Safeguarding Children in Education:
Safeguarding Audit Toolkit for Schools and Colleges in East Sussex, 2015-2016

ducation for children and young people under the age of 18 years, including schools
tained special schools, Free Schools, academies, independent schools and sixth-form and

Part 1: Guidance for Completing the Safeguarding Audit

A. Why should schools and colleges evaluate their safeguarding arrangements?

All educational establishments have a legal responsibility to safeguard and promote the welfare of children and young people.
- Section 175 of the Education Act 2002 requires governing bodies of maintained schools and further education colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Section 157 of the Education Act 2002 requires proprietors of independent schools (including academies, Free Schools and city technology colleges) to have arrangements to safeguard and promote the welfare of children.
- The Non-Maintained Special Schools Regulations 1999 require governing bodies of non-maintained special schools to make arrangements to safeguard and promote the welfare of children.

Regular monitoring is essential to ensure that the educational establishment has strong policies, procedures and mechanisms in place to safeguard children and young people; it will also help the establishment to prepare for safeguarding aspects of inspections by Ofsted or other relevant inspectorates.

B. About this audit toolkit

The purpose of the audit toolkit is to provide educational establishments with some practical advice on how to ensure that all children are safe and provide evidence that safeguarding is a priority within their establishment. It has been developed to align it with the following statutory guidance and inspection frameworks:
- *Inspecting safeguarding in early years, education and skills settings* (2015), Ofsted
- *Keeping Children Safe in Education (2015) Department for Education*
- *Working Together to safeguard children (2015) HM Government*

The audit tool has also been informed by results of inspections locally and findings from serious case reviews nationally and locally.

The audit toolkit includes the following parts:
- Part 1: Guidance for completing the audit tool
- Part 2: Safeguarding audit tool
- Part 3: Safeguarding action plan

Definition: In this toolkit, a child is defined as anyone who has not yet reached their 18th birthday. 'Children', therefore, means children and young people throughout the document.

C. How to use the audit tool

Although the audit toolkit does not provide a comprehensive list of issues and evidence, it has been designed to help you think about what you have in place and what you may wish to put in place in the future.
- The educational establishment's safeguarding arrangements should be audited **annually**.   The designated safeguarding lead and the head teacher, principal or proprietor should work together to complete the audit and compile an action plan. It is recommended that the chair of the governing body or the nominated child protection governor also contributes to this.
- Once the audit is completed, it is essential that it is checked and signed off by the chair of the governing body or trustees.
- The action plan should be reviewed, on an ongoing basis ideally, and at least half-way through the year, to ensure that actions are completed within timescales and achieve a green rating; further actions should be agreed for the next audit to ensure continuing improvement.
- The audit and reviews of the action plan should be formally discussed and recorded within management and governing body meetings and then shared appropriately. The completed audit could be used not only as inspection evidence regarding how your establishment is currently meeting its safeguarding requirements, but also importantly to detail any actions you are planning, with timescales, to improve outcomes for children.

D. RAG rating and action planning

The traffic light system relates to how the educational establishment assesses itself against achieving a particular standard. If your establishment assesses itself as red or amber, areas for development need to be recorded along with the person responsible for completing the action and a timescale in which to do so on the separate action plan (a template action plan is provided in Part 3).

RED	Indicates that processes are lacking and need to be developed as a matter of urgency in order to meet minimum requirements for a specific standard.
AMBER	Indicates that processes are in place but they need to be reviewed or further improved for a specific standard.
GREEN	Indicates that the establishment meets the standard fully with all processes in place and up to date, at least to the required minimum.

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Safeguarding Children in Education:
Part 2: Safeguarding Audit Tool for Schools and Colleges in East Sussex, 2015-2016

Name of school/college			Date of audit	
Person completing the audit		**Job title**	**Signature**	
Person completing the audit		**Job title**	**Signature**	
STATUTORY TRAINING REQUIREMENTS				
Name of designated safeguarding lead (DSL)		**Job title**	**Date of last DSL training**	
Name of deputy DSL		**Job title**	**Date of last DSL training**	
Name of the nominated safeguarding governor			**Date of last governor safeguarding training**	
Date of last safeguarding training for all staff working with children (refresher training every three years as recommended by the LSCB)				
CHAIR OF THE GOVERNING BODY OR TRUSTEES OR THE PROPRIETOR This audit has been accepted by [insert name and position (chair of the governing body/ chair of trustees/proprietor)] who will be responsible for ensuring that the recommendations and actions arising from the audit are implemented and reviewed.				
Name		**Date**	**Signature**	

RETURNING THE AUDIT TOOL AND ACTION PLAN As part of the audit process, East Sussex Local Safeguarding Children Board (LSCB) will select a sample of schools and colleges to test and quality assure audit returns. This will be carried out by a small audit team from East Sussex County Council (ESCC) visiting the establishment.
All schools and colleges are requested to return their completed audit tool and action plan by email to ESCC.
- **The deadline for returning the audit is Friday 18th December 2015**
- **The email address to return the audit is safeguardingaudit@eastsussex.gov.uk**
- **Evidence for meeting each standard should be provided. Documents should be embedded, or links provided to the establishment's website where documents can be found, in the appropriate section on the audit tool.**

Safeguarding standard	Evidence you may have	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
1) The educational establishment has robust governance and lines of responsibility to ensure that practice meets required standards; leaders and managers are clear about their responsibilities and the steps they are taking to develop good practice beyond the statutory minimum.				
1.1 A member of the establishment's governing body champions safeguarding and child protection issues, liaises with the senior leadership team and provides written information and reports to the governing body at least three times a year.	• The establishment has a nominated governor or trustee for safeguarding and child protection issues. • The nominated governor is kept up to date about policies,	• Neither the governing body nor individual governors have a role in dealing with individual cases (except when exercising their disciplinary functions in relation to allegations against a		

		procedures and individual issues, if appropriate. • Minutes of meetings of the governing body and subcommittees where safeguarding and child protection issues are discussed. It is recommended that safeguarding is a standing agenda item for the Full Governing Body agenda.	member of staff); however, it is helpful to have a nominated governor.		
1.2	A senior member of the establishment's leadership team is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority, and for working with other agencies.	• Evidence that the designated safeguarding lead's job description clearly defines their roles and responsibilities in relation to safeguarding and promoting the welfare of children and young people. • Evidence that time is made available for the designated safeguarding lead to undertake the duties required of the role.	• The designated safeguarding lead should have the status and authority within the management structure to be able to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. • In schools, it is recommended that the designated safeguarding lead has qualified teacher/social worker status		
1.3	A deputy is available to act in the designated safeguarding lead's absence.	• Evidence that the establishment has a deputy with appropriate seniority.	• In large establishments, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the workload.		
1.4	Staff members are aware of the line of accountability and who the designated safeguarding lead is within the establishment.	• The establishment should have a clear protocol in place that informs staff who has responsibility for child protection and how to contact them. • Minutes of meetings where information has been provided and discussed.	• The protocol should be mentioned in the staff handbook and provided to new staff in their induction pack. • It should also be displayed in the staff room.		
1.5	The designated safeguarding lead is held to account through line management and supervision or appraisal by their manager (if the designated safeguarding lead is the head teacher or principal, this should be through their line management committee).	• The work of the designated safeguarding lead is scrutinised and challenged effectively – evidenced through minutes or notes of regular supervision or appraisal • Evidence that further support or training is provided, as	• It is important that supervision and management processes are sufficiently challenging to ensure the establishment's safeguarding procedures are robust.		

	Safeguarding standard	Evidence you may have	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
			necessary		
1.6	Systems are in place to ensure the establishment monitors and quality assures implementation and compliance of child protection and safeguarding requirements and procedures.	• Evidence of quality assurance activities by the designated safeguarding lead, for example audits of children's child protection files or records and training. • Evidence of systematic review of the action plan from the previous *Safeguarding Children in Education Audit.* • Evidence that action is taken without delay to improve any deficiencies identified.	• The designated safeguarding lead should audit files at least annually to ensure staff members are aware of how to recognise concerns and what to do to report concerns. • The *Safeguarding Children in Education Audit* (this audit) should be conducted annually and the resulting action plan should be reviewed regularly, eg identified recommendations and actions could be incorporated into the establishment's annual Improvement Plan.		
1.7	Any deficiencies or weaknesses in safeguarding and child protection arrangements brought to the attention of the governing body and senior managers are remedied without delay.	• Evidence of systematic challenge by governors – documented in minutes of meetings. • Evidence of challenge by the senior leadership - documented in minutes of meetings. • The policy review cycle is implemented within set timescales. • Surveys/questionnaires for children, parents and staff members.	Examples of this may be: • Senior management, governor and staff meeting minutes • Parental feedback you collect • Policy review cycle agreed by the governing body		

	Safeguarding standard	Evidence you may have	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
2.1	Leaders, managers, governors and proprietors take account of statutory guidance which set out their responsibilities to safeguard and promote the welfare of children.	• Awareness of statutory guidance *Working Together to Safeguard Children (2015)*. • A copy of *Keeping Children safe in Education (2015)* is made available and all staff have read part one of the statutory guidance • Minutes of meetings where the documents have been discussed, including at full governor and sub-committee meetings.	• *Working Together to Safeguard Children (2015)* can be found on the Department for Education website at • https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 • Keeping children safe in education: for schools and colleges can be found on the Department for Education website at https://www.gov.uk/government/publications/keeping-children-safe-in-education--2		
2.2	The establishment has a child protection and safeguarding policy	• The policy and procedures are in place and signed off by	• *Sussex Child Protection*		

	and procedures in place that are in accordance with Pan *Sussex Child Protection and Safeguarding Procedures*, and the policy is made available to parents on request.	governors. • The policy and procedures are reviewed annually and accessible to staff. • The policy is accessible to children and parents; for example, it is available on the establishment's website. • Parents are informed through newsletters and the annual admissions document.	*and Safeguarding Procedures* can be found at http://pansussexscb.proceduresonline.com/index.htm • A model child protection and safeguarding policy for schools is on Czone at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/Pages/main.aspx		
2.3	The establishment has a staff behaviour policy or code of conduct which includes staff/pupil relationships, acceptable use of ICT, and communications including the use of social media.	The policy or code is in place and signed off by the governors.	• A model code of conduct for schools is on Czone at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/Pages/main.aspx		
2.4	The educational establishment has an anti-bullying policy that is reviewed annually.	• The policy is in place and signed off by governors. • Accurate records should be kept of bullying-related incidents and actions taken to deal with these. • In schools, anti-bullying should be integrated into a high quality PSHE education programme • Anti-bullying initiatives and promotional and awareness raising activities should be systematically captured in order to provide evidence of these pro-active methods to reduce bullying. • The establishment's Improvement Plan should refer to actions to eradicate bullying and be signed off by governors.	• All staff should be competent and feel confident about implementing the protocol for managing incidences of bullying. • There should be a consistency of approach throughout the establishment for identifying and managing incidents of bullying. • The Education Support, Behaviour and Attendance Service offers a range of support for schools to tackle bullying. See Czone at https://czone.eastsussex.gov.uk/supportingchildren/healthwelfare/bullying/Pages/main.aspx		
2.5	The educational establishment has a written e-safety policy and procedures and a social media policy that are reviewed annually.	• E-safety policy and acceptable use policies (one for staff and one for children/young people), reviewed annually, and signed off by governors. • A social-media policy, reviewed annually, and signed off by governors. • The policies accurately reflect current safeguarding procedures. • There is a named governor with responsibility for overseeing e-safety. • The establishment	• It is recommended that the establishment has a designated e-safety officer. • Has the establishment conducted e-safety awareness raising training with staff in the last year? • It is recommended that the schools provide an e-safety awareness raising event for parents and carers annually. • An e-safety audit should be run annually with all stakeholders. • The establishment should have a named contact within East Sussex County Council who can supply advice and		

| | | conducts an annual e-safety audit.
• E-safety is included on the Improvement Plan and signed off by governors.
• Evidence of monitoring the establishment's internet, e-mail and social media traffic, especially that used by staff.
• Robust procedures for incident management and safeguarding any 'e' evidence.
• Initiatives and awareness raising activities for children, parents and staff should be systematically captured to provide evidence of these pro-active methods. | guidance with regard to incident management.
• All children, parents and staff members should be aware of the establishment's social media policy that sets out safe practices for all members of the community.
• Guidance on writing an e-safety policy and a model social media policy are available on Czone at https://czone.eastsussex.gov.uk/schoolmanagement/ict/e-safety/Pages/main.aspx
• East Sussex Schools ICT Support offers a service to visit schools; this includes e-safety assemblies, workshops for target groups and drop-in surgeries for parents.
 Information about this offer is available at https://czone.eastsussex.gov.uk/schoolmanagement/ict/e-safety/Pages/main.aspx | | |
| 2.6 | The educational establishment takes reasonable steps to ensure that children are safe on the premises. | • A health and safety policy and procedures, updated annually, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
• A policy for supporting children with medical conditions (Administration of Medicines/Complex eaHHeaHealth Needs Policy) is in place that details the arrangements to ensure that children are supported whilst in school. Documented health care plans, protocols and records of any medicines administered are in place and compliant with current policies. Staff have received relevant training and medicines are stored appropriately.
• All health and safety checks are up to date and where issues have been identified they have been quickly acted upon.
• Procedures and relevant risk assessments are reviewed to ensure that the physical space is safe.
• Entrances and exits to the site are effectively monitored particularly at high risk times at the start and end of the day; fencing is adequate and secure.
• Visitors are asked to show photo IDs; visitors and volunteers wear a visitor badge while on the premises and are monitored.
• Systems are put in place to ensure that children are collected by named "safe" adults as appropriate to the age and vulnerability of the | • This section is about the physical safety of the premises, eg up to date fire drills, checks of fire detection and control equipment, electrical equipment, building safety, etc are signed off by the relevant managers.
• All checks must ensure that the premises, including outdoor spaces, furniture, equipment and toys, are fit for purpose and clean and safe for use by children.
• The educational establishment should consider training for staff to ensure that current protocols and practices for evacuation and/or 'lock down' are | | |

		child. • Evidence of reasonable steps to ensure safety in the case of fire or an emergency, including an emergency evacuation procedure that is regularly reviewed and up to date.	clear and well understood by all members of the community in the case of a criminal or terrorist intrusion. • Procedures and relevant risk assessments are on Czone at https://czone.eastsussex.gov.uk/schoolmanagement/healthsafety/riskassessment/pages/main.aspx (Only schools with a subscription to this service can view the contents of this page.) • See also *Compliance Monitoring for Council Buildings (2011)*, available at http://www.fedps.org.uk		
2.7	The educational establishment manages and records injuries appropriately.	• First aid boxes are accessible at all times, with appropriate content for use with children. • Minor injuries books are readily available and are routinely used to record minor injuries. • Parents or carers are informed on the same day, or as soon as reasonably practicable, of any accidents or injury and first aid given – records should include when the parent was contacted. • Any trends are monitored on a regular basis.	• Minor cuts, bumps, bruises, and incidents that require minor first aid should be recorded in a first aid log/minor injuries book and should be kept up to date and be available for viewing on request by inspectors.		
		SCHOOLS • Schools that have bought into the East Sussex County Council's	• Schools should refer to the Incident Reporting Policy and Guidance for when to report an incident via the online system. These are		

	Safeguarding standard	Evidence you may have	Notes	RAG rating	Action
		healthsafety/reporting/ pages/main.aspx" https://czone.eastsussex.gov.uk/schoolmanagement/healthsafety/reporting/pages/main.aspx	Health and Safety Team's services report incidents via the online system, when required. • available at https://czone.eastsussex.gov.uk/schoolmanagement/healthsafety/reporting/pages/main.aspx		
2.8	The educational establishment's governing body seeks assurance from all providers of work-based placements, alternative provision placements, before and after-school services or activities, if they are provided separately by another body, that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection; there are arrangements to liaise with the provider on these matters where appropriate.	• Evidence that checks are made by commissioners of such activities and systematic recording of safeguarding checks. • Requirements are specified in contracts. • Risk assessments are obtained from each provider to ensure children are safe at all times, including procedures to ensure that the physical space is safe.	• Evidence relating to establishments liaising with providers regarding the need to keep children safe should be readily accessible.		
2.9	When commissioning a service from another organisation, eg when contracting out catering, cleaning, maintenance, etc, there are robust mechanisms in place to ensure that these organisations have appropriate policies and procedures in place for safeguarding children and child protection.	• Checks are made by the commissioning person or body. • Requirements and relevant information are included in contracts.	• Evidence relating to establishments liaising with contractors about their safeguarding obligations should be readily accessible.		

Safeguarding standard	Evidence you may have	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
3) The educational establishment promotes safe practices and a culture of safety, including tackling bullying, extremism and e-safety.				

	Safeguarding standard	Evidence you may have	Notes	RAG rating	Action
3.1	Children are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying and actively try to prevent it from occurring.	• Actions taken to promote equality and diversity within the establishment. • Bullying and derogatory or aggressive language in all their forms are rare – evidence could be provided in the form of action taken to monitor incidents. • All incidents of bullying are dealt with effectively by the establishment; this should be evidenced by well-kept records of how incidents are managed (see also 2.3). • The school completes the annual hate incident and bullying data return to the Local Authority.	• All children in the establishment should understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language. • The Education Support, Behaviour and Attendance Service offers a range of support for schools to tackle bullying. See Czone at https://czone.eastsussex.gov.uk/supportingchildren/healthwelfare/bullying/Pages/main.aspx		
3.2	All children are safe and feel safe at the educational establishment, and at work-based placements, alternative provision placements, after-school services or activities, at all times.	• Monitoring and evaluation systems in place to gauge the extent to which children keep safe, adopt safe and responsible practices and deal sensibly with risk. • Assemblies where safeguarding-related issues have been addressed, eg bullying,	• Children should understand clearly what constitutes unsafe situation and are highly aware of how to keep themselves and others safe in difference situations, including in relation to e-safety. • Educational establishments should not assume that their children are able to keep themselves and others safe online and		

		substance misuse, child sexual exploitation, e-safety, truanting, Female Genital Mutilation, preventing radicalisation, extremism, etc. • Posters relating to the above themes with helpline numbers (eg for external agencies). • Children are given regular, age-appropriate training in online exploitation (including commercial and sexual exploitation). • Managing risk through discussion, risk assessments, role play and skills rehearsal. • Peer mediation and/or buddy programmes are in place. • Questionnaires/surveys of children. • Clear information about how to access a safe adult if a child has any concerns. • Initiatives and promotional and awareness-raising activities should be systematically captured in some way in order to provide evidence of pro-active work.	should be pro-active in supporting children and young people to be e-safety aware, and in particular around potential sexual exploitation.
		SCHOOLS • **See also the points above.** • The school offers a whole-school approach to planning and delivering a high-quality Personal, Social, Health and Economic (PSHE) education curriculum that supports safeguarding. • Planned, spiral curriculum in place for PSHE education that supports pupil wellbeing and safety. It should include: - managing risk (sex and relationships; drug, alcohol and tobacco education; accident prevention) - anti-bullying - including racist, homophobic bullying - internet safety - extremism and radicalisation • Sex and Relationships Policy • Drug, Alcohol and Tobacco Education Policy, including the managing of drug-related incidents.	• Do you have systems in place that assist in keeping all children safe? Inspectors are likely to sit with children and ask them 'how does your school keep you safe?' • Do all pupils know how to develop resilience and resist peer pressure? • Do all pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and respect? • The school's approach to sex and relationship education should be pro-active in supporting children and young people to be e-safety aware, and in particular around potential sexual exploitation. These issues should be openly explored in an age-appropriate way. • The school should have an experienced member of staff who co-ordinates PSHE education across the school. • Policies should be reviewed regularly to ensure that they accurately reflect current practice.
3.3	The educational establishment encourages and enables children to report any concerns or complaints including concerns about poor or abusive practices.	• A clear reporting system for children and parents or other persons who have concerns about the safety of children including those related to anti-bullying and e-safety (for staff members reporting concerns, see section 4).	• You may have examples of children reporting concerns and the records you have kept would be evidence; it is important to be aware of the need to ensure confidentiality. • You may have evidence of work done with children about whom they would tell if they were frightened or distressed.

		• Policies that relate to safeguarding that refer to the reporting system. • Posters accessible around the establishment, eg NSPCC/ChildLine helpline information is clearly visible and accessible. • Clear signposting and easy access to adult and peer support for pupils. • Referrals to Education Support, Behaviour and Attendance Service. • Take-up of cyber-bullying mentors in school. • Staff Handbook – Child Safety Concerns Procedures. • Safeguarding/welfare concerns recorded in line with the East Sussex LSCB guidance - *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (2014)*. This guidance is available at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/child protection/Pages/main.aspx	• The use of the East Sussex LSCB guidance on record keeping - *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (2014)* – is strongly recommended. This guidance is available on Czone at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/child protection/Pages/main.aspx		
3.4	The educational establishment demonstrates its compliance and understanding under the Prevent duty	• Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.	• Part of your assessment of risk will include a summary of the local risk within East Sussex and this will be communicated to you on an annual basis by the Prevent Board. • This report (see below) will include national and local tensions and will include the types and number of young people referred across East Sussex. This will support you in identifying any emerging issues locally for you to include within your own risk assessment which should include the following: • Identify the threats in relation to the summary of local risk • Decide who might be harmed and how • Evaluate the risks and decide on precautions • Record your significant findings • A risk assessment template is attached at the rear of this guidance: • https://czone.eastsussex.gov.uk/supportingchildren/equality/Documents/Prevent%20School%20Toolkit%20%202015.pdf • Summary of local risk: Prevent Education Risk Assessment July •		
		• Schools will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.	• Ensure that hardware and software systems used in the school are accredited. These require providers to block illegal content and at least 90% of inappropriate content. The definition of illegal content includes racist and hate material, and material that promotes violence or attack on individuals or		

institutions on the basis of religious, racial or gender grounds
- Review the Acceptable Use Policy of the school for pupils and staff to ensure that use of material related to violent extremism is prohibited; and ensure pupils, staff and governors are clear on the policy, monitoring practices and the sanctions
- Ensure that staff, pupils and parents are aware of the issues regarding risk and responsible use and are discerning and discriminating consumers of on-line information
- Ensure internet filtering systems prevent or block users' access to unsuitable material. When the filtering system is turned on, users cannot open or link to sites that the filtering system recognises as unsuitable. Many filtering systems will also provide facilities to filter incoming and outgoing email.
- Report normal hacking to local police and CT related to local police and internet referral unit https://www.gov.uk/report-terrorism

Safeguarding standard	Evidence you may have	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
4) The educational establishment identifies concerns about possible abuse or about learners who may have gone missing and refers such concerns promptly to the relevant agencies.				
4.1 Staff members are clear about the circumstances in which concerns need to be passed on to the establishment's designated safeguarding lead.	• Evidence that the designated safeguarding lead understands the East Sussex Continuum of Need thresholds and knows the East Sussex LSCB interagency safeguarding procedures. The Pan *Sussex Child Protection and Safeguarding Procedures* can be found at http://pansussexscb.procedures online.com/index.htm • Training and guidance for staff covers how to recognise signs of abuse and when to pass on concerns to the safeguarding lead. • Evidence of quality assurance activities by the designated safeguarding lead to ensure staff members are clear about how to recognise risks and when to report them. • If the designated safeguarding lead is not the head teacher or principal, evidence of how they are informed regarding individual children and general safeguarding issues.	• Do all staff members explicitly understand their responsibilities in order to achieve positive outcomes, keep children safe and complement the support that other professionals may be providing? • Are staff members confident about how to recognise signs of abuse - signs of neglect, emotional abuse, physical abuse and sexual abuse, including child sexual exploitation? • The Pan *Sussex Child Protection and Safeguarding Procedures* provide detailed guidance on recognising abuse http://pansussexscb.procedures online.com/index.htm • The East Sussex LSCB website has specific guidance for professionals on different themes at http://www.eastsussexlscb.org.uk/professionals/		
4.2 Staff members are able to identify children who would benefit from earlier help or additional services to improve outcomes and to prevent them from needing social care intervention.	• Training and guidance for staff on the East Sussex Continuum of Need, when and how to complete a school based plan and when to	• For guidance on early help and tools, including the East Sussex Continuum of Need and Early Help Plans see the THRIVE pages on Czone at https://czone.eastsussex.gov.uk/ partnerships/thrive/Pages/ main.aspx • Schools can refer through		

		refer children to relevant agencies. • Evidence in children's safeguarding files of prompt referrals to external agencies. • Evidence of quality assurance activities by the designated safeguarding lead to ensure staff identify children needing additional support appropriately. • If the designated safeguarding lead is not the head teacher or principal, evidence of how they are informed regarding individual children and general safeguarding issues. • Referral to ISEND Services.	the ISEND Front Door for core support from ISEND Services ISEND frontdoor@eastsussex.gov.uk 01273 337660 Schools can also buy-in early intervention support directly from the Intervention and Support ISEND Services: Education Support, Behaviour and Attendance Service (ESBAS); Educational Psychology Service (EPS); Communication, Learning and Autism Support Service (CLASS); and Early Years Support (EYS).		
4.3	There are effective and prompt systems for referring safeguarding concerns about children to relevant agencies.	• Evidence in children's safeguarding files of prompt referrals being made using the East Sussex LSCB Statement of Referral (SOR); this information is accessible and outcomes and plans are clearly logged. For the East Sussex LSCB Statement of Referral and information on how to recognise risks see http://pansussexscb.proceduresonline.com/index.htm • The designated safeguarding lead attends training on specialist child protection issues. Training is available from East Sussex LSCB. Further information is available at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/training/Pages/main.aspx • Training or information is made available to all staff through the designated safeguarding lead. • Policies and procedures are accessible to all staff informing them of how to make a referral in the exceptional circumstances when the designated safeguarding lead is not	• In exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care. • Contact details for passing on child protection concerns or making a referral are available on Czone at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/Pages/contacts.aspx • Telephone referrals must be followed up in writing using the East Sussex LSCB SOR available at http://pansussexscb.proceduresonline.com/index.htm • Safeguarding leads should report any concerns via the normal safeguarding routes and to the Police Prevent Team prevent@sussex.pnn.police.uk In some cases (though a decreasing number) it will be clear that no action is needed and the person who is intending to travel has a legitimate reason to do so.		

		available. • To identify and, where appropriate, refer for support (through the 'Prevent' programme or other means) pupils accompanying family members who may be considering travel, have tried to travel to or who have returned from Syria/Iraq.			
4.4	The educational establishment records information relevant to safeguarding concerns clearly and accurately and shares it appropriately, both internally and with other agencies.	• All staff members, irrespective of their role in the educational establishment, use a centralised and standardised recording system to keep accurate and contemporaneous records of concerns. • The standardised record keeping system is in line with East Sussex LSCB guidance - *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (2014).* This guidance is available at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/child protection/Pages/main.aspx • The recording system is easily accessible to all staff and available in a range of places, eg in the staff room. • Child protection/welfare concerns files are kept securely and separate from all other records relating to the child. • Child protection/welfare concerns are shared securely with the designated safeguarding lead or appropriate people. • All staff members are given training, and refresher training, on how to record concerns using the standardised system. • When children transfer from the educational establishment to another, and records of child protection/welfare concerns exist, these are sent to the receiving establishment as soon as possible. These should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. • The designated safeguarding lead audits the establishment's children protection/welfare concerns files regularly to ensure that procedures are being followed and adequate records are being kept.	• The use of the East Sussex LSCB guidance on record keeping - *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (2014)* – is strongly recommended. This guidance is available on Czone at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/child protection/Pages/main.aspx • Access privileges to the separate child protection/welfare concerns file must be limited to only those with safeguarding responsibilities in the establishment. • Records of child protection/welfare concerns must be passed by the designated safeguarding lead directly to their counterpart or another authorised person in the receiving establishment under confidential cover. • Records for vulnerable children should be up to date and of a high quality. Designated safeguarding leads should audit the quality of records on a regular basis. This is a clear way of showing the relationship the school has with outside agencies and their ability to contribute to inter-agency working to safeguard children.		
4.5	The education establishment	• Evidence of guidance	• Clear records should be kept of all		

	supports multi-agency working to safeguard children by appropriate information sharing, regular attendance at child protection conferences and reviews, and by attending other professional meetings, where appropriate.	and training on information sharing to staff to ensure they understand the purpose of information sharing to safeguard children. • Evidence of the designated safeguarding lead or other staff members participating in multi-agency work, eg attending strategy discussion meetings, child protection conferences or core group meetings, participating in East Sussex LSCB audits and reviews of cases, etc. • Information is shared securely and with due regard to confidentiality.	instances of information sharing and participation in multi-agency work. • Staff members should understand issues about consent to share information and when information can be shared without consent from the child or their parent. See *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (2014)* for some guidance on this – available at https://czone.eastsussex. gov.uk/partnerships/trust/ workingtogether/child protection/Pages/main.aspx		
4.6	All staff members are aware of their duty to raise concerns, where they exist, about the management of child protection and safeguarding, which may include the attitude or actions of colleagues.	• Evidence that information has been provided to staff about whistle blowing. • Evidence that staff know they should speak with the head teacher/principal, the chair of governors or externally with the Local Authority Designated Officer (LADO).	• An up to date whistle-blowing policy or guidance is recommended. • The LADO's contact details are available on Czone at https://czone.eastsussex. gov.uk/partnerships/trust/ workingtogether/ childprotection/ Pages/contacts.aspx		
4.7	Relevant staff members are aware of children who are persistently absent or missing from education and they take appropriate action to respond to this, especially with regard to the most vulnerable children.	• Attendance policy regularly reviewed and updated. • Evidence that the establishment investigates any unexplained absences and informs the local authority appropriately. • Evidence that the establishment liaises with other agencies or specialists around the issue of absences. • The school notifies the local authority of any children who have been removed from the school's roll. • Evidence of strategies in place following exclusion (which may include referral to the Education Support, Behaviour and Attendance Service).	• For a model school attendance policy see Czone at https://czone.eastsussex. gov.uk/schoolmanagement/ administration/attendance behaviour/pupilattendance/ Pages/main.aspx • East Sussex Children Missing in Education Policy is available on Czone at https://czone.eastsussex. gov.uk/schoolmanagement/ administration/attendance behaviour/pupilattendance/ Pages/documents.aspx • Schools (including independent schools) should refer to *Children Missing Education: Statutory Guidance for Local Authorities*, 2015 found *here*		
		COLLEGES • In the case of compulsory-school-age students on placement, colleges have a system to report unauthorised absences or attendance concerns to schools where the students are on roll.			
4.8	**COLLEGES** The college has contact details for a parent, carer or person acting in loco parentis for learners aged up to 18 years (and up to 25 years for learners with disabilities)	• Evidence that contact details are collected and recorded systematically	• Ofsted inspectors will take this into account when evaluating the safeguarding arrangements in the college.		
4.9	Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur;	• Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear. • Whenever staff become aware of private fostering arrangements they should notify the Designated Safeguarding Lead (DSL) • DSL should notify Children's Services if they are in contact with a child or	(By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.)		

	young person who is being privately fostered and they have reason to believe CS have not been notified.			

	Safeguarding standard	Evidence you may have	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
5)	**Senior members of the educational establishment and all other staff members who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively.**				
5.1	An **induction process** is in place for all staff members who have contact with children.	• All new members of staff, including newly qualified teachers and teaching assistants, are given induction that includes: 1) Familiarisation with the child protection and safeguarding policy, code of conduct and other related policies and Keeping Children Safe Part One. 2) Basic child protection training that includes: - how to recognise signs of abuse - how to respond to any concerns - e-safety awareness • Accurate records of induction are kept.	• For information on child protection training available through East Sussex LSCB or the County Council, including an e-learning course, please see Czone https://czone.eastsussex. Gov.uk/partnerships/trust/ workingtogether/childprotection/ training/Pages/main.aspx • A model checklist for schools is available on Czone at: https://czone.eastsussex.gov. uk/schoolmanagement/health safety/main/Pages/i.aspx		
5.2	Senior members and all other staff members who work with children undertake appropriate basic child protection training that is kept up to date by refresher training every three years.	• Accurate attendance records are kept as evidence. • The designated safeguarding lead undertakes regular audits of training records to ensure all staff members have received safeguarding training (or induction in the case of new staff members).	• For information on child protection training available through East Sussex LSCB or the County Council, see Czone https://czone.eastsussex. gov.uk/partnerships/trust/ workingtogether/childprotection/ training/Pages/main.aspx • Schools are expected to arrange for their own whole-school training.		
5.3	In addition to basic child protection training, the designated safeguarding lead undertakes training in inter-agency working that is provided by, or to standards agreed by, the East Sussex LSCB, and refresher training every two years to keep their knowledge and skills up to date.	• The safeguarding lead attends training on specialist child protection issues. Training is available from East Sussex LSCB. Further information is available at https://czone.eastsussex. gov.uk/partnerships/trust/ workingtogether/child protection/training/Pages/ main.aspx • The training record of the designated safeguarding lead is up to date and accessible and includes their most recent training certificate.	• The educational establishment should ensure their designated safeguarding lead is aware of appropriate training and is given the time to attend.		
5.4	There are robust mechanisms in place to ensure that supply and contracted staff have received appropriate training in safeguarding and child protection.	• Written confirmation from external agencies that appropriate training has been provided, including refresher training. • Evidence of induction to new staff on the establishment's safeguarding procedures by the designated safeguarding lead; accurate records of induction are kept. • Evidence that contracted			

	Safeguarding standard	Evidence you may have	Notes	RAG rating	Action
		staff are given the opportunity to take part in training based at the educational establishment, eg in the three-yearly refresher training. • Evidence of audit by the designated safeguarding lead to ensure all staff have received training at appropriate intervals.			
5.5	Temporary staff and volunteers who work with children are made aware of the educational establishment's arrangements for child protection and their responsibilities.	• Evidence of induction, guidance and training provided to temporary staff and volunteers. • Evidence of audit by the designated safeguarding lead.			
5.6	The nominated governor or trustee for child protection and safeguarding issues undertakes appropriate basic child protection training and governor that is kept up to date by refresher training.	• Evidence of this training, eg certificate of attendance for Ofsted verification.	• As part of the training offer for governors, East Sussex County Council's Governor Services provide a course with the latest guidance on the governing body's roles and responsibilities for safeguarding children in schools. For further information see Czone at https://czone.eastsussex. gov.uk/schoolmanagement/ governors/support/Pages/ trainingcourses.aspx		
5.7	**SCHOOLS** All staff members who are responsible for planning and delivering the PSHEe/anti-bullying/health and wellbeing curriculum are confident and competent to deliver a high quality programme.	• All staff who deliver PSHEe have access to INSET. • Effective assessment and tracking of pupil progress is in place which supports quality assurance of the provision. • Effective monitoring and evaluation of provision, including lesson observation and pupil work sampling.			

	Safeguarding standard	Evidence you may have	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
6) The educational establishment operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.					
6.1	The educational establishment has a written recruitment and selection policy that complies with national and local guidance.	• The policy statement is linked to the child protection and safeguarding policy. • It incorporates an explicit statement about the establishment's commitment to safeguarding and promoting the welfare of children. • The statement is included in publicity material, advertisements, candidate information packs, job descriptions, etc.	• See Keeping children safe in education: for schools and colleges which can be found on the Department for Education website at Put in linkhttps://www.gov.uk/government/publications/keeping-children-safe-in-education--2 • The East Sussex County Council's recruitment and retention policy will cover all maintained schools that have adopted it. This is available at https://czone.eastsussex. gov.uk/schoolpersonnel/ recruitment/process/ before/Pages/main.aspx (Only schools with a subscription to this service can view the contents of this page.)		
6.2	The governing body must ensure that any person who interviews a candidate for a post (or in the	• The requirement for safer recruitment	• It is recommended that a minimum of two interviewers, and in some cases a larger panel		

	case where a selection panel is appointed for that purpose, at least one panel member) has completed safer recruitment training.	training is incorporated into the recruitment policy/procedures, and signed off by governors. • Evidence that safer recruitment training is undertaken. • Records of recruitment panels are maintained, including which member on the panel has completed safer recruitment training. • Audits of recruitment panels to evaluate compliance.	for senior or specialist posts, conduct interviews. • See Keeping children safe in education: for schools and colleges which can be found on the Department for Education website at https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 • Information on the range of training providers can be found in VSB circular: 065/2015 https://czone.eastsussex.gov.uk/virtualschoolbag/pages/articleview.aspx?article=4935&bag=0&sch=0		
6.3	**SINGLE CENTRAL RECORD**				
6.3.1	Is there **one** Single Central Record (SCR) of **all** staff in place?	The following are included in the SCR: All staff who are employed to work at the school or sixth form college, and thos	• There is key information about the SCR in *Keeping children safe in education: for schools and colleges which can be found on the Department for Education website at* *https://www.gov.uk/government/publications/keeping-children-safe-in-education--2* The educational establishment's SCR should not include peripatetic staff supplied by the local authority who are entered as recommended in the local authority's SCR. DBS checks of volunteers are required only for those who have regular and unsupervised access to children and young people. For all visitors not included on the SCR, schools and colleges should	•	

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require them to sign in.

Where unsupervised access to children is likely, eg by visiting local authority staff – schools and colleges should check their proof of identity.

in further education colleges providing education.

All staff who are employed as supply staff to the sc

- The Ofsted website has detailed guidance on who should be included on the SCR and DBS checks at https://www.gov.uk/government/publications/inspecting-safeguarding-in-maintained-schools-and-academies-briefing-for-section-5-inspections

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hoolorsixthformcollegeorassupplystaffprovidingeducationtothefurthereducationcollege,whetheremp

loyed directly by the school, college or local authority or through an agency.

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Any volunteers that the school o

r college has recruited to work regularly with children and for whom Disclosure and Barring Service (DBS) check

https://czone.eastsussex.gov.uk/partnerships/trust/workingto…toolkit%202015-16%20FINAL%20%20September%202015.doc   12/05/2016, 20:16
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s have been requested because they are working unsupervised.

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People brought into the school or college to prov

ider egular additional teaching or instruction for pupils but who are not staff members, eg a specialist sports

			c o a c h o r a r t i s t .		
6.3.2	Does the SCR record the names, addresses and dates of birth of all members of staff (as in 6.2.1 above)?		• Although good practice, it is not required to show addresses on the SCR. • The East Sussex LSCB has produced a template SCR which is available on Czone at https://czone.eastsussex. gov.uk/partnerships/trust/ workingtogether/child protection/Pages/main.aspx		
6.3.3	Does the SCR show the identity checks made, the date of the check and who carried it out?		Informati on can be entered by whoever the school or college identifies as responsi ble for doing so. In order to verify that they have checked the employe e's or volunteer 's details, each entry must show the name of the person making the check, the position held and the date when the check was complete d.	•	
6.3.4	Does the SCR provide evidence that all staff members have had appropriate disclosure checks, ie an enhanced DBS check, enhanced CRB check or List 99 or the Children's Barred List check, as appropriate?	• Do all staff members appointed since September 2012 who undertake regulated activity have an enhanced DBS disclosure for regulated activity? • Do all staff appointed since May 2006, whether or not they have regular contact with children, have an enhanced CRB disclosure? • Do all staff employed since March 2002 who have regular contact with children have an enhanced CRB	• Staff recruited before March 2002 and who have continuity of service – that is, no break longer than three months – are not required to have been subject to CRB/DBS checks. However, there is a requirement for all these longer-serving staff who work with children and young people to have been checked against List 99. In general, schools and colleges are required to carry out the checks that were relevant at the time the appointment was made. • If a member of staff has an enhanced CRB check in place, they have been List 99 and/or Children's Barred List checked, depending on the date that the disclosure was issued. Guidance on DBS checks is available on Czone.		

		disclosure? • Do all staff employed before March 2002 have been checked against List 99? • Does the SCR show the disclosure number, date of the checks and who carried it out?			
6.3.5	Does the school renew DBS checks when there has been a break in service of three months or longer, or when there are concerns about an individual?	• Does the SCR show the disclosure number, date of the checks were renewed and who carried it out?	• There is no requirement for a rolling programme of three-yearly checks for staff who have unbroken service (that is, no break of three months or more). • Ofsted will consider such routine re-checks of staff directly employed by a school or college to be excessive, as they go beyond what the law requires or the Government recommends. They will not be considered evidence of good practice, and may be considered to represent a poor use of resources.		
6.3.6	Where there is a disclosure on a DBS/CRB check, where does the school/setting keep a copy of the formal written risk assessment?	• Is the SCR, disclosure information, risk assessment, personal information, etc kept securely (encrypted or hard copies in a locked cabinet with restricted access)?	https://www.gov.uk/government/publications/dbs-code-of-practice	See the DBS Code of Practice for retention of records.	•
6.3.7	Is the SCR regularly monitored to ensure that any outstanding checks are completed promptly?		• Evidence of regular monitoring of the SCR by the nomina		

			ted child protection governor and the safeguarding lead.		
6.3.8	Has the school received written confirmation from supply agencies, or other external agencies, that the appropriate checks have been carried out and are satisfactory?		• Supply staff from an agency on the ESCC preferred Sup	It is sufficient, for schools and colleges to seek written confirmation that appropriate checks, including DBS checks have been carried out and by whom – most commonly the relevant human resources department (it is not necessary to specify a named individual) – and to confirm the identity of these visitors. Safer	• •

			plier List must have an enhanced DBS dated within the last year. Schools and colleges contracting directly wit	•	recruitment procedures must also be applied to external agencies working in the school or college. Other workers, for example contractors, may also require checks. Organisations contracting with East Sussex County Council are required to undertake enhanced DBS checks on their staff where they are undertaking regulated activity. Contractors are required to renew their DBS checks every three years.

h external organisations should ensure that contracts specify DBS requirements where appropriate. Where con

tracted staff are in the premises on a regular basis, eg catering staff, details of their safeguarding checks sh

			ould be recorded on the SCR. Please refer to Czone for details		
		https://czone.eastsussex.gov.uk/schoolpersonnel/recruitment/process/checks/Pages/crb.aspx			
6.3.9	Does the SCR record evidence of eligibility to work in the UK for all staff who started after 27 January 1997?	• Does the SCR record the evidence seen, the date of the check and the name of the person who made the check?	• Employers need to ensure that nationals from countries outside the European Economic Area have appropriate permission to work in the UK.		
6.3.10	Are further overseas criminal records checks made, where appropriate?	• Does the SCR record the checks, the date and who carried these out?	• See paragraphs 75-76 of Keeping children safe in education July 2015. This document is available for download at: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	•	
6.3.11	Does the SCR identify whether qualifications are legally required for the post?		• The SCR n	Qualification checks need to be carried out for	•

			...ed to record the checks made of qualifications, the date and who carried out the check.	those jobs that legally require qualifications, eg QTS, PGCE, etc for maintained schools and requirements for other types of educational establishment.	
6.3.12	Does the SCR record that two written references were seen and the date that they were seen?			See guidance on references available on czone: https://czone.eastsussex.gov.uk/schoolpersonnel/recruitment/toolkit/Pages/Stage7.aspx	•
6.3.13	Does the SCR record the Childcare Disqualification checks?	The SCR needs to record who saw the check and the date it was seen.	The Childcare (Disqualification) Regulations 2009 apply to: • Staff who work in early years provision (including teachers and support staff working in school nursery and reception classes) • Staff who work in later years provision for children who have not attained the age of eight		

| | | including before-school settings, such as breakfast clubs and after-school provision
   • Staff directly concerned in the management of such early or later years provision
     • Volunteers and casual workers who are directly concerned with the management of childcare provision, or who work/volunteer on a regular basis, whether supervised or not, in relevant childcare, are within the scope of the legislation.

Further information on the Regulations is available in VSB Circular:094/2015

https://czone.eastsussex.gov.uk/virtualschoolbag/pages/articleview.aspx?article=4965&bag=0&sch=0 | | |

	Safeguarding standard	Evidence you may have	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
	7) The educational establishment has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures.				
7.1	The educational establishment has procedures for dealing with allegations against staff which are in accordance with locally agreed East Sussex LSCB procedures and the Department for Education guidance.	• East Sussex LSCB polices and procedures are signed up to by the governing body. • The safeguarding lead has attended training on managing allegations against staff. • The Local Authority Designated Officer's (LADO's) details are accessible to the designated safeguarding lead and all staff members. • A clear reporting system is available for children, parents, staff members or other persons who have concerns about the safety of children.	• *Pan Sussex Child Protection and Safeguarding Procedures* need to be followed when dealing with allegations against staff. See chapter 8.2 http://pansussexscb.proceduresonline.com/chapters/p_alleg_ppl_wk_ch.html • Statutory guidance from the Department for Education, Keeping children safe in education: for schools and colleges which can be found on the Department for Education website at https://www.gov.uk/government/publications/keeping-children-safe-in-education--2		
7.2	All allegations are reported and responded to immediately.	• Evidence that children and young people are listened to and their concerns are taken seriously; children and young people need to be seen alone (evidenced in records). • Evidence that Children's Social Care and the Police are informed of serious allegations that require immediate intervention by these agencies. • Evidence that the LADO is	• Schools and colleges should make every effort to maintain confidentiality and guard against unwanted publicity when an allegation is being investigated. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of the teacher or staff member concerned. • Contact details for passing on child protection concerns or making a referral, including the LADO's contact details, are available on Czone at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/Pages/contacts.aspx In the event of the allegation being substantiated and the staff member is dismissed (or the person resigns), the LADO will discuss with	•	

informed immediately of all allegations. • Notes of referrals and discussion with LADO and other agencies. • Evidence of participation of the designated safeguarding lead or other senior members of the establishment in strategy discussions or other multi-agency meetings. • Evidence of appropriate record keeping in line with East Sussex LSCB guidance – *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (2014).* This guidance is available at https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/child protection/Pages/main.aspx		the case manager and other relevant managers whether the case should be referred to DBS for consideration of inclusion on the barred lists or to the relevant regulatory body.

Safeguarding Children in Education:
Safeguarding Audit Toolkit for Schools and Colleges in East Sussex, 2015-2016
Part 3: Action Plan

Name of the school/college			Date of audit	
Standard		**RAG rating**	**Action needed**	**Timescale**	**Name and position of person responsible**

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