

Brent School Safeguarding Audit Form



local safeguarding children board

Keeping children safe is everyone's responsibility

School governing bodies are required to carry out an annual review of their school's safeguarding practice and to provide information to the LA about how the duties set out in the DfE guidance '[Keeping Children Safe in Education 2014](#)' have been discharged. This audit form enables schools to undertake a thorough review of safeguarding procedures and replaces the annual safeguarding report to Governors.

The Head Teacher, Designated Safeguarding Lead and Nominated Safeguarding Governor should work on this audit together. Designated Leads will be given the opportunity to discuss the audit and commence the process *at the Designated CP Leads Forum on Wednesday 24th September 2014*.

The audit must be signed by both Head Teacher and Nominated Safeguarding Governor to confirm that they agree the contents. It also should be formally recorded within school management and governing body meetings.

The audit enables you to:

- Assess your school's safeguarding practice and discuss any obvious issues arising from this audit in terms of patterns of strength and areas for development in a whole-school context.
- Develop an action plan to address any weaknesses or areas for development which have been identified
- Ensure that key people (including the governing body) have access to sufficient information to enable them to make a judgment about the quality of safeguarding within the school
- Report to the Local Authority/Local Safeguarding Board as required
- Ensure your self-evaluation accurately reflects the school's safeguarding practice
- Assemble your evidence of impact of practice for any Ofsted inspection

How to complete the audit

Each column represents a continuum of development and effectiveness. By highlighting the relevant prompts (or parts of the prompts) across the grid, schools can identify their current strengths and areas for development. You may wish to add/attach additional comments/evidence to support your judgements.

Focusing	Developing	Embedding	Enhancing
The school recognises it is at the beginning of a process. What is happening already is identified but there is much more to be done	The school has started to address some aspects but further development is needed to secure and consolidate good practice.	Many aspects are now in place and are beginning to become embedded across the school.	Aspects are embedded fully in whole-school approach and practice. There is whole-school consistency and cohesive practice.

Schools will be required to complete the audit during the Autumn Term (between October and November), sending a copy to the Local Safeguarding Children Board by Monday 12th December 2014

Please send to
Wendy Proctor
Brent Local Safeguarding Children Board Business Support Officer
Brent Civic Centre
Engineers Way
Wembley
HA9 0FJ
Tel 020 8937 4237
Email Wendy.proctor@brent.gov.uk

Name of School: North West London Jewish Day School

	Name	Role within the Senior Leadership Team	Date last attended Specialist safeguarding or Refresher training	Date when renewal of training is required
Designated Safeguarding Lead (DSL)	Madeleine Bendell	Every Child Matters Co-ordinator Child Protection Designated Lead Teacher	18 th September 2014	Due by September 2016
Deputy Designated Safeguarding Lead DSL	Amanda Shoota	Key Stage 1 Leader Child Protection Deputy Designated Teacher	18 th September 2014	Due by September 2016
Designated Safeguarding Governor	Sheila Taylor	N/A	Date last attended Safeguarding training:- 18 th September 2014	Due by September 2016

	Date	Delivered by	Name	Date when renewal of training is required
Whole school generalist training	8 th January 2013 – Formal Training (refreshers at start of new academic year i.e. on 2 nd September 2014 and for all new staff during inductions)	Brent Child Protection Lead	Anjali Raja	By January 2016

Child protection policy and procedures

	Focusing	Developing	Embedding	Enhancing	Actions/by whom
1	The school has no Child Protection / Safeguarding policy currently in place	The school has a Child Protection / Safeguarding policy but it needs updating <i>(not been reviewed in the past year)</i>	The school has a CP /Safeguarding policy which is reviewed annually. It is shared with and accessible to families but it is not fully effective in that not all staff are aware of it	The school has an up to date compliant Child Protection / Safeguarding policy which is reviewed annually and ratified by the Governing Body which is recommended by London Borough of Brent. The policy is known to everyone working in the school, including the Governing Body and regular visitors. It is easily accessible to parents and carers via the prospectus and/or website. Child protection procedures are referenced in other policies; anti bullying, sex education and whistle-blowing policy.	CP procedures should be cross referenced where applicable to other policies. Whom – dependent on who has responsibility for writing the other policies. Head teacher to encourage staff writing policies to cross reference where applicable. The responsible Governor for each area should oversee this cross referencing is taking place.
2	The lack of a safeguarding policy and procedure hinders the completion of the safeguarding audit	A safeguarding audit is completed by the Designated Senior Lead.	A safeguarding audit is completed during the autumn term, involving the Head, Designated Senior Lead and Deputies and the nominated Governor for Child Protection.	The safeguarding audit is completed and reviewed part way through the academic year to identify where progress and impact has been made and where further developments are required. The safeguarding audit monitors whether all policies (where child protection is referenced) are aligned.	See above regarding cross referencing policies.
3	There is currently no monitoring taking place of the effectiveness of the Child Protection Policy within the school.	The school is beginning to develop a system of monitoring to identify the effectiveness of the Child Protection policy.	If a weakness is identified the Child Protection policy is reviewed and revised immediately.	Evaluation of whole school practice informs the regular monitoring of the policy, including in-house monitoring of individual files for children who are a concern / have child protection issues. All staff are involved in / made aware of any changes made to school procedures following a review. Supervision arrangements are in place for the Designated Senior Lead and deputies.	Up until now there has been no need for supervision. However, should the need arise; the Lead and Deputy know should they need supervision it can be made available upon request. As of September 2014 the school have hired a psychotherapist to work one day a week within the school. The CP designated staff can talk to her if needed.
4	Procedures are in place (including what to do about concerns about a pupil) but	The Designated Senior Lead, Deputy and members of Senior Management	All school staff and Governing Body are aware of the procedures	All staff (including regular visitors) are aware of the procedures and time is allocated during regular safeguarding training/updates for staff to visit and view new and updated procedures.	

	Focusing	Developing	Embedding	Enhancing	Actions/by whom
	known only by the Designated Senior Lead.	Team (SMT) are aware of procedures		External groups using the school for extended school activities are monitored to ensure they have an up to date and effective Child Protection policy in place. Adults involved in the activities are up to date with procedures to follow if they are concerned about a child.	
5	The school is not aware of the school's safeguarding page that they can access for up to date guidance and procedures, and are unaware of the schools safeguarding team.	The school is aware of the school's safeguarding page but does not access it regularly. They are aware of the contact details of the school's safeguarding team.	The school is aware of the school's safeguarding page and uses it regularly for guidance and updates but create their own policies. They contact when necessary the school's safeguarding team	The school is aware of the school's safeguarding page and accesses it regularly for guidance and updates. They use the policies and procedures that are available and liaise direct with the school's safeguarding team for advice and guidance on a regular basis	The school currently has safeguarding information on the website however in light of this audit the school will create a school safeguarding page collating all safeguarding information. Who – Communications committee MK
6	The school is not aware of Brent Local Safeguarding Children Board (LSCB) website www.brentlscb.org.uk that they can access for up to date inter-agency guidance, procedures and training courses.	The school is aware of the Brent Local Safeguarding Children Board website www.brentlscb.org.uk that they can access for up to date inter-agency guidance, procedures and training courses. The school does not access it regularly.	The school is aware of Brent Local Children Safeguarding Board website www.brentlscb.org.uk that they can access for up to date inter-agency guidance, procedures and training courses. The school accesses it regularly.	The school is aware of the Brent Local Children Safeguarding Board website www.brentlscb.org.uk and accesses it regularly for inter-agency guidance, procedures and training courses. The school has read and is followed the LSCB guidance documents.	

QUESTIONS FOR GOVERNORS TO CONSIDER

- Do all members of staff know the procedure to follow if they are concerned about a child? How do you know?
- What has changed in our CP policy this year? Why?
- Do our parents understand the safeguarding agenda?
- Following this audit how are priorities addressed?
- How often are individual CP files monitored? Who takes part in this process?
- How accessible are policies for staff?
- How do we know staff are up to date with any changes/updates made to the CP policy and procedures?

Training and information to staff

	Focusing	Developing	Embedding	Enhancing	Actions/by whom
7	The Designated Senior Lead has not yet received multi-agency child protection training	The Designated Senior Lead has received multi-agency Child Protection training but not in the past 2 years	The Designated Senior Lead has received multi-agency Child Protection training less than 2 years ago. Most members of staff and the Nominated Governor have received Child Protection training less than 3 years ago The school has a record of all the training.	The Designated Senior Lead and Nominated Governor have both received training appropriate to their role in the last two years. All staff have received appropriate Child Protection training during the past 3 years and the school has a record of all the training to monitor take-up. The impact of the training is also monitored within the school.	AS/CK/SS E-Safety Training in place 21 st January 2016
8	There is currently no Child Protection information included in the staff handbook and no Child Protection information given to supply, temporary staff, volunteers and visitors to the school	The staff handbook is being developed to include information about Child Protection procedures	Supply, temporary staff, volunteers and visitors to the school are made aware of the school's Child Protection procedures and are asked to read a short leaflet which summarises what they should do if they are concerned about a child or if a child discloses to them. Details of CP procedures are included in the staff handbook.	As Embedding Staff are kept up to date with local and national Child Protection issues via a designated safeguarding noticeboard, and through regular staff weekly staff briefings.	
9	The induction	The induction	The induction for new members	As Embedding	

programme does not currently include details and information about the Child Protection policy and the school procedures	programme includes brief information, such as who the Designated Child Protection Leads are within the school.	of staff includes a section addressing the school's Child Protection policy and procedures on what to do if concerned about a child and identifies who to share information with. The date of their last Child Protection training course is confirmed.	Alongside sharing of policy and procedure, advice is given to ensure all staff know who the Designated Leads are, have reported their concerns and have written a record.	
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Questions for Governors

- How do we know whether training is effective?
- Who maintains up to date training records?
- When were the procedures contained within the parent/volunteer leaflet and in the staff handbook last reviewed and updated?

Safeguarding pupils/students

	Focusing	Developing	Embedding	Enhancing	Actions/by whom?
10	There is currently no system in place for recording concerns about a pupil at the school	Concerns are recorded; however there isn't a clear system in place for recording actions and outcomes. Currently not all files have a chronology at the front	The school has a system for clear and accurate recording of child protection concerns, actions and outcomes, including consultation with other agencies. Individual files are established once welfare concerns are recognised and each file has a chronology at the front. Child Protection files are stored confidentially. Copies of Child Protection files are transferred (separate to academic file) to new school, when a child transfers.	As Embedding The Designated Senior Lead or Head Teacher regularly audits the records for quality of recording and actions taken, and shares outcomes and learning with the staff	CP teachers to audit the record keeping to date and print out necessary emails and documents from USB pen. Whom – CP Team
11	Currently relevant staff are not informed of concerns	The school is working to develop a system to ensure relevant staff are informed of concerns.	Relevant staff are made aware of concerns and the need to monitor individual pupils more closely.	Pupils who are particularly at risk or have disclosed abuse are supported by individual members of staff, who the pupil/student feels they can approach and talk to when needed.	
12	The school does not view child protection and safeguarding as having a place in the curriculum	The school is seeking advice on how to develop opportunities for child protection and safeguarding work within the	The curriculum provides some opportunities for pupils to consider risk situations and explore strategies for keeping safe.	Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings, are given regular opportunities to comment on how safe they feel at school, are listened to, and know	

	Focusing	Developing	Embedding	Enhancing	Actions/by whom?
		curriculum		who to they can turn to for help and advice.	
13	The school does not have a consistent recording system in place in relation to bullying and prejudice related incidents. Only racist incidents are recorded and few pupils and staff are aware of appropriate responses to prejudice-related incidents and bullying	<p>The school has a recording system in place that allows the recording of all prejudice related incidents and bullying. Most prejudiced-related incidents and bullying are recorded, including one-off incidents and those that are unintentional or lack a specific target.</p> <p>Most pupils and staff are aware of the procedures that should be followed but there have been no surveys of pupils or training of staff and there is no action plan in place.</p>	<p>The school has a comprehensive recording system for bullying and prejudice related incident and is beginning to use it to identify patterns and take preventative measures.</p> <p>All prejudice-related incidents are recorded and all pupils and staff are aware of the procedures that should be followed for prejudice-related incidents and bullying. Most pupils feel confident about the school's ability to address prejudice-related incidents and bullying.</p>	<p>As embedding The school has an active, highly effective approach and clear procedures for identifying and dealing with all types of prejudice-related incidents and bullying.</p> <p>Pupils are regularly surveyed and consulted to establish levels of bullying and issues that need to be addressed and these are incorporated in the action plan. Young people are actively consulted and involved in tackling bullying and prejudice within the school e.g. peer supporters, anti-bullying ambassadors. Staff received regular training to manage different types of bullying and a range of support is available to pupils</p> <p>Pupils have confidence in the school's ability to address all types of prejudice-related incidents and bullying successfully.</p>	<p>To follow all enhancing comments that are not highlighted.</p> <p>Whom – JC</p>
14	The school site is not currently secure	The school is in the process of addressing site security	There are procedures to limit access to the school site and access is only allowed to authorised visitors. Visitors sign in and photo ID seen (when appropriate) visitors and helpers all wear clear visitor badges.	As embedding. The school has clear procedures in place to ensure pupils are safe whilst on site out of school hours.	
15	The school is not aware of the latest missing pupils guidance	The school has a missing pupils guidance policy in place	As developing, and reports missing pupils to Inclusion Support following the correct timescales. All staff are aware of the guidance. Absences are monitored and addressed.	As embedding, staff are reminded through regular briefings regarding their responsibility around missing pupils, and absences are monitored regularly, tracked and discussed with appropriate professionals.	

	Focusing	Developing	Embedding	Enhancing	Actions/by whom?
16	The school is not aware of the child sexual exploitation	The school is aware of the child sexual exploitation	The school has made staff aware of all risk factors, including absence and exclusions, so they can refer appropriately.	As embedding, staff are reminded through regular briefings regarding their responsibility around child sexual exploitation, and all risk factors/ absences/ exclusions are monitored regularly.	

Questions for Governors

- How effective are our partnerships with other agencies? How do we know?
- When there are concerns about a pupil, how do we ensure appropriate actions are taken?
- How do we ensure we listen to the views of our pupils, in relation to feeling safe?
- How do we ensure any concerns are followed up in relation to views about feeling safe?

E-Safety

	Focusing	Developing	Embedding	Enhancing	Actions/by whom?
17	There is no planned programme of e-safety education	A planned programme of e-safety education is being developed	A planned e-safety education programme takes place through PHSE / ICT / other lessons and is regularly revisited. Pupils / students are aware of e-safety issues and are empowered to stay safe. Appropriate e-safety resources are used. The school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their and others' actions on-line	A planned e-safety education programme takes place through PHSE / ICT / other lessons and across the curriculum and is regularly revisited. There is breadth and progression. Appropriate e-safety resources are used. The school is effective in the education and protection of vulnerable children who may be put at particular risk from their own and others' actions on-line.	
18	There is no training for staff on e-safety	The school is in the process of developing training for staff	The school has a programme of e-safety training for all staff including how staff can keep themselves safe as well as protecting and empowering young people. A consistent protocol for addressing e-safety incidents is being developed.	The school has a comprehensive and effective training programme which is regularly updated and reviewed. All staff are confident about addressing e-safety issues and there is a consistent approach across the school. Training is rated as effective.	

	Focusing	Developing	Embedding	Enhancing	Actions/by whom?
19	There is currently nothing in place to support parents/carers with e safety	The school is developing opportunities for parents and carers to be informed about safeguarding children online.	The school website has internet safety links to support and inform parents and carers. Parents and carers know who to contact if they are worried about e safety issues.	An internet safety parents' session/evening has been held during the year.	Good practice: JC speaks to all parents during curriculum evenings and takes a register of all parents present. E Safety leaflets distributed to all parents including those who do not attend curriculum evening.
20	There is no e-safety policy	The school is in the process of establishing an e-safety policy.	The school has an e-safety policy, which is aligned with national, regional and Local Authority policies.	The school has an e-safety policy, which is aligned with national, regional and Local Authority policies and has been developed in consultation with a wide range of staff and pupils/students. There is "whole school ownership" of the policy. The policy is reviewed annually.	
21	The school does not have an Acceptable User's Policy (AUP)	The school has an AUP but it is not well known and doesn't cover both staff and pupils	The school has an AUP which is well known but it only covers pupils	The school has an AUP that covers all areas of IT equipment for all staff and pupils, including use of social networking sites. All staff, volunteers and pupils are aware of this policy, it is up to date, easily available and has been ratified by the Governing Body	Put in place embedding. To be done by March 2016 Whom – JC

Questions for Governors

- How do we know that the e safety programme we are delivering is up to date and relevant?
- What strategies do we use to try to encourage as many parents and carers as possible to attend the e safety sessions/evenings?
- How has our e safety policy changed this year? Why is this?
- Do all parents and carers know what an acceptable user policy is?

Recruitment

	Focusing	Developing	Embedding	Enhancing	Actions/by whom?
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	Focusing	Developing	Embedding	Enhancing	Actions/by whom?
22	Recruitment and selection procedures have not yet been revised in line with DfE guidance 'Keeping Children Safe in Education'	Recruitment and selection processes are being reviewed to ensure that they are in line with DfE guidance	Recruitment and selection processes have been reviewed and are fully compliant with the DfE guidance and all interview panels include a member who has completed Safer Recruitment training. All advertisements and related documentation contain a safeguarding statement. All job descriptions have a safeguarding responsibility. All interviews are face to face and where possible references are requested prior to interview. Any missing information or vague information is followed up during the interview or with the referee/s	As Embedding Induction for all new staff has a child protection unit which includes safeguarding and safe professional practice guidance.	
23	Currently the school has not made the relevant checks on individual's suitability to work with children	The school is in the process of ensuring all staff and regular volunteers have DBS checks, in line with statutory requirements DBS: Disclosure and Barring Service	Successful candidates' qualifications are verified, their identity checked and the right to work in the UK confirmed. DBS checks have been carried out for staff and regular volunteers, in line with statutory requirements. Reference requests require information about the person's suitability to work with children/young people.	As embedding	
24	The Head teacher has not attended safer recruitment training	The Head teacher has attended and passed Safer recruitment training	The Head teacher and at least one Governor has attended and passed Safer recruitment training within the last 5 years	Numerous senior staff have attended and passed the safer recruitment training within the last 5 years	
25	There is no Single Central Record (SCR) in place	There is a single central record in place but not all checks can be evidenced and not all staff are included.	There is a single central record in place which indicates that identity, qualifications, DBSs, and right to work in the UK have been carried out for all staff.	As Embedding. Included up to date risk assessments where appropriate on staff.	Risk assessments in place for staff where appropriate. Whom – Leadership team line manager

Questions for Governors

- How regularly do we monitor that we are compliant with all of the statutory requirements around safer recruitment?
- Who is responsible for ensuring the single central record is up to date and complete?
- Are any other organisations using the school premises, and have they appropriately vetted their staff?

Managing allegations

	Focusing	Developing	Embedding	Enhancing	Actions/by whom?
26	Not all members of the senior management team are aware of the procedure on how to respond to allegations of abuse made against staff in accordance with DfE guidance (Reference to	All members of SMT are aware of the procedure for managing allegations against members of staff, including awareness of the allegations flowchart	All members of staff are aware of the procedure for responding to and managing allegations against staff, and are clear about how to report any concerns they may have.	As embedding; The allegations flowchart is displayed in the staff room. Where there have been allegations about adults working in the school, there is evidence that the procedure for managing this has been properly used by the school, with allegations being reported to the Local Authority Designated Officer (LADO) and	Make allegation flowchart for staffroom and make sure staff are aware of the procedures. Whom – AS

	allegations made against Head Teacher, role of Governing Body)			clear records kept as required of all incidents and concerns in order that historical patterns can be detected.	
27	There is currently no code of conduct for safe working practice for staff	A code of conduct for safe practice exists (eg Guidance for safer working practice for adults who work with children and young people) for some staff groups but needs widening to include everyone who regularly has contact with children. Not all staff are aware of the code of conduct	There is a code of conduct for safe practice which reflects DfE guidance, which applies to and is known to all staff, visitors and volunteers who come into school regularly. Every member of staff has been given a copy, and have signed to confirm that they have read it	As embedding; The school has regularly discussed safer working practice in staff meetings or training.	
28	There is currently no whistle-blowing policy in place	A whistle-blowing policy is in place but this has not been reviewed for some time and needs updating	The school has an up to date whistle-blowing policy, which is regularly reviewed. All staff are aware of the contents.	As embedding; There is information about the procedure to be followed and the contact details displayed in the staff room.	Whistleblowing policy to be updated To be done by March 2016 Whom - DL
29	There is currently no guidance in place for the positive handling of pupils.	Guidance on positive handling is in place but has not been reviewed annually and there is a need to circulate to all staff.	The policy and guidance on positive handling of pupils is reviewed annually and disseminated to all staff.	As embedding. Lessons learnt from cases where pupils have had to be positively handled feed into updates to the policy.	Restraint handling policy needs to be updated. Link this with Code Of Conduct. To be done by March 2016 Whom – LT team

Questions for governors

- How do we ensure that procedure is followed for all allegations made against staff?
- How do we ensure all staff have read and agreed to the school code of conduct?
- What is the process if a member of staff is not adhering to the code of conduct? Is this process clear?

Information sharing

	Yes	No
Do previously involved agencies, e.g. school, nursery, and health, share adequate and appropriate safeguarding information about a new pupil with your setting?		✓

○ Does the information arrive quickly?		✓
○ If the information is incomplete or slow, do you follow this up immediately?	✓	
Do you advise parents/carers & young people (e.g. in prospectus or letter) about information sharing with other schools and agencies?		
How you safeguard pupils attending your school		
Are children's safeguarding records (e.g. Common Assessment, Child in Need or Child Protection) stored securely at your school/setting?	✓	
○ Can only appropriate staff members access these records?	✓	
○ Are they written clearly and accurately so they are easily understood?	✓	

Actions

Clarification about question 4 is needed as this has raised debate amongst the team completing this form. Guidance re Data Protection needs established.

Common assessment framework (CAF)

Are pupils with additional needs at your school assessed at an early stage?	✓	
Do you use the common assessment framework IEP or PSP process?	✓	
Is each Common Assessment:	✓	
○ Completed with the young person, parents and carers involvement? (School - with parents and child if appropriate)	✓	
○ Discussed and completed with other involved agencies?	✓	
○ Where appropriate, followed up with a multi-agency meeting involving the young person, parents and carers?	✓	
○ Supported by your staff taking on the <u>Lead Professional</u> role where appropriate? (don't take on a lead CAF but ensure agencies are involved when necessary)		✓

How many Common Assessments has your school completed in the last 12 months?	0
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Actions

The school tends not to use CAF as most of the children live in boroughs outside of Brent. Therefore this makes it hard to have a nominated CAF lead. However the school always ensures it contacts the necessary outside agencies for specific children. Where there is more than one agency involved the school host multi-agency meetings to ensure the continued development of the child.

NB. Policy section below – school needs to improve on cross-referencing between all policies. This will take time over years but should be a goal when updating policies.

Policy and Guidance

Policy or guidance	Reviewing	Date reviewed	Signed off by	Action/comments
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	timescales		governors	
Anti-bullying	Every 2 years	September 2015	Yes	
Behaviour management		September 2015	Yes	
Child Protection / Safeguarding	Annually	Ratified November 2015	Yes	
Drugs and Substance Misuse		Sept 2014	Not as yet	Needs signed off by Governor and shared with staff.
First Aid (including management of medical conditions, intimate care)	Annually			
Health and Safety (including school security)	Annually	Nov 2012	Yes	Needs to be updated asap
Management of allegations against staff and volunteers	Annually (along with CP policy)	September 2015– in CP policy	Yes	Separate policy adopted in June 2012 (Brent policy) and cross referenced in CP policy.
Missing pupils		September 2015	Yes	Referenced in CP policy
PSHE curriculum		Nov 2012	Yes	
Recruitment and selection	Every 2 years	Feb 2013	Yes	
Safeguarding statement in school prospectus	Annually	Jan 2014	Yes	
Sex Education		Oct 2012	Yes	
Staff Handbook – guidance on conduct	Annually	January 2015	Yes	Code of Conduct
Single Equality Policy		2012-2015 Disability Equality Plan	Yes	
Social media guidance		Within E-Safety policy Jan 2014	Yes	Do we need separate social media guidance?
Use of Force and Restraint (Physical Intervention)		In CP policy 2015	Yes	No separate policy – in CP policy. Is this ok?
Use of photographs/video				Policy needs to be put in place. Letter goes out to parents but no policy in place

Whistle blowing	Annually (along with CP policy)	Sept 2009 but in CP policy Sep 2014	Yes	Separate policy adopted in June 2012 (Brent policy) and in CP policy
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Given the columns which you have highlighted above, now indicate below what level you think your school is working at overall

	Focusing
	Developing
✓	Embedding
	Enhancing

Please provide the following information relating to the **academic year September 2013 to July 2014**:

How many Child Protection referrals did the school make to Brent Children's Social Care? (<i>Child Protection referrals: this includes any concern which the school passes on to Children's Social Care as meeting the threshold for child protection as set out in Working Together</i>)	0 to Brent however referrals made to other boroughs
For how many of these referrals do you have a record of the outcome?	N/A

	Yes	No
Did you receive any allegations about any member of staff during the academic year?		0
If yes, how many?	N/A	
Of these, how many did you refer to the Local Authority Designated Officer (LADO)?	N/A	

Number of Child	Number of Child	Number of pupils involved in Child	Number of reports provided	Number of pupils currently subject to
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Protection Conferences attended	Protection Conferences invited to but not attended	Protection Conferences for Child Protection Conferences	a Child Protection Plan (at the time of completing this)
0	0	0	0

Date audit completed	26 th November 2015
Date audit reviewed	23 rd June 2016
Date completed audit shared with Governors	January 2016
Date audit shared with staff	January 2016

Signed

Acting Head Teacher

Name Judith Caplan

Signature

Nominated CP Governor

Name Sheila Taylor

Signature