Somerset Section 175/157 Audit 2025/26 - North Cadbury CofE VC Primary School

1. About Your Setting

Designated Safeguarding Lead(s)

Please open the answer sheet and provide us with the details of your Designated Safeguarding Lead(s). If you have more than one, you can add additional rows to provide additional details.

You will need to save the responses from each row before adding another row.

Name	Email address	Date of Advanced Child Protection training	Any additional comments?
Amy Truett	atruett@northcadbury.ppat365.org	17.07.25	
Tracey Watson	twatson@northcadbury.ppat365.org	June 2025	

Deputy Designated Safeguarding Lead(s)

Please open the answer sheet and provide us with the details of your Deputy Designated Safeguarding Lead(s). If you have more than one, you can add additional rows to provide additional details.

You will need to save the responses from each row before adding another row.

Name	Email address	Date of Advanced Child Protection training	Any additional comments?
Hannah Ward	hward@northcadbury.ppat365.org	September 2025	

Governance Safeguarding Lead(s)

Please open the answer sheet and provide us with the details of your Governance Safeguarding Lead(s). If you have more than one, you can add additional rows to provide additional details.

You will need to save the responses from each row before adding another row.

Name	Email address	Any additional comments?
Wendy Woollard	wwoollard@northcadbury.ppat365.org	

Do you have a general safeguarding email address we can use to make contact? If so, please provide us with this address.

Response

No

Address of school safeguarding webpage

Please provide us with the link for your school safeguarding webpage.

Response

https://www.northcadburyprimaryschool.org.uk/safeguarding/

2. Policies and Procedures

Policies and procedures questions

Please open the question sheet to answer a series of questions about policies and procedures in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.

A. Are the required safeguarding policies and procedures publicly available on the setting's website, with paper copies made available if necessary? If you are unsure of the required policies for your setting, please contact educationsafeguardinglead@somerset.gov.uk.	Yes	Yes.
B. Have these policies and procedures been reviewed and approved in line with statutory requirements?	Yes	At the beginning of every academic year, or during induction.
C. Are safeguarding arrangements and contact details publicly available on the setting's website?	Yes	
D. Is your Designated Safeguarding Lead a member of the senior leadership team?	Yes	
E. Are your DSL or Deputy DSL available at all times your setting is working with children, including for off site and out of school time activities?	Yes	
F. Is your safeguarding team contactable during the holidays and able to attend Strategy Meetings and Child Protection Conferences?	Yes	We have monitoring service via school email and parent access to report any safeguarding concerns via Tapestry. Parents can gain access to somerset children's services via our website, at any time.
G. Do you have a clear policy on whether staff are allowed to use personal devices (including both phones and computers) for work purposes? Please give a short summary of the policy position on this.	Yes	Staff are briefed on acceptable use for school own technology and understand personal phones should be stored securely during the day. Acceptable use policy is read and agreed to as part of our annual declaration.

H. Are you aware of DfE standards for digital and technology and are these reviewed regularly with your technical support? You can find the standards at https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges.	Yes	Schools Broadband also provides us with Filtering and Monitoring.
I. Does your setting have a named staff member as online safety co-ordinator?	Yes	SLT- Headteacher
J. Can your setting evidence that parents and carers are informed about how you safeguard children in your setting?	Yes	Website links and Home school agreement
K. Does your setting have a named staff lead for children who are looked after (CLA)?	Yes	Head Teacher (currently NA)
L. Does your DSL and any Deputy DSL fully understand the requirements of Keeping Children Safe in Education 2025, your Safeguarding and Child Protection Policy, and the Somerset Safeguarding Children Partnership Child Protection Procedures?	Yes	
M. Can you evidence that all staff have read and understood Keeping Children Safe in Education 2025?	Yes	Yes, during staff training and meetings in September. The staff also sign the annual declaration.
N. Can you evidence that all members of your Governance Board have read and understood Keeping Children Safe in Education 2025?	Yes	This is an annual requirement.
O. Is your DSL and any Deputy DSL provided with sufficient time, training and resources to fulfil their role?	Yes	
P. Does your setting have a domestic abuse policy? This could be a separate policy or embedded within the safeguarding and child protection policy.	Yes	Embedded within our child protection and safeguarding policy

[NEW QUESTION] Q. Does your DSL have any form of supervision or coaching/mentoring to support them to reflect on both individual children and families alongside their own practice?	Yes	Yes, the SENCo and Trust CEO
[NEW QUESTION] R. Where appropriate, does your setting have an intimate care policy in place to support changing and is appropriate training in place for staff?	Yes	

[NEW QUESTION] How do you test and check staff knowledge of key guidance and policies?

Response

During weekly teacher and staff meetings key questions are asked and scenarios are posed to discuss appropriate responses.

Policies and procedures: assessment of practice

Based on your responses to the answer sheet above, your commentary on how you test and check staff knowledge of key guidance and policies, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of its policies and procedures. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

■

Policies and procedures: actions and evidence

Please document any actions that will need to be taken in relation to policies and procedures in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

Actions

Action	Lead	Due
Identify any continued development and training needs throughout the year.	A.Truett	25-07-2026

3. Safer Recruitment

Safer recruitment questions

Please open the question sheet to answer a series of questions about safer recruitment in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
[NEW QUESTION] A. Does your setting ensure that safer recruitment procedures and practices are adhered to for all staff appointments as set out within Keeping Children Safe in Education and your setting's recruitment policy?	Yes	Any interview panel consists of at least one member who is safer recruitment trained.
[NEW QUESTION] B. Do you have a Single Central Record that is up to date and compliant?	Yes	Checked monthly by the DSL and Safeguarding Governor.
[NEW QUESTION] C. Do you have a record / protocol which shows the procedures for maintaining and checking the Single Central Record (SCR)? This should include all of the following: (1) who is responsible for maintaining the SCR and who will provide cover if needed; (2) which member of SLT and the Governing Body is responsible for checking the accuracy of the SCR; (3) how frequently checks on the SCR are completed; (4) the date the SCR was last checked; and (5) evidence / notes of previous checks.	Yes	Held by the Governing body and recorded on SIMs
[NEW QUESTION] D. Do you have risk assessments in place for any staff, where checks have not been able to be fully completed?	NA	

Safer recruitment: assessment of practice

Based on your responses to the answer sheet above, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of safer recruitment. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

Safer recruitment: actions and evidence

Please document any actions that will need to be taken in relation to safer recruitment in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

4. Concerns and Managing Allegations

Low level concerns and allegations management questions

Please open the question sheet to answer a series of questions about low level concerns and allegations management in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
A. Do you understand the requirement to re-check the suitability of existing staff members that you have concerns about, or who are moving into work which is regulated activity (as you would for new staff)?	Yes	
[NEW QUESTION] B. Does your setting have a Low Level Concerns policy / procedure? For settings that subscribe to our HR Advisory Service, this is contained within the LA's model Disciplinary Procedure.	Yes	

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
C. If any allegations of abuse have been made against people who work with children, can you demonstrate that they have been reported to the Local Authority Designated Officer (LADO) immediately - at the latest within 1 working day?	N/A	
D. Do you understand the requirement to consider a referral to the Teaching Regulation Agency (TRA) and Disclosure and Barring Service (DBS) if you have dismissed or ceased to use the services of a teacher due to serious misconduct, or would have dismissed them or ceased to use their services had they not left first?	Yes	
E. Do you understand the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult?	Yes	

[NEW QUESTION] How can you demonstrate that you and your staff fully understand the procedure to follow if an allegation of abuse has been made against people who work with children?

Response

At our school, all staff understand the procedures to follow if an allegation of abuse is made against someone who works with children. We ensure this through the following measures: Clear Policies and Procedures We follow our local authority's and the school's Safeguarding and Child Protection Policy, which includes a detailed section on managing allegations against staff. This policy is reviewed annually and shared with all staff. Staff Training All staff, including volunteers and supply teachers, receive safeguarding training at induction, which covers what to do if an allegation is made against a colleague or adult in school. Annual refresher training reinforces this, and updates are provided if guidance changes. Designated Safeguarding Lead (DSL) Oversight The DSL and Deputy DSLs have completed specific training on managing allegations and understand how to contact the Local Authority Designated Officer (LADO). Staff know that they must report any concerns about adults working with children directly to the Headteacher (or Chair of Governors if the allegation concerns the Headteacher). Staff Understanding and Confidence Regular safeguarding discussions, quizzes, and scenarios in staff meetings are used to check staff understanding of the correct procedures. Evidence of Implementation We can evidence this through staff training logs, signed

policy acknowledgements, safeguarding meeting minutes, and LADO referral records (not currently applicable).

Low level concerns and allegations management: assessment of practice

Based on your responses to the answer sheet above, your commentary on how you can demonstrate that you and your staff fully understand the procedure to follow if an allegation of abuse has been made, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of low level concerns and allegations management. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

Low level concerns and allegations management: actions and evidence

Please document any actions that will need to be taken in relation to low level concerns and allegations management in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

5. Induction, Training and Supervision

Induction, training and supervision questions

Please open the question sheet to answer a series of questions about induction, training and supervision in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
A. Have all staff and volunteers received appropriate safeguarding training annually?	Yes	

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the systemwill delete any text enteredbeyond 500 characters.
B. Have all staff and volunteers received an induction which includes safeguarding?	Yes	
C. Have all governors / trustees received appropriate training that equips them with the knowledge to provide strategic challenge and assure themselves there is a robust approach to safeguarding in the setting?	Yes	
D. Have staff, volunteers and governors received regular safeguarding training, briefings and updates pertinent to your setting, throughout the academic year?	Yes	
E. Where relevant, have regular pastoral / supervision meetings taken place where safeguarding is clearly on the agenda?	Yes	
F. Have staff, volunteers and governors been provided with support if they have a significant safeguarding role or are involved in any safeguarding issue?	Yes	
G. Have staff, volunteers and governors with a safeguarding responsibility been provided with training specific to their role?	Yes	
H. As a school, do you follow the DfE guidance on the 'Use of Reasonable Force in Schools'?	Yes	Staff have been training in positive handling strategy and preventative measure. We do not currently have a need to use these measures.
[NEW QUESTION] I. Are you confident that staff induction is robust and consistent irrespective of when staff join the school, including for those who join part-way through the academic year?	Yes	

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the systemwill delete any text enteredbeyond500 characters.
J. Is staff & governor attendance at all safeguarding training centrally recorded?	Yes	
K. Does your DSL/DDSL regularly attend or view the recordings of the LA termly DSL Briefings?	Yes	
L. Do all staff receive specific training on identifying and responding to Domestic Abuse? Training resources are available at https://somersetdomesticabuse.org.uk/professional-resources/training	Yes	This is embedded in our safeguarding inset days and all staff are trained in ACE, designed to support adverse childhood experiences and also spot situations where they may be occurring.
[NEW QUESTION] M. Are you aware of the SSCP Education Safeguarding Forum, how you can participate, and who your representative is?	Yes	We can book through the website to access the forum.

[NEW QUESTION] Please provide us with details of the training provider you use for your annual safeguarding training.

Response

Somerset Safeguarding Partnership

Ensuring staff apply safeguarding training and policy

How do you ensure that safeguarding training and policy is put into practice? Please provide commentary to explain your approach.

Response

We follow a yearly safeguarding training schedule, with regular briefings held throughout the year. All our documentation and codes of practice are held both digitally and hard copy and all associated persons have knowledge of these and are able to access them if required.

Weekly meetings are held for any live cases, plus SLT meetings to discuss any pertinent issues arising. Staff are also asked/reviewed at performance management meetings, to gauge understanding of safeguarding procedure and policy and to identify any need for CPD. All new staff or volunteers follow our regulated induction procedures and documentation for this is all recorded and kept within staff records. A culture of openness is encouraged and staff know that it is important for us all to be able to ask questions and be held to account.

[NEW QUESTION] How do you implement the DfE guidance on the 'Use of Reasonable Force in Schools'? Please tell us what policies and practices you have in place to support this.

Response

Key Points from PPAT Guidance on Acceptable Force which we follow, When restraint/control is acknowledged as necessary PPAT schools accept that there may be times when it becomes necessary to physically restrain a pupil in the interests of their safety, or that of other pupils. Preston Primary School The policy situates physical restraint/control within a broader framework of discipline, emphasising a safe, secure environment and promotion of positive behaviour. Preston Primary School Definition of "reasonable force" "Reasonable force" covers a broad range of actions involving physical contact. Preston Primary School It includes both control (e.g. blocking, guiding by the arm, physically positioning oneself) and restraint (holding back physically, bringing a pupil under control, more extreme intervention in fights, etc.). Preston Primary School There is an emphasis that the force used must be "reasonable in the circumstances" — i.e. no more force than is needed. Preston Primary School Who can use reasonable force All school staff who are certified / trained to the appropriate level have a legal power to use reasonable force. Preston Primary School Although in some guidance, headteacher technically can extend that power to unpaid volunteers or parents on school trips, PPAT state they do not sanction the extension to volunteers/parents in their practice. Preston Primary School When force may be used PPAT's policy lists specific scenarios when staff may reasonably use force/control or restraint, including: To prevent pupils from hurting themselves or others. Preston Primary School To prevent damage to property. Preston Primary School To prevent disorder (behaviour that disrupts or threatens to disrupt). Preston Primary School To remove a disruptive pupil from the classroom if they refuse to follow instructions. Preston Primary School To prevent a pupil leaving a classroom when that would risk safety or cause disruption. Preston Primary School To prevent a pupil harming a member of staff or another pupil. Preston Primary School Avoiding unnecessary harm Staff are expected to try to avoid acting in ways that might cause injury. Preston Primary School However, the policy acknowledges that in extreme cases it may not be possible to avoid injuring the pupil. Preston Primary School No requirement for parental consent in advance The policy states that the school does not require parental consent to use force on a student when it is needed under the policy. Preston Primary School +1 Professional judgement Decisions about using force must depend on the individual circumstances and the professional judgement of the staff member involved. Preston Primary School Legal & welfare duties Schools have a duty of care to safeguard and promote pupil welfare; this underpins the policy. Preston Primary School Reasonable force is viewed as part of that duty when necessary to protect pupil welfare, safety, or that of others. Preston Primary School

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Induction, training and supervision: assessment of practice

Based on your responses to the answer sheet above, the additional questions you have answered in this section, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of training, induction and supervision. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

Induction, training and supervision: actions and evidence

Please document any actions that will need to be taken in relation to induction, training and supervision in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

6. Reporting and Recording

Early help questions

Please open the question sheet to answer a series of questions about early help in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
A. Do you ensure that staff and volunteers are aware of the additional vulnerabilities and needs that might be experienced by children with special educational needs and/or disabilities, children in need and young carers?	yes	
[AMENDED QUESTION] B. Are staff aware of the importance of early information sharing and how vital this is when trying to effectively identify and assess concerns to ensure appropriate and timely allocation of support?	yes	

	Yes / Action Required / No / Not Applicable. Please respondwith one of these options, notfree text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
C. Are safeguarding team members confident in using early help assessment tools and do they actively contribute to early help multi-agency meetings?	yes	
D. Do you have systems and processes in place for identifying potential mental health support needs in children?	yes	
E. Do you have clear support, referral and escalation pathways when potential mental health support needs are identified?	yes	
[NEW QUESTION] F. Do you use the Effective Support Document, the Family Strengths and Needs Toolkit and the Exploitation Screening Tool to support your assessment of a child/family's needs?	yes	
[NEW QUESTION] G. Does your school have access to and utilise Transform Family View to help better understand child's and family circumstances?	yes	

Early help: assessment of practice

Based on your responses to the answer sheet above, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of early help. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

Early help: actions and evidence

Please document any actions that will need to be taken in relation to early help.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

Child Protection and Child in Need questions

Please open the question sheet to answer a series of questions about Child Protection and Children in Need in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
[AMENDED QUESTION] A. Are you confident that all staff and volunteers who have a concern about a child's welfare act on these concerns immediately?	Yes	
B. If staff are aware of any significant risk of harm or potential harm, are these immediately referred to the Police or Children's Social Care?	Yes	
C. Does your setting allow access for Children's Social Care to conduct a section 17 or 47 assessment or enquiry?	yes	
[AMENDED QUESTION] D. Does your DSL, Deputy DSL, or an appropriate delegate, attend and submit reports for all Child in Need meetings and Child Protection Conferences and Core Groups, including those during school holidays if required?	Yes	
E. Are all staff aware of the mandatory reporting of female genital mutilation? Please comment if there have been occasions when you have had to make a report.	Yes	
[NEW QUESTION] F. Is the DSL confident that all children's safeguarding files are up to date and robust, and that these files provide a full picture of life for the child, including actions, decision making and outcomes for all safeguarding concerns, child's voice, reference to thresholds/toolkits and including all communication?	Yes	

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments,if required. Warning: the system will delete any text entered beyond 500 characters.
G. Have staff accessed specific training around child-on-child abuse and harmful sexual behaviour?	Yes	
[NEW QUESTION] H. Are staff aware of how to respond to all forms of child-on-child abuse?	Yes	
I. Does your setting follow the Somerset Council procedure for children absent or missing from education, home or care?	Yes	
J. Does your setting identify safeguarding issues relating to the adults in children's families and signpost them to further help and support?	Yes	
K. Are you aware of the process of Child Safeguarding Practice Reviews with the Somerset Safeguarding Children Partnership? If you've been involved in one, what has been your experience of this?	Yes	NA
L. Do safeguarding staff notify Children's Social Care of any private fostering arrangements for children at your setting?	Yes	NA
[NEW QUESTION] M. Are safeguarding files regularly audited / reviewed by the safeguarding team?	yes	half termly (more frequent when needed)
[NEW QUESTION] N. Do you ensure that following any reports from children of Harmful Sexual Behaviours including those that are technology based, these are investigated in line with the expectation within part 5 of KCSiE and that outcomes are reported to parents?	yes	

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments,if required. Warning: the system will delete any text entered beyond 500 characters.
[NEW QUESTION] O. Are you aware of and do you use the Somerset Harmful Sexual Behaviour Protocol to support you to assess unhealthy, concerning or harmful sexual behaviour including those for learners with SEND?	yes	
[NEW QUESTION] P. Does your setting ensure it reports incidents of child-on-cbhild discrimination relating to a protected characteristic (e.g. disability, faith and belief, gender reassignment, race, sex and sexual orientation). The reporting form is available here: https://service.somerset.gov.uk/report-child-on-child-discrimination-in-an-education-setting	yes	

Child Protection and Child in Need assessment of practice

Based on your responses to the answer sheets above, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of Child Protection and Child in Need. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

Child Protection and Child in Need: actions and evidence

Please document any actions that will need to be taken in relation to child protection and children in need in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

7. Data Protection and Security

Data protection and security questions

Please open the question sheet to answer a series of questions about data protection and security in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
A. Do staff understand and follow your policies and procedures for recording, storing, accessing and transferring safeguarding information relating to children and their families? This includes policies and procedures for managing Subject Access Requests.	Yes	
B. Are staff aware of DFE (2024) guidance on 'information sharing: advice for practitioners providing safeguarding services', and do they understand this guidance?	Yes	
C. Have all staff been trained on the UK General Data Protection Regulation (GDPR) and the Data Protection Act?	Yes	
[AMENDED QUESTION] D. Do staff read and sign an acceptable use agreement annually for the use of ICT, which includes expectations around data protection and confidentiality?	Yes	
E. Do staff understand their obligations to follow the school's policy on accessing personal data on and off site?	Yes	
F. Have staff received cybersecurity awareness training to reduce the risk of information being compromised through phishing and ransomware attacks?	Yes	
G. Do you have a clear privacy notice for parents and pupils which includes how safeguarding information will be stored and shared by the school?	Yes	

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
H. Is safeguarding information on each child stored securely (in paper or electronic form) in the child's individual safeguarding file?	Yes	
I. Are Child Protection concerns and information stored securely and only accessed by relevant staff?	Yes	
J. Do staff understand how to record a safeguarding concern so that information is relevant and proportionate?	Yes	
K. Does your setting share personal and sensitive information appropriately and securely with partner agencies, including redaction where appropriate?	Yes	

Data protection and security: assessment of practice

Based on your responses to the answer sheet above, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of data protection and security. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

Data protection and security: actions and evidence

Please document any actions that will need to be taken in relation to data protection and security in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

8. Web Filtering and Monitoring

Web filtering and monitoring questions

Please open the question sheet to answer a series of questions about web filtering and monitoring in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
[NEW QUESTION] A. Please tell us which service provider you are using for web filtering.	Not Applicable	
[NEW QUESTION] B. Please tell us which service provider you are using for web monitoring.	Not Applicable	
[NEW QUESTION] C. Have you assigned roles and responsibilities to key staff (including governors) to ensure robust filtering and monitoring systems are in place?	yes	Our Governor also performs tests on our filtering.
[NEW QUESTION] D. Does your filtering and monitoring block harmful and inappropriate content without unreasonably impacting on teaching and learning?	yes	on the occasion it blocks too much, we have this reviewed by our provider.
[NEW QUESTION] E. Do you have clear processes implemented for receiving and following up immediately on alerts received, and can you ensure you are not reliant on a single point of failure?	yes	daily checks on our screening are implemented. Our teachers and TA's also check the history on devises regularly and report any unusual findings.

	Yes / Action Required / No /Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
F. Do your web filtering and monitoring systems operate when the setting's devices are used both on and off site, and when personal devices are connected to the internet on site?	yes	
G. Have staff received online safety training at induction which includes an awareness of filtering and monitoring systems?	yes	

Web filtering and monitoring: assessment of practice

Based on your responses to the answer sheet above, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of web filtering and monitoring. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

Web filtering and monitoring: actions and evidence

Please document any actions that will need to be taken in relation to web filtering and monitoring in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

9. Prevent

Prevent questions

Please open the question sheet to answer a series of questions about Prevent in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
[NEW QUESTION] A. Have staff, volunteers and governors received guidance and awareness training on the 'Prevent Duty'?	yes	
[NEW QUESTION] B. Do you have a Prevent Risk Assessment in place which is reviewed and updated in response to local and national threats?	yes	
[NEW QUESTION] C. Have staff received training to understand how to keep learners and staff safe from terrorism and other major incidents? Training is available free of charge through Protect UK - see https://www.protectuk.police.uk/catalogue/EducationLearningandGuidance	yes	we discuss critical incidents and run lockdown scenarios. We will also access this training.
[NEW QUESTION] D. Do you have a clear procedure for invacuations and evacuations for major threats including terrorism or an intruder on the premises?	yes	
[NEW QUESTION] E. Have you practiced your invacuation and evacuation procedures at least annually?	yes	
[NEW QUESTION] F. Does your DSL receive the Prevent newsletter and cascade or share relevant information with staff and governors?	yes	

Prevent: assessment of practice

Based on your responses to the answer sheet above, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of Prevent. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

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Prevent: actions and evidence

Please document any actions that will need to be taken in relation to Prevent in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

10. Children's Voice

Children's voice questions

Please open the question sheet to answer a series of questions about children's voice in your setting.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
A. Wherever possible, are children's views and experiences fully incorporated in discussions and plans to safeguard and/or protect their welfare?	Yes	We have a Wellbeing Team, Team Captains and plenty of opportunities for children to have a voice during PSHE lessons, etc.
B. Are children's views sought and considered when discussing and planning developments and changes at the setting? This could be via a student council, digital leaders, in-class discussions, surveys, questionnaires, suggestion boxes, etc.	Yes	

	Yes / Action Required / No/ Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
C. Does your school educate children to build knowledge, skills and confidence with regard to online safety? This will include learning within Relationships Education, Relationships and Sex Education, Health Education, computing, citizenship and other subjects where relevant.	Yes	We follow the SCARF resources/programme to help with this.
D. Do students receive clear advice on where to go for help and support if they experience safeguarding or online safety issues?	Yes	
E. Does your school provide a curriculum for Relationships and Sex Education which is relevant and up-to-date?	Yes	This was agreed in consultation with our children, parents and governors.

Children's voice: assessment of practice

Based on your responses to the answer sheet above, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of children's voice. The table below provides guidance to help you decide how to rate the provision in your setting.

Rating

Children's voice: actions and evidence

Please document any actions that will need to be taken in relation to children's voice in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

11. Commissioning, Alternative Provision and Part-time Timetables

Does your setting ensure that all contracted external services working directly with children know how to report safeguarding concerns?

Response

Yes

When comissioning Alternative Provision, do you satisfy yourself that the placement meets the pupil's needs and obtain written confirmation from the AP that appropriate safeguarding checks have been carried out on individuals who work there?

Response

Yes

[NEW QUESTION] Does your setting ensure that any part-time timetables are risk-assessed to ensure that safeguarding concerns are fully considered?

Response

Yes

[NEW QUESTION] Are part-time timetables regularly reviewed with the child and parents with the aim of the child attending full-time?

Response

N/A

Commissioning, Alternative Provision and part-time timetables: assessment of practice

Based on your responses above, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of commissioning, Alternative Provision and part-time timetables. The table below provides guidance to help you decide how to rate the

provision in your setting.

Rating

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Commissioning, Alternative Provision and part-time timetables: actions and evidence

Please document any actions that will need to be taken in relation to commissioning, Alternative Provision and part-time timetables in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

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12. Safeguarding Children Aged 5 and Under

Reception class questions

Please open the question sheet to answer a series of questions about the reception class in your setting. When doing so, please refer to the following guidance:

- Statutory framework for the Early Years Foundation Stage
- Significant Events to Notify Ofsted About
- Reporting Children's Accidents and Injuries

If you do not have a reception class, you do not need to complete the question sheet but will still need to mark the section as complete.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
A. Does your reception teacher hold Qualified Teacher Status (QTS)?	yes	
B. For children under 5, do you understand what constitutes a reportable incident to Ofsted?	Yes	

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
C. Do you meet the staff ratio and qualifications requirements as set out in the statutory framework for the Early Years Foundation Stage?	Yes	

Pre-school questions

Please open the question sheet to answer a series of questions about the preschool in your setting. If you do not have a preschool, you do not need to complete the question sheet but will still need to mark the section as complete.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
A. Does your manager hold an approved level 3 qualification or above with at least two years' experience of working in an early years setting or other suitable experience?	Yes	
B. Do you have a named deputy who is capable and qualified to take charge in the manager's absence?	Yes	
C. Is each child assigned a key person who ensures the child's care is tailored to meet their individual needs and who builds a relationship with parents/carers?	Yes	
D. If you have children under the age of two, do you have a separate baby room?	N/A	
E. If you have a baby room, do you ensure children in that room have contact with older children and are moved into the older age group when appropriate?	N/A	

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
[NEW QUESTION] F. Do you hold records of emergency contact details for all parents and carers, plus additional emergency contacts where possible?	Yes	
G. If you have children under the age of two, do you have a changing record in place?	N/A	
H. Do you have clear collection and departure procedures in place?	Yes	
[AMENDED QUESTION] I. I. Do you have an attendance policy in place, which includes a procedure to follow up on absences, and do you take a daily register?	Yes	
J. Is there a clear procedure for the timely handing-over of records (including Child Protection) when a child transfers to school?	Yes	
K. Where pre-school children are dual registered do you have clear arrangements in place to share information and concerns?	Yes	
L. Does your setting ensure that children can be seen and heard by a member of staff when they are eating as stated in the EYFS Statutory Framework?	Yes	
M. Does your setting have clear educational programmes in place which support children's Personal, Social and Emotional Development (PSED)?	Yes	

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
N. Does your setting have a policy statement documenting safe sleeping procedures? This can be included within another policy.	NA	No children sleep here
[NEW QUESTION] O. Is everyone included in your ratio calculations suitably qualified in paediatric first aid?	Yes	

Safeguarding children aged 5 and under: assessment of practice

Based on your responses to the answer sheets above on reception class and/or pre-school provision, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of safeguarding children aged 5 and under. The table below provides guidance to help you decide how to rate the provision in your setting.

If this is not relevant to your setting as you do not educate children aged five and under, please rate your provision as 'green' and comment in the text box to let us know that this section is not applicable.

Rating

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Safeguarding children aged 5 and under: actions and evidence

Please document any actions that will need to be taken in relation to safeguarding children aged 5 and under in your setting.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

13. Boarding and Homestay

Number of homestays including exchange visits and host families

Please tell us the total number of children/students who have undertaken homestays arranged by your setting in the past year?

For clarity, homestay refers both to those staying with a family while away on school visits and to those living with a host family while studying at your setting.

Response

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Homestay questions, including exchange visits and host families

Please open the question sheet to answer a series of questions about homestays. If you do not have any homestays, you do not need to complete the question sheet but will still need to mark the section as complete.

	Yes / Action Required / No / Not Applicable. Please respond with one of these options, not free text.	Explanatory comments, if required. Warning: the system will delete any text entered beyond 500 characters.
A. When arranging a homestay (with host family) do you obtain a DBS enhanced certificate with children's barred list information to inform your assessment of the suitability of the adults in those families?	N/A	
B. When arranging a homestay abroad, do you liaise with partner schools abroad to establish a shared understanding of, and agreement to the safeguarding arrangements in place for the visit? Please tell us how you do this, and how you make parents aware of this agreement?	N/A	
C. During a homestay do you ensure that pupils understand who to contact during should an emergency occur, or a situation arise which makes them feel uncomfortable? Please describe how you do this.	N/A	
D. Where a period of UK homestay lasts 28 days or more for a child aged under 16 years of age (under 18 years of age if the child has disabilities), are you aware of your obligation to notify the local authority of the arrangements as this may amount to private fostering under the Children Act 1989?	N/A	

Homestay: assessment of practice

Based on your responses to the answer sheet above, and any additional considerations you are aware of, please rate your setting's overall compliance in terms of safeguarding children within homestay. The table below provides guidance to help you decide how to rate the provision in your setting.

If this is not relevant to your setting, please rate your provision as 'green' and comment in the text box to let us know that this section is not applicable.

Rating

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Homestay: actions and evidence

Please document any actions that will need to be taken in relation to homestay.

Optional - if you wish to do so, you can also upload any relevant evidence to support your assessment.

14. Additional Information

What are the strengths of your approach to safeguarding, and is there any specific best practice you would encourage other settings to consider.

Response

Safeguarding Strengths at North Cadbury Primary School Strong Leadership and Culture of Vigilance The Headteacher (DSL) and Deputy DSLs model a culture where safeguarding is everyone's responsibility. Clear safeguarding vision communicated to staff, pupils, and parents — "it could happen here." The Governing Body is well informed and holds leaders to account through regular safeguarding audits and reports. Effective Staff Training and Awareness All staff receive annual safeguarding and Prevent training, with regular updates throughout the year. DSL and deputies are trained to advanced level and attend local Somerset Safeguarding Partnership updates. Staff are confident in recognising all forms of abuse, neglect, and indicators of radicalisation. Safeguarding scenarios and discussions are built into staff meetings to reinforce learning. Robust Safeguarding Procedures All concerns are logged promptly and securely using our internal system. this is currently paper but we are moving to my concern. Clear escalation routes ensure swift referral to the DSL or outside agencies when needed. Thorough records of incidents, actions, and outcomes show timely, proportionate intervention. Policies (including child protection, online safety, anti-bullying, Prevent, and safer recruitment) are regularly reviewed and shared with staff. Child-Centred Practice The voice of

the child is central in decision-making and record keeping. Pupils feel safe and know who they can talk to if worried confirmed through pupil surveys and school council feedback. Relationships between staff and pupils are warm and trusting, enabling early identification of worries. Support for vulnerable pupils (SEND, disadvantaged, EAL) is highly personalised. Prevent Duty and Online Safety The school takes a proactive stance on Prevent, embedding British values across the curriculum. PSHE and assemblies explicitly promote tolerance, democracy, respect and community cohesion. Robust internet filtering and monitoring systems protect pupils from online harm. Parents receive guidance on home online safety and radicalisation awareness. Staff understand signs of extremist influence and how to refer concerns via the Channel process. Early Help and Multi-Agency Collaboration Strong partnership working with local agencies: Somerset Children's Social Care, Early Help Hub, Health Visitors, and Police. Early intervention used effectively to support families before issues escalate. DSL attends multi-agency forums and engages with community Prevent leads and safeguarding networks. Positive relationships with parents enable shared responsibility for pupil welfare. Safer Recruitment and Governance All recruitment follows safer recruitment guidelines; appropriate DBS checks and risk assessments completed. Single Central Record (SCR) is up to date, monitored by DSL and checked by Governors termly. Induction includes safeguarding orientation for all new staff, volunteers, and governors. Safeguarding is a standing agenda item at leadership and governor meetings. Curriculum promotes resilience, empathy, and respect through PSHE, RSE, and assemblies. Children learn how to keep themselves safe online and in the community. Pupil leadership opportunities (e.g. Safeguarding Ambassadors, School Council) promote ownership of safety messages. Inclusion of national awareness days: Anti-Bullying Week, Safer Internet Day, Mental Health Week, etc. Monitoring, Reflection, and Continuous Improvement Regular safeguarding audits, pupil voice surveys, and staff feedback inform improvements. The DSL conducts an annual safeguarding report and presents to governors. Policies and procedures align with the Keeping Children Safe in Education (KCSIE 2025) and Working Together to Safeguard Children (2023). Learning from serious case reviews and local incidents is discussed and implemented.

Is there anything else you would like to tell us about safeguarding children in your setting?

[NEW QUESTION] How could Somerset Education Safeguarding further support you to fulfil your safeguarding responsibilities? Response

Continue with the podcasts. These have been useful.

Is there any feedback you would like to share with us regarding this year's audit?

15. Governance Board Response

Governance Board response

Has this audit submission been produced with the involvement and approval of the Governance Safeguarding Lead or Governance Board?

Response

Yes

[NEW QUESTION] Is the safeguarding audit a standing item on Governance Board agendas to ensure it is being monitored and acted upon?

Response

Yes