

Confidential Auditing Pupil Records

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| Date completed | |
| Names of those involved in audit | |

Good record keeping is not bureaucracy it is safeguarding.

Background: Recent serious case reviews and domestic homicide reviews have repeatedly identified poor record keeping by schools as a problem. Headteachers/ DSLs need to be confident that schools keep careful records in relation to children of concern.

At Thatto Heath CPS we conduct an audit of a sample of pupil files each year. This audit is undertaken by the Headteacher and Deputy Headteacher.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Two- three files from each year group.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Checklist

Name of child:

Class:

Category:

School Lead Professional:

Date:

| Key questions | Yes/No | Follow up action/further information |
|---|--------|--------------------------------------|
| Does the child's main pupil record (Digitally on SPTO) have a clear marker on it to indicate that a concern file is also held? | | |
| Does the safeguarding file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family? | | |
| Does the file have a brief running chronology of events/concerns? | | |
| Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry? | | |
| Have staff made use of the 'Concern' to help them record issues? | | |
| Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records? | | |
| Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom? | | |
| Is there evidence that the school's DSL has reviewed the file and discussed the child with relevant staff? | | |
| Is there evidence that school staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, including referral? Have these actions been followed through? | | |
| If meetings relating to the child and their family have been called did school: | | |
| i) send a report if requested | | |

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| ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues? | | |
| If injuries to the child have been noted by school, did staff use the body map recording form and were the records clear? | | |
| <p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <p>i) If the pupil concerned has transferred in from another school is there evidence that the DSL from this school and previous school discussed the pupil at transfer and that a note was made of that discussion?</p> <p>ii) For a pupil of concern who moved out recently did the DSL make contact with the new Senior Designated Person at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</p> | | |

Learning to be shared with other schools (what, when, who)