**Isle of Wight Safeguarding Children Partnership (IOWSCP)**

**Safeguarding in Education Self-Assessment Audit Tool 2025**

*"Safeguarding and Promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play... School and College staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children’s welfare and prevent concerns from escalating."*

**Keeping Children Safe in Education (part 1)**

Section 175 of the Education Act 2002 and the Education (Independent Schools Standards - England) Regulations 2010, made under Section 157 of the Education Act 2002, require governing bodies to carry out an annual review of their safeguarding practice and to provide information to the Local Authority and Local Safeguarding Children Partnership about how the duties set out in the guidance have been discharged.

DfE guidance ‘’Keeping Children Safe in Education”, requires governing bodies of schools and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of pupil referral units, further education colleges and sixth form colleges to have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times in keeping children safe.

This self-assessment audit tool provides the basis for answers to the annual audit return form. It further provides a focus on relevant safeguarding priorities; whilst also maintaining a clear audit trail of scrutiny and activity for Governing Bodies and Ofsted.

Under section 14B of the Children Act 2004, the local safeguarding children partnership (LSCP) can require a school or college to supply information and documentary evidence so that the LSCP can perform its quality assurance function.

The tool can be completed by the designated safeguarding lead (DSL) by themselves or with the governor, management committee member or proprietor with a safeguarding lead.

**This self-assessment audit tool is intended for internal use only and should not be submitted as part of the audit return.** **All returns should be submitted electronically on the audit return form which can be accessed either via** [**https://forms.office.com/e/DxzhJyuqnc**](https://forms.office.com/e/DxzhJyuqnc)

**or the** [**IOWSCP website**](https://www.iowscp.org.uk/SafeguardingAudits)**.**

**The deadline for the audit return form to be submitted is Wednesday, 8th October 2025.**

The additional “Audit guidance” document which is accessible from the [Safeguarding in Education](https://www.iowscp.org.uk/safeguarding-in-education) page on the IOWSCP website, highlights the relevant government guidance each question is based on, along with some suggested questions that can be used to evidence the requirement.

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The audit will enable you to:

* Assess your safeguarding practice and identify any gaps and development areas.
* Develop an action plan to address these (including timescales and progress reports).
* Ensure that key people in your education setting (including those responsible for governance) know at your safeguarding priorities are.
* Report to the Local Authority and Local Safeguarding Children Partnership.
* Ensure your SEF accurately reflects safeguarding practice in place.
* Assemble your evidence of impact of practice in preparation for any Ofsted inspection.

Please remember that the following questions refer to on-line as well as face-to-face activity.

**This self-assessment audit is a reflection on the 2024-245 academic year.**

|  | Yes | No | In Part | Evidence | Impact | Action Points |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Culture**
 |  |  |  |  |  |  |
| 1. *Can the setting demonstrate:*
 |  |  |  |  |  |  |
| 1. *an open culture and ethos where safeguarding is an important part of everyday life?*
 |  |  |  |  |  |  |
| 1. *that learning from safeguarding training is embedded across the activities of the school?*
 |  |  |  |  |  |  |
| 1. *there is an actively promoted open culture where all individuals feel able to talk freely about their concerns, believing that they will be listened to and valued?*
 |  |  |  |  |  |  |
| 1. *Children are able to talk freely about any concerns they have about staying safe.*
 |  |  |  |  |  |  |
| 1. *a culture of “it could happen here”?*
 |  |  |  |  |  |  |
| 1. *Staff can demonstrate appropriate levels of professional curiosity*
 |  |  |  |  |  |  |
| 1. *Settings have identified and addressed any barriers to making disclosures and everyone feels they can talk freely about their concerns*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Policies and Wider Safeguarding**
 |  |  |  |  |  |  |
| 1. *Does the setting have the following policies and have they been reviewed and updated:*
 |  |  |  |  |  |  |
| 1. *A child protection policy and procedure in place that is reviewed at least annually and available publicly?*
 |  |  |  |  |  |  |
| 1. *Appropriate safeguarding responses to the key safeguarding themes (Annex B of KCSiE – Keeping Children Safe in Education) established in the policy?*
 |  |  |  |  |  |  |
| 1. *A staff behaviour policy (code of conduct)?*
 |  |  |  |  |  |  |
| 1. *A low-level-concern process*
 |  |  |  |  |  |  |
| 1. *A behaviour policy for pupils that is published on your website?*
 |  |  |  |  |  |  |
| 1. *A safeguarding response to pupils who go missing from education? An understanding of the difference between children missing and children absent from education.*
 |  |  |  |  |  |  |
| 1. *A whistleblowing policy which includes reference to the LADO*
 |  |  |  |  |  |  |
| 1. *Are staff aware of how to access local safeguarding policies and procedures through* [*IOWSCP*](https://www.iowscp.org.uk/)*?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *the governors and/or proprietors have read, followed and acknowledged requirements of KCSiE?*
 |  |  |  |  |  |  |
| 1. *the policies, procedures and training are effective and comply with the law at all times?*
 |  |  |  |  |  |  |
| 1. *all staff have read at least part 1 and, staff who work with children, Annex A of KCSiE?*
 |  |  |  |  |  |  |
| 1. *safeguarding related policies and procedures adopted by the governing body are reviewed at least annually?*
 |  |  |  |  |  |  |
| 1. *safeguarding related policies and procedures are understood by staff and implemented appropriately?*
 |  |  |  |  |  |  |
| 1. *the headteacher or the designated safeguarding lead (DSL) reports annually to the governing body on the effectiveness of safeguarding procedures?*
 |  |  |  |  |  |  |
| 1. *there is an on-going action plan for safeguarding improvement?*
 |  |  |  |  |  |  |
| 1. *the DSL or the DDSL(s) is always available to discuss safeguarding concerns (*[*KCSiE 2024 para 53*](https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf)*)*
 |  |  |  |  |  |  |
| 1. *the DSL is aware of national safeguarding updates, policies are updated accordingly, and staff understanding is checked?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Leadership and Management**
 |  |  |  |  |  |  |
| 1. **Designated Safeguarding Lead (DSL)**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *there is a senior member of the leadership team who has the role of DSL explicitly in their job description and has received appropriate (up-dated) training?*
 |  |  |  |  |  |  |
| 1. *the named deputy (or deputies), trained to the same standard, to cover the DSL in their absence?*
 |  |  |  |  |  |  |
| 1. *For all children who are on a school roll but not in school for more than 10 days, do you notify the Local Authority? (Best practice local guidelines)*
 |  |  |  |  |  |  |
| 1. *Does the DSL routinely analyse and reflect on attendance patterns and trends, particularly for vulnerable children?*
 |  |  |  |  |  |  |
| 1. *Are you aware of the expectations placed on schools/academy trust boards/governing bodies of maintained schools as outlined in Working Together to Improve School Attendance?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Governance**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *there is a designated safeguarding governor who has the strategic lead for safeguarding?*
 |  |  |  |  |  |  |
| 1. *the development points from last year’s audit have been monitored by the governing body?*
 |  |  |  |  |  |  |
| 1. *the governing body actively evaluates the effectiveness of the school’s safeguarding framework, including evaluating the effectiveness of the school’s training provision?*
 |  |  |  |  |  |  |
| 1. *Are Governing Bodies and proprietors aware of their obligations around the Data Protection act and the UK Data Protection Regulation?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Designated Teacher (DT)**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *there is a designated teacher (DT) to promote and support the educational achievement of children and young people (CYP) who are in local authority care or have previously been looked after?*
 |  |  |  |  |  |  |
| 1. *the DT has had the appropriate training?*
 |  |  |  |  |  |  |
| 1. *the DT has provided the DSL with details of the named social worker and virtual headteacher for CYP in LA care?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Allegations against staff**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *There are procedures in place for dealing with allegations against staff and they are in accordance with both IOWSCP procedures and DfE guidance?*
 |  |  |  |  |  |  |
| 1. *There is a process for reviewing low-level-concerns*
 |  |  |  |  |  |  |
| 1. *the procedure clearly defines the difference between ‘concerns, complaints and allegations’?*
 |  |  |  |  |  |  |
| 1. *There is a process for investigating a member of staff who is ‘harming or posing a risk of harm to children’.*
 |  |  |  |  |  |  |
| 1. *(Where relevant) there are adequate records of action taken in respect of low-level-concerns, complaints or allegations about an individual member of staff which is then stored in their confidential personnel file?*
 |  |  |  |  |  |  |
| 1. *The Chair of Governors has the skills required to manage investigations into allegations against the Head Teacher and the governing body (or equivalent) have a procedure to handle allegations against the Head Teacher?*
 |  |  |  |  |  |  |
| 1. *Where a member of staff has been dismissed following an allegation, consideration is given to a referral being made to the Teaching Regulation Agency and Disclosure and Barring Service*
 |  |  |  |  |  |  |
| 1. *Staff should have a working understanding of an allegation, what is a low-level-concern and the role of the LADO*
 |  |  |  |  |  |  |
| 1. *If schools receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for activities relating to children that the organisation understand the school’s safeguarding processes and the schools, follow these in relation to informing the LADO.*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Child on Child Abuse**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *there is a protocol/procedure for dealing with allegations against children within the Child Protection policy?*
 |  |  |  |  |  |  |
| 1. *there is a protocol/procedure for responding to sexual violence and sexual harassment between pupils?*
 |  |  |  |  |  |  |
| 1. *there is an agreed ‘risk and needs assessment tool’ in place to respond to reports of sexual violence and sexual harassment between pupils?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Curriculum**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *education regarding safeguarding issues is appropriately incorporated within the curriculum?*
 |  |  |  |  |  |  |
| 1. *pupils are encouraged to adopt safe and responsible practices and deal sensibly with risk?*
 |  |  |  |  |  |  |
| 1. *awareness is raised among pupils to recognise when they are at risk and how and where to get help and support if they need it?*
 |  |  |  |  |  |  |
| 1. *pupils are educated on keeping themselves safe online?*
 |  |  |  |  |  |  |
| 1. *appropriate online filters and monitoring systems are in place?*
 |  |  |  |  |  |  |
| 1. *pupils are supported to understand what constitutes a healthy relationship both on-line and off-line?*
 |  |  |  |  |  |  |
| 1. *awareness around grooming, radicalisation and extremism is provided for pupils (as appropriate)?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Training**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *the DSL and deputy DSLs have undertaken the required two-yearly training with annual updates?*
 |  |  |  |  |  |  |
| 1. *the DSL and DDSL(s) are satisfied that they have the skills and knowledge required to carry out the role?*
 |  |  |  |  |  |  |
| 1. *all staff and other adults who work within the setting have received the appropriate training?*
 |  |  |  |  |  |  |
| 1. *all staff have had the required ‘Prevent’ training?*
 |  |  |  |  |  |  |
| 1. *regular (at least annual) child protection updates have been provided to all staff?*
 |  |  |  |  |  |  |
| 1. *all new staff, temporary staff and volunteers have been given induction which includes information on safeguarding procedures and their responsibilities?*
 |  |  |  |  |  |  |
| 1. *Is there training for supporting children with mental health needs?*
 |  |  |  |  |  |  |
| 1. *the governor with leadership for safeguarding is familiar with relevant IOWSCP and national guidance?*
 |  |  |  |  |  |  |
| 1. *governing bodies are aware of their roles and responsibilities with respect to safeguarding?*
 |  |  |  |  |  |  |
| 1. *Safeguarding is included as part of any Governor Induction Training.*
 |  |  |  |  |  |  |
| 1. *all safeguarding training for staff /volunteers is recorded? That training reflects the current safeguarding trends and risks as set out by the government in national guidance?*
 |  |  |  |  |  |  |
| 1. *all staff are aware of the Early Help process and understand their role in it? They are aware of the cohorts of children who may benefit from early help and support?*
 |  |  |  |  |  |  |
| 1. *Is Early Help actively promoted for relevant pupils within your school by your DSL, school staff and Governors? Is Early Help and the IWC Family Information Hub referenced in policies?*
 |  |  |  |  |  |  |
| 1. *Does your setting help to coordinate an offer of early help when additional needs of children are identified, and do they contribute to inter-agency plans to provide additional support to children?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Safer Recruitment**
 |  |  |  |  |  |  |
| *a. Are there procedures for safer recruitment and vetting in place and do they have regard to KCSiE?* |  |  |  |  |  |  |
| b. [maintained schools only] *Has at least one member of any appointment panel undertaken safer recruitment training?* |  |  |  |  |  |  |
| *c. Are you compliant with the “Disqualification under the Childcare Act 2006” guidance (DfE 2018)?* |  |  |  |  |  |  |
| *d. As part of the shortlisting process are online searches take place on shortlisted candidates to identify any incidents or issues that have happened?* |  |  |  |  |  |  |
| *e. Do schools and colleges obtain written notification from any agency* |  |  |  |  |  |  |
| *f. Is there a Single Central Record in place? Does it include:*  |  |  |  |  |  |  |
| * *Identity checks carried out, when and by whom?*
 |  |  |  |  |  |  |
| * *All staff and volunteers working in regulated activity have a DBS check and have been checked against the Children’s Barred List*
 |  |  |  |  |  |  |
| * *A DBS check for all staff appointed on or after 12/05/2006, who come into regular contact with or have unsupervised access to children, and who have had a break in continuous service of more than 3 months immediately prior to appointment?*
 |  |  |  |  |  |  |
| * *A Teaching Prohibition Check undertaken for all teaching staff?*
 |  |  |  |  |  |  |
| * *Written confirmation from a supply agency, where relevant, that all the appropriate checks that the school would otherwise perform have been carried out and are satisfactory?*
 |  |  |  |  |  |  |
| * *A record of all dates for completed checks?*
 |  |  |  |  |  |  |
| * *A record of qualifications where this is a requirement of the job e.g. QTS?*
 |  |  |  |  |  |  |
| * *Evidence of the Right to Work in the UK?*
 |  |  |  |  |  |  |
| * *Evidence of lived abroad / overseas Police check and EEA teacher sanctions and restrictions where applicable?*
 |  |  |  |  |  |  |
| * *A Section 128 check for management positions [in non-maintained schools only]?*
 |  |  |  |  |  |  |
| * *A Section 128 check carried out for all governors or equivalents?*
 |  |  |  |  |  |  |
| *h. where a member of staff has been dismissed for misconduct, considerations is given to a referral being made to the Teaching Regulation Agency and Disclosure and Barring Service* |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Behaviour and Safety**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *all staff and volunteers know how to raise concerns about unsafe or poor safeguarding practice or potential failures?*
 |  |  |  |  |  |  |
| 1. *any concerns have been acted on and appropriate measures put in place?*
 |  |  |  |  |  |  |
| 1. *the DSL is aware of high risk and emerging safeguarding issues highlighted by KCSiE, Ofsted and the IOWSCP priorities?*
 |  |  |  |  |  |  |
| 1. *the Local Authority (LA) has been notified of Children / Young People removed from roll where confirmation has not been received that they have transferred into another setting?*

*And the LA has been notified of Children / Young People who become home educated?* |  |  |  |  |  |  |
| 1. *Is there an assurance process in place around completion of Elective Home Education (EHE) Exit Forms to ensure any safeguarding and welfare concerns are shared? (including non-recent concerns)*
 |  |  |  |  |  |  |
| 1. *the application of the procedures and/or policies relating to physical intervention consistent with DfE guidance ‘Use of Reasonable Force in Schools’ (July 2013)? (consultation document under review)*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Are Pupils Safe on Site?**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *there are adequate security arrangements for the grounds and buildings?*
 |  |  |  |  |  |  |
| 1. *visitors or volunteers or those using premises are monitored during the ‘school day’?*
 |  |  |  |  |  |  |
| 1. *assurance in writing is sought from users of the premises confirming that they have appropriate policies (Child protection, vetting, health and safety, insurance) in place to safeguard CYP?*
 |  |  |  |  |  |  |
| 1. *there is a policy or procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies?*
 |  |  |  |  |  |  |
| 1. *There is effective filtering and monitoring in place with all staff being aware of these arrangements.*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Effective Safeguarding Arrangements**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *there are arrangements to identify children who may need early help or at risk of neglect, abuse, grooming or exploitation, including witnessing these risks?*
 |  |  |  |  |  |  |
| 1. *staff are aware of the signs that children may be at risk of harm within the setting, or in the family, or in the wider community?*
 |  |  |  |  |  |  |
| 1. *the setting is working with the Early Help Team and/or Family Hub to provide timely intervention?*
 |  |  |  |  |  |  |
| 1. *there are effective systems in place for referring safeguarding concerns to relevant agencies in a timely manner?*
 |  |  |  |  |  |  |
| 1. *the DSL is allocated sufficient time and resource to discharge their responsibilities, including taking part in inter-agency assessments and meetings?*
 |  |  |  |  |  |  |
| 1. *the DSL is aware of CYPs in the setting who are, or may be, living in a* [*private fostering*](https://www.iow.gov.uk/private-fostering/) *arrangement and understand their role in notifying the local authority?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Reporting and Recording**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *the child protection (CP) records are stored securely and separately from pupil records?*
 |  |  |  |  |  |  |
| 1. *the records are of good quality and up to date; and they indicate what action that has been taken?*
 |  |  |  |  |  |  |
| 1. *where pupils have left, the CP record has been transferred separately from the main pupil file and in a timely manner? That a receipt of transfer has been received and retained?*
 |  |  |  |  |  |  |
| 1. *staff are confident about reporting CP concerns and know what action to take if their concerns are not acted on appropriately or in a timely manner?*
 |  |  |  |  |  |  |
| 1. *all staff are aware of the process for making referrals to children’s social care and/or the police according to the IOWSCP threshold document?*
 |  |  |  |  |  |  |
| 1. *the setting encourages a clear culture of open communication between pupils, staff, parents and other adults working with Children / Young People?*
 |  |  |  |  |  |  |
| 1. *the principles from “Information sharing: advice for practitioners providing safeguarding services” are being followed?*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. **Keeping Pupils Safe Outside Normal Provision**
 |  |  |  |  |  |  |
| *Can the setting demonstrate that:* |  |  |  |  |  |  |
| 1. *When using alternative provision, all necessary safeguarding checks are carried out and pupils are regularly monitored?*
 |  |  |  |  |  |  |
| 1. *appropriate arrangements are in place to safeguard CYP who take part in, or are affected by, extended services and other activities outside normal ‘school’ hours?*
 |  |  |  |  |  |  |
| 1. *safeguarding arrangements are in place for those on work-based learning, work experience and educational visits?*
 |  |  |  |  |  |  |
| 1. *safeguarding arrangements are in place for those children who stay with host families / other settings? i.e. as part of exchange visits or sports tours?*
 |  |  |  |  |  |  |

**>> See the Safeguarding Improvement Plan on the following page.**

**Safeguarding Improvement Plan**

|  |  |  |
| --- | --- | --- |
| **Development Area** | **Action Required (please also indicate timescale)**  | **How will you evidence the impact?**  |
|  |  |  |

This audit tool is intended for internal use only and should not be submitted as part of the audit return.

**All returns should be submitted electronically on the** [**audit return form**](https://forms.office.com/e/DxzhJyuqnc)**. It is imperative all returns are received by the stated deadline of** **Wednesday, 8th October 2025.**