recorded in writing and this information is kept confidential and held securely. All records include: <ul style="list-style-type: none"> a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome. The DSL makes clear to all staff the school/college's safeguarding record keeping requirements.			
All staff understand the procedures for reporting any concerns, or an allegation about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children (paragraph 74 KCSIE 2021).			
All staff and volunteers know how to raise concerns about poor or unsafe practice and potential failures in the school's/college's safeguarding regime. The school/college has appropriate whistleblowing procedures. Staff are provided with information about the NSPCC whistleblowing helpline (paragraph 75- 77 KCSIE 2021).			
Questions for governors/trustees/proprietors			
<p>Have governors/trustees/proprietors had oversight of and signed off on the school or college child protection and safeguarding policy?</p> <p>Have all governors/trustees/proprietors completed raising awareness of child protection training?</p> <p>How do governors/trustees/proprietors monitor the effectiveness of staff's knowledge of online safety and their teaching of it?</p> <p>Is there a clear policy that promotes the mental health and well-being of pupils and staff?</p> <p>How do governors/trustees/proprietors monitor how often a DSL is not available onsite, to ensure the DSL arrangements are suitable?</p> <p>How have the DSL and Headteacher/principal provided reassurance to governors/trustees/proprietors that their evaluation is accurate? What assurance</p>			

have you sought to check evidence of the requirements and evaluations?

What is the DSL's findings from their monitoring of the quality of safeguarding records? What action has been taken to improve the quality of record keeping?

Part two: The management of safeguarding	No ✓	Partly ✓	Yes/N/A ✓
All governors or proprietor members understand they have a strategic leadership responsibility for their school or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to KCSIE, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.			
Where a school or college has charitable status, the Charity Commission guidance on charity and trustee duties to safeguard children is followed, available at GOV.UK			
A safeguarding governor/safeguarding committee member/safeguarding board member is appointed to take leadership responsibility for safeguarding arrangements.			
Headteachers and principals ensure that the policies and procedures, adopted by their governing bodies and proprietors, are understood, and followed by all staff.			
Governing bodies and proprietors ensure they facilitate a whole school or college approach to safeguarding. They ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. All systems, processes and policies operate with the best interests of the child at their heart.			
Where there is a safeguarding concern, children's wishes and feelings are taken in account when determining what action to take and what services to provide. Systems are in place, they are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.			
There is an effective child protection policy in place, which is in accordance with government guidance and TWSP arrangements (it includes the requirements outlined in paragraphs 85 & 145 of KCSIE 2021). It is updated annually as a minimum and is available publically and on the school or college website.			
There is a suitable code of conduct/staff behaviour policy in place (paragraph 85 KCSIE 2021). It sets out what low level concerns may be and how they will be dealt with (paragraph 406-415 KCSIE 2021).			
A DSL is appointed who is a senior member of staff from the school/college leadership team. They take ultimate lead responsibility for child protection, safeguarding and online safety. Their roles and responsibilities are explicit in the role-holder's job description (see Annex C of KCSIE 2021).			
The school/college appoint deputy DSL's as appropriate and these are all trained to the same standard as the DSL.			
The DSL and any deputies' liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children . They have regard for NSPCC- When to call the police to understand when they should consider calling the police and what to expect when they do.			
The DSL and/or deputy is always available (during school or college hours, including evenings and weekends). Adequate and appropriate cover is in place for out of hours/out of term activities and educational visits.			

The DSL and any deputies undergo training to provide them with the knowledge and skills to carry out the role (two-day new DSL training as recognised by TWSP). The training is updated every two years (one day refresher training as recognised by TWSP). They also regularly update their knowledge and skills (termly DSL updates recognised by TWSP) at least annually).			
The governing body, proprietors, management committee, senior leaders and the DSL and deputies are aware of the TWSP arrangements.			
Education is a named agency by the TWSP. School/college co-operate with the published arrangements of the TWSP.			
Governing bodies, proprietors, the DSL and their deputies staff understand the local threshold guidance for the area children on roll reside and/or the area that has responsibility for them as a looked after child. Telford & Wrekin Threshold Guidance Shropshire Threshold Guidance Staffordshire Threshold Guidance Wolverhampton Threshold Guidance			
The school/college allows access for children's social care to conduct a section 17 or a section 47 assessment.			
Governing bodies, proprietors and staff understand the obligations of GDPR and information is processed under these conditions. They have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information (see paragraphs 105 -113 KCSIE 2021). The school/college has regard for: Chapter one of Working Together to Safeguard Children , which includes a myth-busting guide to information sharing Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers . The seven golden rules for sharing information will be especially useful The Information Commissioner's Office (ICO) , which includes ICO GDPR FAQs and guidance from the department Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.			
When children leave the school/college, the DSL ensures their child protection file is transferred to the new school or college as soon as possible, through secure transit, and they obtain confirmation of receipt. For schools, this is transferred separately from the main pupil file. This is done within 5 days for an in-year transfer or within 5 days of the start of a new term (page 148 Annex C KCSIE 2021). As a receiving school/college, key staff, such as DSL's and SENCOs/named persons are aware of this information. Where appropriate, the DSL shares appropriate information with the new school/college in advance of a child leaving.			
Staff contribute to the school/college safeguarding arrangements and child protection policies.			
Governing bodies and proprietors have regard to the Teachers' Standards, which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.			
The governing bodies or proprietors ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.			
Staff follow the Statutory guidance, relationships education relationships and sex education (RSE) and health education			

and have regard for Teaching about relationships sex and health , as well as the other resources set out in in KCISE (paragraph 121).			
The school has an up-to-date RE/RSE/HE policy that is available to parents and others and published on the school website. This includes parents' right to withdraw their child from the non-statutory aspects.			
The school takes the religious background of pupils into account. Leaders audit and understand what parents are comfortable and uncomfortable with, in relation to their children's depth of involvement in RE/RSE curriculum.			
Where schools teach faith perspectives and teachings, they comply with the Equality Act 2010 and the Public Sector Equality Duty.			
Relationships Education is taught in all schools providing primary education. This includes the appropriate teaching of Domestic Abuse ('Expect Respect' resources available from Severn Training and Schools Alliance). The school has a domestic abuse policy. Relationships & Sex Education is taught in all schools providing secondary education. Health Education is taught in all maintained schools. Maintained schools must teach the national curriculum for science that includes sex education. Where schools use a published scheme, it has been mapped against the statutory curriculum.			
Effective strategies are in place to gather the voice of children on the effectiveness of safeguarding in the school/college and wider community, for example, through children safeguarding boards.			
Children are safeguarded from potentially harmful and inappropriate online material. There is a whole school/college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate – see paragraph 134 KCSIE 2021 for further guidance.			
The DSL as the responsible person for e-safety (paragraph 89 KCSIE 2021) and all relevant staff understand the breadth of issues classified within online safety and that they can be categorised into four areas of risk: content, contact, conduct and commerce (4Cs) (paragraph 124 KCSIE 2021).			
Online safety is included in curriculum planning, teacher training, the role of the designated safeguarding lead and parental engagement.			
Online safety is included in the child protection policy with consideration given to the 4Cs. There is a policy on the use of mobile and smart technology, including the fact children have unlimited and unrestricted access to the internet via mobile phone networks.			
Where children are asked to learn online at home the guidance from the Department for Education is followed included in paragraph 127 KCSIE 2021.			
Governing bodies and proprietors ensure the school or college has appropriate filters and monitoring systems in place for the IT system. This is informed by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre: appropriate filtering and monitoring guidance is followed to what "appropriate" filtering and monitoring might look like.			
The school or college has the appropriate level of security protection procedures in place, to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Further guidance available paragraph 131 KCSIE 2021.			
The school or college carry out an annual review of their approach to online safety, supported by an annual risk			

assessment that considers and reflects the risks their children face.			
Governors use the questions from UKCIS Online safety in schools and colleges to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach			
The Online Safety Audit Tool is used to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.			
Governing bodies, proprietors and staff are aware of the Ofsted inspection or Independent Schools Inspectorate arrangements for safeguarding.			
There are procedures in place to manage safeguarding concerns or allegations, against staff (including supply staff, volunteers and contractors) that might pose a risk of harm to children. Concerns and allegations that may meet the harms test are addressed as set out in Section one of Part four of KCSIE 2021. 'Lower level' concerns and allegations that do not meet the harms test are addressed as set out in Section two of Part four of KCSIE 2021.			
There are procedures in place to make referrals to the Disclosure and Barring Service (DBS) when the criteria are met (see paragraphs 329 - 323 KCSIE 2021).			
Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consider would be given whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).			
Boarding schools, residential special schools, residential colleges and children's homes have additional factors to consider with regard to safeguarding. Schools and colleges that provide such residential accommodation and/or are registered as children's homes are alert to signs of abuse in such settings and work closely with the host local authority and, where relevant, any local authorities that have placed their children there.			
Boarding schools, residential special schools, residential colleges, and children's homes comply with their obligations set out in the National Minimum Standards and regulations for the relevant setting.			
There is a policy on the use of reasonable force which considers the duties under the Equality Act 2010 and Public Sector Equality Duty. The school has regard for Use of Reasonable Force in Schools . Additional guidance Reducing the Need for Restraint and Restrictive Intervention has been shared with staff.			
Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals they ensure that appropriate arrangements are in place to keep children safe. The governing body or proprietor seeks assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place and inspects these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor ensures safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.			
Governing bodies and proprietors of Alternative Provision settings understand their pupils often have complex needs. Staff in these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Statutory guidance relating to Alternative Provision will be followed (paragraph 158 KCSIE 2021).			
The DSL holds the details of all children who have a social worker when notified by the local authority.			
The DSL should consider their decision making about the best interests of children, including safety, welfare and			

educational outcomes , alongside social workers.			
There are procedures in place to respond to children who go missing from education to help identify the risk of abuse and neglect and reduce the risk of them going missing again in the future. School's/college's hold more than one emergency contact number of each pupil or student. The school/college has regard for: School Attendance Guidance Children Missing Education Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges Missing Children and Adults Strategy			
Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, the DSL will coordinate a meeting with the relevant local authorities, other relevant schools, other key professionals and parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. All requests for Telford and Wrekin Council attendance are sent to AccessandInclusion@telford.gov.uk			
There are procedures in place to identify children's mental health problems, including routes to escalate and clear referral and accountability systems. The school or college follow guidance set out in paragraph 172 KCSIE 2021.			
There is a senior member of staff or a member of the senior leadership team who is appointed as the Senior Mental Health lead. (School have considered applying for senior mental health leads training – see paragraph 147 KCSIE 2021).			
Staff are alert to how to keep looked after and previously looked after children safe. These children are recognised as a vulnerable group.			
Appropriate staff have information in relation to a child's looked after status, the child's contact arrangements with parents or those with parental responsibility, the child's care arrangements and levels of authority delegated to the carer. The DSL holds the name of the virtual school head and social worker in the authority that looks after the child.			
There is a designated teacher for children who are registered as looked after. They have the relevant qualifications, experience and training for the role.			
The designated teacher works with virtual school heads to promote the educational achievement of looked after and previously looked after children. They fulfil the roles and responsibilities as set out in paragraph 180 KCSIE 2021.			
The DSL has details of the local authority Personal Advisor appointed to guide and support care leavers and liaises with them where necessary. <i>This applies to post 16 care leavers only.</i>			
The child protection policy reflects the additional barriers that can exist when recognising abuse and neglect for children with special educational needs or disabilities or certain health conditions (as outlined in paragraph 185 of KCSIE 2021). The policy outlines ways to address the safeguarding challenges for these children. Additional pastoral support is provided for this group of children.			
Questions for governors/trustees/proprietors			
<p>How do you receive safeguarding updates at meetings?</p> <p>How do you monitor child protection and safeguarding training needs?</p> <p>Is there a code of conduct for governors/trustees/proprietors?</p>			

Is the behaviour policy updated annually and do you have oversight of this?
 How do you ensure there are sufficient resources available to manage safeguarding effectively?
 What information does the DSL provide to governors/trustees/proprietors to enable you to have oversight of the educational outcomes for children who have or previously had safeguarding and child protection issues?
 How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?
 How do you ensure the ICT filtering and monitoring system is appropriate? What are the findings from annual online safety audit?
 How do you monitor the number of children who are taken off roll to become Electively Home Educated? What are the safeguarding arrangements to help assess and manage safeguarding risks whose parents wish to Electively Home Educate them?
 What arrangements are in place to monitor the safeguarding arrangements for any organisations who rent or hire out school premises?
 Is an online safety update provided to governors/proprietors as part of regular safeguarding updates?

Part three: Safer Recruitment	No	Partly	Yes/N/A
	✓	✓	✓
Governors/proprietors adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in the school or college.			
All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training. In maintained schools and pupil referral units (PRUs) at least one of the persons who conducts an interview has completed safer recruitment training.			
Job advertisements focuses on ensuring potential applicants are given the right messages about the school or college's commitment to recruit suitable people. The advert defines the role and the safeguarding requirements are included in the job description. The advert includes school or college's commitment to safeguarding and welfare, how checks will be completed and if the post is exempt from the Rehabilitation of Offenders Act.			
Applicants should apply using an application form that covers all the requirements set out in paragraphs 194-196 KCSIE 2021. Information is provided to all applicants on the child protection policy and recruitment of ex-offenders.			
There is a robust shortlisting process that includes obtaining a self-declaration of criminal records from shortlisted candidates as set out in paragraphs 198-202 KCSIE 2021. The application form is signed with a wet signature at interview. At least two people shortlist and are part of the interview. Shortlisting identifies gaps in employment and potential concerns.			
References are obtained before interview and any concerns are explored with candidates at interview. References are obtained and provided in accordance with paragraphs 204-205 KCSIE 2021. Open references are not accepted. References are obtained from a suitable senior person and always from current employer or most relevant employer. Electronic references are verified. References are followed up where required and compared with the application form. The reason for the candidate leaving their post is obtained from there referees.			
Selection techniques help to identify the most suitable person for the post. Questions should be agreed and structured. At a minimum they should include; what attracted the candidate to the post, motivation for working with children, explore their skills relevant to role, probing gaps in employment or frequent changes to employment or location. All potential areas for			

concern are explored at interview. Pupils/students are involved in the recruitment processes. All recruitment decisions are recorded.			
All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks. Candidate's identification is verified, including, where possible, checking the name on their birth certificate.			
All governors in maintained school and sixth form colleges, staff and volunteers have appropriate Disclosure and Barring Service (DBS) checks, with barred list checks where required. The settings position on the renewal of DBS' beyond where there are concerns for individuals, and, where applicable the uses of the DBS update service, are included in the setting's policies (paragraphs 230-233 KCSIE 2021). All applicants show the original paper DBS certificate to their potential employer before they take up post, or as soon as practicable afterwards. The school or college compare any information disclosed on the certificate with any information shared by the applicant during the recruitment process (paragraph 224 KCSIE 2021).			
For individuals on the DBS update service, school/college must obtain their consent to carry out a check and view the status of an existing check, confirm the certificate matches the individual's identity and examine the original certificate to ensure it is for the appropriate workforce and level of check.			
A separate children's barred list check is obtained where an individual starts work in regulated activity with children before the DBS certificate is available. Barred list information is not requested on any person who is not engaging in or seeking to engage in regulated activity.			
Candidate's mental and physical fitness to carry out their work responsibilities is verified.			
The person's right to work in the UK, including EU nationals is verified.			
If a person has lived or worked outside the UK, further checks are completed as appropriate, these could include; overseas criminal records checks and letter from professional regulating authority confirm no sanctions or restrictions (paragraphs 262-267).			
Professional qualifications are verified as appropriate.			
Section 128 checks have been completed on all those in management positions in an independent school, academy or free schools as an employee; a trustee of an academy of free school trust; a governor or member of a proprietor body for an independent school; a governor of a maintained school or a governor on any governing body in an independent school, academy or free school (paragraphs 237-241 KCSIE).			
The school or college checks to ensure that any applicant employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State or the GTCE before its abolition in March 2012 (GTCE applicable only to schools) (paragraph 234 and 236 KCSIE 2021).			
Where the school or college provide childcare they ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes , or in wraparound care for children up to the age of 8 , are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations (paragraphs 245-249 KCSIE 2021).			
The school or college have a policy on applicants moving from a previous post and obtaining an enhanced DBS certificate (paragraphs 214-216 KCSIE 2021).			
Any decision not to appoint somebody because of their conviction(s) is clearly documented, so if challenged the school or college can defend its decision, in line with its policy on recruitment of ex-offenders.			

The school or college maintains a single central record in paper or electronic form of pre-employment checks for all staff, including salaried trainee teachers, agency and third party supply staff and for independent schools all members of the proprietor body (paragraph 253 KCSIE 2021). The details of individuals are removed from the single central record once they no longer work at the school or college. The following information is recorded on the SCR as good practice; childcare disqualification self-disclosure date, checks made on volunteers, checks made on governors and the dates on which safeguarding and safer recruitment training was undertaken.			
For fee-funded trainee teachers and agency and third party supply staff, written confirmation is received and held on record from the employer that they have carried out the relevant checks, where applicable, and obtained the appropriate certificates, with DBS details, and, where applicable barred list check. A copy of the DBS certificate is obtained where information is recorded on it. ID is always checked on arrival and record is held.			
Multi Academy Trusts (MATs) maintains the single central record detailing the checks carried out in each academy.			
A copy of the documents used to verify the successful candidate's identity, right to work and required qualifications are kept in the personnel file.			
When a school or college chooses to retain a copy of an employee's DBS certificate for a valid reason it should not be retained for longer than six months (paragraph 258 KCSIE 2021)			
The school or college set out their safeguarding requirements in a contract with any other organisation contracted to provide services. Where applicable, the school/college ensures that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. Where the contractor is self-employed, the governing body/proprietor/management committee should carry out due diligence checks, such as seeking references, testimonials and the appropriate level of DBS and barred list check where necessary for the contractor. Contractor ID is always checked on arrival and a record is held.			
The school/college has a policy for visitors. The school/college does not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending events. Visitors who attend in a professional capacity have their ID checked and assurance is sought that the visitor has had the appropriate DBS check (or confirmation is sought from the visitor's employers that their staff have appropriate checks). Consideration should be given to the suitability of any external organisations visiting the setting. The Headteacher/principal uses their professional judgment about the need to escort or supervise visitors.			
Unchecked volunteers, including students do not have unsupervised access to children or allowed to work in regulated activity.			
A written risk assessment is undertaken to decide whether to obtain an enhanced DBS for any volunteer not engaging in regulated activity (paragraph 289 KCSIE 2021).			
Individual proprietors or the chair of the body of an independent school, chair of governing bodies and chairs of governing bodies on non-maintained special schools must have had an enhanced DBS, ID verified and overseas checks where applicable by the secretary of state.			
Chairs of academies or free schools must ensure that an enhanced DBS is undertaken for the other members of the body, as well as identify check and section 128 checks. This is also applicable for members of academy trusts, charity trustees and chair of the board of charity trustees.			
Where a school places a pupil with an alternative provision provider it obtains written confirmation from the alternative			

provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. The school remains responsible for the safeguarding of that pupil.			
The school/college ensures that work experience placement providers have suitable policies and procedures in place to protect children from harm, including obtaining DBS/barred list checks where supervising a child under the age of 16, where applicable. Where a child aged 16 or over has contact with children in a specified place, the work experience provider should consider obtaining a DBS check for the child.			
The school or college has appropriate arrangements in place (in accordance with Annex D KCSIE 2021) for children staying with host families (homestay).			
Staff are alert to private fostering and understand when to notify the local authority of private fostering arrangements.			
The governing body/proprietors ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.			
The school/college carries out all relevant checks where concerns are raised about an existing member of staff's suitability, there has been a break in service of 12 weeks or more , or when an individual moves from a position that did not involve the provision of education to one that does.			
The school/college understands the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to child or vulnerable adult.			
The school/sixth form college understands if they dismiss or cease to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State.			
Questions for governors/trustees/proprietors			
How do you monitor recruitment processes to help check the setting is creating a culture of safer recruitment to help deter, reject or identify people who might abuse children?			
How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?			
What are the safer recruitment training needs of governors and staff?			
Part four: Allegations of abuse made against teachers and other staff	No	Partly	Yes/N/A
	✓	✓	✓
There is a procedure for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors. The policies and procedures make clear to whom allegations should be reported and that this should be done without delay. The policy has been shared with staff. Part four KCSIE 2021. The low level concern policy is set out in the staff code of conduct and safeguarding policy. It sets out the procedure for responding to reports of low-level concerns. For guidance see Developing and implementing a low-level concerns policy: A guide for organisations which work with children			
Those responsible for the initial management of allegations understand there are two aspects to consider when an allegation is made:			

<ul style="list-style-type: none"> Looking after the welfare of the child Investigating and supporting the person subject to the allegation. 				
The school/college ensures they understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. (It is recommended they attend the TWSP Managing Allegations & LADO training).				
The school/college promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. All concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This encourages an open and transparent culture to; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.				
All staff know what to do about sharing low level concerns. Staff are encouraged to feel confident to self-refer (paragraph 416-417 KCSIE 2021). All low-level concerns are recorded and records held securely. The records are reviewed to identify potential patterns and takes appropriate action where necessary. Records are retained at least until individuals leave their employment.				
Records which contain information about allegations of sexual abuse are preserved for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. All other records are retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.				
Questions for governors/trustees/proprietors				
How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?				
Does the case manager for dealing with allegations against the Headteacher/principal understand their roles and responsibilities?				
How do you monitor low-level concerns with the Headteacher?				
What does staff voice tell you about the culture of reporting and managing low-level concerns?				
Part five: Child on Child Sexual Violence and Sexual Harassment		No	Partly	Yes/N/A
		✓	✓	✓
The school/college has regard for Sexual Violence and Sexual Harassment Between Children in Schools and Colleges and uses this guidance alongside side part five of KCSIE 2021 to support the effective management of reports of child on child sexual violence and sexual harassment. The designated safeguarding lead and deputies have read this guidance.				
The governing body and staff of the school/college assume that sexual violence and sexual harassment happen in and around their setting, even when there are no specific reports and have put in place a whole school approach to dealing with this.				
DSL's have received training in the management of reports of child on child sexual violence and sexual harassment and understand how to manage reports as per paragraph 451 KCSIE 2021.				

The school/college have undertaken pre-planning of how to respond to reports of child on child sexual violence and sexual harassment.			
There are procedures in place detailing how to respond to reports of child on child sexual violence and sexual harassment.			
All staff have received training in how to respond to report of child on child sexual violence and sexual harassment.			
The school/college has a template risk assessment available to use when reports have been made.			
The designated safeguarding lead advises on the school/college's initial response to sexual violence and/or sexual harassment.			
The school/college has a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.			
Questions for governors/trustees/proprietors			
How do you seek assurance DSL's have suitable knowledge of how to manage reports of child on child sexual violence and sexual harassment?			
Have all staff received training on how to response to reports of child on child sexual violence and sexual harassment?			
How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?			
How are you assured that the school/college has an effective culture to help promote zero tolerance approach to sexual violence and sexual harassment?			
Part six: Telford and Wrekin Safeguarding Partnership expectations & other safeguarding legislation that applies to schools	No	Partly	Yes/N/A
	✓	✓	✓
Safeguarding is on the agenda for all staff and governor/proprietors meetings.			
The school/college has adopted the Suicide Intervention Policy ratified by the Telford & Wrekin Suicide Action Sub Group.			
Safeguarding supervision is provided to all staff who are directly involved in the management of children's safeguarding and welfare. All other staff are able to opt into safeguarding supervision (requirement of Working Together to Safeguard Children 2018). Evidence of case management, supervision and professional challenge is recorded in children's safeguarding records.			
The school/college considers the NSPCC guidance for the arrangements for changing for physical education.			
All staff have received training in Domestic Abuse (this is available from Telford & Wrekin Council Education Safeguarding Team as part of the 'Basic' Safeguarding Support Service Level Agreement).			
All staff have attended the Vulnerability & Exploitation training provided by West Mercia Police in partnership with Telford & Wrekin Council and Telford and Wrekin Safeguarding Partnership.			
All staff have received training in their roles and responsibilities of the Prevent Duty.			
All staff are aware of the T&W Safeguarding Partnership statement on Modern Slavery (November 2020) and are aware of Modern Slavery: Statutory Guidance for England and Wales (under s49 of the Modern Slavery Act 2015) and Non-Statutory Guidance for Scotland and Northern Ireland.			
Questions for governors/trustees/proprietors			

<p>How do you review the Headteacher/Principal's management of safeguarding and offer them safeguarding supervision? Does the governor/trustee/proprietor with responsibility for safeguarding attend Telford & Wrekin Council Education Safeguarding termly update? How do you monitor exceptional pupil movement to ensure children are not illegally off-rolled? How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?</p>			
<p>Early Years Annex for Nursery schools, Primary schools, Infant schools & schools who operate before/after school care and holiday provision for children under the age of eight years</p> <p>The safeguarding and welfare requirements of the Statutory framework for the early years foundation stage (EYFS) <i>(This section only applies to children in the early years age range)</i></p>	No	Partly	Yes/N/A
<p>The school has an intimate care policy that covers nappy changing. Nappy changing facilities are located off floor level. They provide privacy for the child as well as supervision of staff to help prevent lone working. Equality of opportunity is promoted to allow children to attend in nappies as part of toilet training in accordance with the Equality Act 2010.</p>	✓	✓	✓
<p>Leaders do not allow staff to care for children if they are taking medication which affects their suitability to do so. Staff medication on the premises is secured securely and out of reach of children.</p>			
<p>Staff induction includes; training on their roles and responsibilities, health and safety issues and the emergency evacuation procedures.</p>			
<p>Staff receive regular supervision (as described in paragraphs 3.20-3.22 EYFS).</p>			
<p>There is at least one person who has a current paediatric first aid certificate on the early year's premises and available at all times. (complies with 3.25 EYFS)</p>			
<p>All staff have sufficient understanding and use of English to ensure the well-being of children. For example, to make records in English, understand policies and procedures and summon emergency help.</p>			
<p>Each child is assigned a key person (from their first day on roll).</p>			
<p>Staffing arrangements meet the needs of all children and ensure their safety. Parents are informed about staff deployment. The ratio and qualification requirements are met (as described in paragraphs 3.32, 3.33 and 3.35-3.40 EYFS).</p>			
<p>In before/after school care and holiday provision sufficient staff must be available to deliver quality activities guided by the learning and development requirements of the EYFS.</p>			
<p>The school has a policy for responding to children who are ill or infectious, it is discussed/shared with parents.</p>			
<p>The school has a policy for administering medicines. Medical needs of children are identified and regularly updated. Staff receive training for administering medicines where technical knowledge is required. Prescription medicines are only given when prescribed for the child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor). Written permission is sought from parents for the administration of all types of medications.</p>			

A record is maintained each time medicine is administered to a child and parents are informed of this on the same day.			
Information about any special dietary requirements, preferences and food allergies is sought before a child is admitted and this is acted on.			
Fresh drinking water is available at all times.			
Staff preparing and handling food have received training in food hygiene.			
Food is prepared in suitable hygienic facilities.			
Children are provided with nutritional meals, snacks and drinks as per the Eat Better, Start Better guidelines.			
School has regard for government advice Example Menus for Early Years Settings .			
School promotes good health and oral health.			
There is accessible and appropriate (in date) first-aid equipment.			
Accidents, injuries and first aid treatment is recorded and parents notified on the same day.			
Accident records are monitored to help reduce the likelihood and frequency of accidents.			
The school behaviour policy includes a statement to explain that 'staff will not give or threaten corporal punishment to a child'.			
Any incidents of when physical intervention is used by staff with children is recorded and parents notified on the same day.			
There is a written emergency evacuation procedure displayed.			
Fire exits are clearly identifiable, and fire doors are always free of obstruction.			
Sleeping children are frequently checked (every 5-10 minutes). Cots and bedding are in good condition and suited to the age of the child.			
There are separate toilet facilities for adults, to those used by children.			
There is a separate area away from areas used by children for staff to take breaks.			
There is an area where staff may talk to parents confidentially.			
Children are only released into the care of individuals who have been notified to the school by the parent.			
Risk assessments consider specific hazards to early year's children and how the risk will be removed or minimised. For example, hazards may include; free hanging blind cords, water butts not tested for legionnaire's disease, inconsistent use of socket covers and uncovered light bulbs.			
The school has a non-smoking and vaping policy in line with 3.57 EYFS.			
The school has arrangements in place for supporting children who have special educational needs and/or disabilities. This includes working in partnership with Telford & Wrekin Council Early Years Qualified Teacher support team, when required.			
The school enables a regular two-way flow of information with the providers of other early year's settings children attend to help promote continuity of care and learning.			
The school holds all the relevant information about children (as described in paragraph 3.72 EYFS).			
The school makes all information available for parents and carers (as described in paragraph 3.73 EYFS).			
The school holds the following documentation: <ul style="list-style-type: none"> - name, home address and telephone number of any person living or employed on the premises and/or who will have regular unsupervised contact with the early years children, and - a daily record of the names of the children being cared for, their hours of attendance and the names of each child's key person. 			

Questions for governors/trustees/proprietors

How have the DSL and Headteacher/Principal provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?

How has the DSL and EYFS lead reviewed the school's compliance with the EYFS Safeguarding & Welfare requirements?

Action	Success criteria	Timescale	Personal responsible	Achieved outcome