

Audit checklist Safeguarding policy SAFEGUARDING STAFF TRAINING conversations

Requirement	Evidence	Check and actions
Policy updated annually and takes account of legislation updates.		
Policy available on your website (paper/pdf available on request).		
Governors have active involvement in development of policy.		
CONTENT		
Procedures are in accordance with government guidance.		
Specific to the school (features relevant information unique to our school's context).		
Contains references to locally agreed multi-agency arrangements put in place by the Local Safeguarding Partners.		
Includes a statement outlining a zero-tolerance approach to abuse. Ensures staff are clear about the important role they play in preventing abuse.		
Reflects the fact that additional barriers can exist when recognising abuse and neglect among children with special educational needs and/or disabilities (SEND).		
For those with Early Years Foundation Stage (EYFS) phase: policy features guidelines specific to the EYFS and		

reflects the requirements of the EYFS statutory framework, including covering the use of mobile phones and cameras.		
If appropriate: policy reflects the response to serious violence (for further guidance see: https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence and https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)		
Details the whole-school approach to child-on-child abuse, including:		
Procedures to minimise the risk of child-on-child abuse.		
Reporting systems in place, which are well promoted, easily understood and easily accessible.		
Recognition that child-on-child abuse may be taking place even if it's not being reported.		
How allegations of child-on-child abuse will be recorded, investigated and dealt with.		
Clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported.		
A clear statement that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.		
Recognition of the gendered nature of child-on-child abuse (Current guidance from the DfE identifies that it's		

more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.		
The different forms child-on-child abuse can take, such as:		
Sexual violence and sexual harassment (including upskirting).		
Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.		
Abuse in intimate personal relationships between peers (sometimes known as ‘teenage relationship abuse’).		
Sexting (also known as youth produced sexual imagery).		
Causing someone to engage in sexual activity without consent.		
Initiation/hazing type violence and rituals		
Online abuse such as abusive, harassing and misogynistic messages, non-consensual sharing of indecent images and videos, and sharing of abusive or pornographic content to those who don’t want to receive such content.		
School approach to online safety, including the use of the internet on mobile phones, including:		
A risk assessment that considers and reflects the risks our		

pupils face.		
How the school approaches filtering and monitoring on school devices and school networks.		
An annual review of the approach to online safety.		
Additional Content Arrangements for the safeguarding of children who cannot attend in person (e.g. due to illness, attending AP) including how the school would act on concerns if raised.		