

Orchard Primary School

Keeping Children Safe in Education



S175 School Safeguarding Audit

15th October 2021

This is a self-assessment tool and for 2020/21 and has been reformatted and reviewed for 20/21 to include:

- An enhanced role surrounding Early Help
- Child Sexual abuse in the family (interfamilial CSA)
- Reporting on certain vulnerabilities numbers for records and audit purposes

This audit is carried out under Section 175 of the Education Act 2002, along with DfE Guidance on Safeguarding Children, Safer Recruitment and Keeping Children Safe in Education.

The S175 section requires School Governing bodies to carry out an annual review of their School's Safeguarding practice and to provide information to their Local Authority regarding how the duties set out in the guidance have been discharged.

This audit enables the school to:

- Assess our School's Safeguarding practice, identify any gaps, and develop an Action Plan to address any outstanding issues and future learning;
- Ensure that key people within the school (including the Governing Body/trustees) are aware and how the school is working to keep children safe as defined by current DfE Guidance
- How the school can demonstrate effective safeguarding in all that we undertake;
- Report to the Governing Body/trustees and the Local Authority as required;
- Assemble our evidence of 'Impact of Practice' for any Ofsted inspection.

Statutory Requirements / Documents	Evidence
Working Together to Safeguard Children (DfE July 2018)	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
Keeping Children Safe in Education (DfE Sept 2021)	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
Teaching Online Safety in Schools (DfE June 2019)	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
Mental Health and Behaviour in Schools (DfE, 2018)	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
The Prevent Duty (Home Office 2015)	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
Children Missing from Education (DfE 2016)	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
Elective Home Education Guidance for Local Authorities (DfE April 2019) (pgs 7, 22-30)	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
The Designated teacher for Looked after & Previously Looked After Children (Feb 2018)	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
Sexual Violence and Sexual Harassment between children in schools...	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
Critical Policies	Evidence
Child Protection & Safeguarding Policy (Sept 2021)	<i>Published on website Available in Safeguarding Portfolio & on Staffshare Read by appropriate staff Reviewed annually</i>
Guidance on dealing with drug and alcohol related incidents (Sept 2020)	<i>Available in Safeguarding Portfolio Read by appropriate staff</i>
Staff code of conduct - Discipline, Conduct and Grievance Policy	<i>Available in Safeguarding Portfolio & on Staffshare Read by appropriate staff</i>
Behaviour Management Policy, including exclusions (schools own)	<i>Published on website Available in Safeguarding Portfolio & on Staffshare Read by appropriate staff</i>
Managing Allegations against Staff Policy	<i>Available in Safeguarding Portfolio & on Staffshare Read by appropriate staff</i>
Staff Confidential Reporting Code (Whistle blowing)	<i>Published on website Available in Safeguarding Portfolio & on Staffshare Read by appropriate staff</i>
Managing Allegations against other pupils guidance/statement - peer on peer abuse includes sexual violence & sexual harassment section 5 – KCSIE 2021	<i>Published on website (forms part of our Safeguarding Policy, Anti-Bullying Policy and there is a Child Friendly Peer to Peer abuse Policy) Available in Safeguarding Portfolio & on Staffshare Read by appropriate staff</i>
Managing medical needs/Medicines- schools own	<i>Published on website Available in Safeguarding Portfolio & on Staffshare Read by appropriate staff</i>
Equality, Diversity, Values – school's own	<i>Published on website Policy available on Staffshare Read by appropriate staff</i>
Anti- Bullying Policy/Process- school's own	<i>Published on website Available in Safeguarding Portfolio & on Staffshare Read by appropriate staff</i>
Schools Complaints Procedure	<i>Published on website Available in Safeguarding Portfolio & on Staffshare Read by appropriate staff</i>

1 - Leadership and Management of Safeguarding	Yes	No
<p>The Designated Leads, SLT and Governors are aware of the latest edition of the 'Keeping Children Safe In Education' Guidance, ensuring that all staff have had sight of and read the relevant parts in relation to their role. Staff have signed to confirm they have read the information and a record is kept on file. Circulated August 2021 and signed for by school staff; Given to Governors at FGB meeting in September.</p>	✓	
<p>The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead have their roles made explicit in the job description, are suitable and regularly trained to fulfil the role. Have a statement relating to child protection and their DSL role in their JD.</p> <p>Training: Fiona Shields LCC – 2nd March 2021 Renew before 2nd March 2023</p> <p>Training: John Patching LCC – 10th November 2021 Renew before 10th November 2023</p> <p>Training: Rachel Daft LCC - 9th January 2020 Renew before 9th Jan 2022 (booked training 30.11.2021)</p>	✓	
<p>The DSL/ Deputy DSL understand their responsibilities relating to the protection of children, and the safeguarding of all learners, and how they act as a point of contact with the partners in the new multi-agency agreements (LA, Police and Health). LCC DSL training and LCC Safeguarding termly e-briefings.</p>	✓	
<p>The school can demonstrate fulfilling all aspects of the Prevent Duty, and have a Designated Lead where advice is sought and referrals are made. Extremism and Radicalisation Policy; DSL completed most recent training using an NCSL Prevent Webinar - July 2019. All DSLs and IT Network Manager completed remote Prevent Training delivered by the GDS of the LA 10.3.2021. No referrals have needed to be made but would feel confident in doing so – referral form from the LA is in the safeguarding master file 'to hand'. DSL training covers Prevent Duty responsibilities.</p>	✓	
<p>The School has a Single Central record system with a nominated member of staff who is the custodian of the records. The SCR is checked and verified by the DSL which is reviewed at least termly to input updates and check compliances with all DfE / Ofsted current requirements. SCR last monitored Oct 21 as part of the Due Diligence process. Keep an ongoing record of termly checks (overview with actions) and use a checklist for SCR monitoring. The Key's SCR template is fully transferred - robust and detailed.</p>	✓	
<p>The DSL provides support to staff in all matters of safeguarding pupils, assisting in promoting pupil's health, safety and wellbeing.</p>	✓	
<p>The school has a Designated Safeguarding Lead on site at all times; if in any event they are not available a contingency plan is in place whereby all other staff can obtain advice.</p>	✓	
<p>The school has a Designated Safeguarding Lead who has attended the Safer Recruitment training; and to which they attend all staff interviews. Their training is regularly updated. SR Training: Fiona Shields - June 2018 to renew before June 2023.</p> <p>SR Training: John Patching - December 2018 to renew before December 2023.</p>	✓	
<p>There is an appointed Designated Safeguarding Link Governor for Anti-Bullying who ensures that the School acts to prevent and tackle all forms of bullying.</p>	✓	

<p>As Safeguarding Governor, Sue Shearman automatically oversees Anti-Bullying initiatives within the school as this is included in our overarching policy.</p>		
<p>The school has a Designated Teacher who is responsible for the educational achievement and care of Looked After Pupils. The lead will be trained and qualified being a central point of contact for LAC whilst they are onsite and offsite experienced (transfer out of care). Don't have any LAC currently. Haven't had official training as LCC don't provide any. However, have read the DFE's 'The designated teacher for looked after and previously looked-after children' - Statutory guidance on their roles and responsibilities. Have also undertaken extensive reading on aeducation.org: 'How to write effective PEPs'; 'Working with foster carers and social workers; Becoming care aware: the legal framework'. Have completed the London Fostering Achievement LAC audit LAC audit Feb 21.</p>	✓	
<p>The Designated Safeguarding Lead/s use the advice and support of the local Virtual School for looked after children.</p>	✓	
<p>The school has a Designated Teacher appointed for SEND who has received the relevant training.</p>	✓	
<p>There is an up to date complaints procedure and one easily accessible for parents on the school website and with a child friendly version for pupils. Have adopted the DFE's model Complaints Policy and Serial and Unreasonable Complaints Policy - updated Jan 2021. Child Friendly Complaints Policy Feb 21 – uploaded to complaints page on website.</p>	✓	
<p>Designated Safeguarding Lead training and refresher training is maintained in line with the recommendations of the latest KCSIE for all staff nominated as DSL / Dep DSL.</p>	✓	
<p>That all Designated Safeguarding Leads in the school including the link Safeguarding Governor has undertaken Prevent/WRAP training. DSLs have completed as part of the LA's two year DSL training – official training for Prevent for 10.3.21 for the Deputy DSLs and Network Manager so that they have up to date CPD delivered by a specialist. Safeguarding Governors will have had Prevent training as part of LTS GSD course.</p>	✓	
<p>That all staff including governors, volunteers and non-teaching staff employed by the school undertake annual safeguarding training. All training is recorded on SIMS - a dedicated spreadsheet which dates the training for all staff. Running record: FS keeps a running record of all training for all levels of staff. Annual safeguarding training always takes place in August for all staff. Updates are emailed or documented in the weekly diary sheet. Re-fresher training is scheduled over the 39 weeks of the academic year. Governor safeguarding training dates: MB 27.2.2020; SB, NC, EH, JS, SS & RB 10.9.2019. New governors FB, PS, EW & SC had training on 3.3.2021.</p>	✓	
<p>The school has set up a Safeguarding Portfolio to evidence policy, procedures and safeguarding activity. The Safeguarding Portfolio holds all the relevant policies we have in school as does the electronic folder on the server. These are updated as and when updates are sent through via LCC Safeguarding Board or in line with our policies schedule record.</p>	✓	
<p>The school has set up a Staff Safeguarding Training Portfolio which is kept up to date (which includes version control). This includes original certification and evidence of attendance.</p>	✓	

The school has created a Staff Induction Portfolio which has the schools safeguarding information and appropriate policies and procedures for supply agency and frequent visitors who have contact with children within the school.



The school includes on their website a specific area which celebrates safeguarding in the school and keeps pupils, parents and the local community up to date with information and activities to help children keep safe, and this includes a report abuse on line icon (CEOP/Internet Watch Foundation).



Actions:

- Recording system for CME and EHA

2 - Safeguarding Governance	Yes	No
There is evidence that all Governors in their role receive annual safeguarding training including Managing Allegations, which is kept up to date.	✓	
The Governing body are aware of local Safeguarding arrangements initiated by LCC. Covered as part of their safeguarding training by LTS/LCC.	✓	
The Governors have ensured there are up to date Safeguarding Policies and Procedures within the school and regularly oversee that activity. This includes the endorsement of Policies such as CP Policy, Staff Code of Conduct and any others relevant to Safeguarding within the school.	✓	
The Governors ensure they have a policy and system of safer recruitment which is recorded, and the location of these records are known.	✓	
The Governors are familiar with information sharing, GDPR and the boundaries of confidentiality in matters of safeguarding, consideration is given to this when appointing governors who take a role in safeguarding	✓	
The Governors have appointed a Designated Safeguarding Lead in post who is a member of the School Senior Management Team and is suitably qualified and experienced. Fiona Shields	✓	
The Governors have an appointed Deputy DSL in post and that role is included in their job description. John Patching & Rachel Daft	✓	
Where the school has other Designated Safeguarding Leads in post they are trained in that role.	✓	
The Governors ensure there is an annual whole school update on safeguarding to keep all staff including non-teaching staff abreast with national and local procedures, reporting procedures in the school, emerging safeguarding themes and local issues facing their community.	✓	
The Governors ensure the Designated Safeguarding Lead/s are supported in their role, and get regular safeguarding updates, training, time and resources to fulfil the role.	✓	
The school has a nominated Link Safeguarding Governor in post.	✓	
The nominated Link Safeguarding Governor has completed safeguarding training to help fulfil the requirements of the post.	✓	
The Link Safeguarding Governor plays an active role in the school to QA, review and audit.	✓	
The Link Safeguarding Governor along with the other Governors assist with school questionnaires and surveys to evidence pupil safety and feeling safe (pupil voice) and includes parents views.	✓	

<p>There is regular communication to the school Governing Body about safeguarding matters and reports of activity presented to the Governing Body.</p> <p>Termly Report To Governors. Also complete the LA's Annual Safeguarding Return which summarises key info for Governors. Safeguarding is a fixed item within the Headteacher's report to FGB every term and includes details re: exclusions, CME, EHE etc.</p>	✓	
<p>That Governors are aware of the numbers of fixed term exclusions; that the school is working within any prescribed measures/restrictions around this, and are maintaining an oversight (pre 16 provision).</p> <p>Termly Report To Governors – none to report.</p>	✓	
<p>When considering permanent exclusions Governors ensure that all avenues have been looked at, including with supportive evidence before a decision is made (pre-16 provision).</p> <p>Haven't been any FT exclusions since FS's appointment.</p>	NA	
<p>That the Governors use the data of both fixed term and permanent exclusions to inform them of current practice in the school, including those around quality assurances (pre 16 prevision).</p>	✓	
<p>Actions:</p> <ul style="list-style-type: none"> Govs to check responsibilities https://www.gov.uk/government/publications/governance-handbook 		

3 - Partnership Working and Training	Yes	No
<p>The relevant Senior Leads are familiar with Working Together 2018, Local Safeguarding arrangements, Multi-Agency Safeguarding Children Procedures and the role schools play in their organisational responsibilities.</p>	✓	
<p>The relevant staff in the school know about and use Children Missing Education 2016 to inform their safeguarding CME Policy, practice and procedure. RD and MF fully confident in undertaking our safe and well check each morning and chasing any unauthorized absence.</p>	✓	
<p>All staff including governors and volunteers know about the mandatory reporting of FGM 2015. Would be included in annual Safeguarding training but double check that all Governors are aware.</p>	✓	
<p>The Designated Safeguarding Lead/s and Senior Managers including the Link Safeguarding Governor are aware of the <u>Government Prevent Duty</u> and have completed or are enrolled onto the Prevent/ WRAP training. All other staff are either completing an on-line prevent training course or an available Channel on-line course. All certificates for the completed training are printed and made available in the staff safeguarding training portfolio record.</p>	✓	
<p>The DSL is receiving and retrieving Domestic Abuse Notifications, following the protocol and guidance developed ensuring appropriate staff are made aware to support pupils experiencing and exposed to domestic abuse (Operation Encompass). Have a section about Operation Encompass on the website. All O/E communications and follow up work is recorded in pupils' safeguarding files.</p>	✓	
<p>The relevant senior leads are aware of LADO (Local Authority Designated Officer for allegations against staff, carers, volunteers) are familiar with the Allegations Against Staff, Carers and Volunteers Procedure and know how to make a referral.</p>	✓	
<p>All staff within the school understand the role of LADO and how to raise concerns. August training included info to help all staff know content and purpose of Whistleblowing Policy plus LADO. Update/Email sent out on Monday 11th October 2021 specifically outlining the LADO role again and reporting procedure for allegations.</p>	✓	
<p>There is/are nominated staff who have received Paediatric First Aid Training which is kept up to date. Training Record kept of all First Aiders – currently 21 staff have First Aid Qualification. Certificates displayed in Medical Room.</p>	✓	
<p>The School is aware and has access to LTS website and LCC website including access to Leicestershire Safeguarding Multi-Agency Online Procedures.</p>	✓	
<p>There is evidence in the use of a variety of training methods including: face to face (importantly for the DSL), online, updates through research, and cascading of relevant and critical changes /updates in Safeguarding to the whole school. Annual safeguarding training PPTs and accompanying materials.</p>	✓	
<p>There's is evidence that the Designated Safeguarding Lead/s, pastoral staff attend multi / inter agency training (training which has a mix of other professionals). ELSA CPD, School Nurse, LAC PEP meetings.</p>	✓	

<p>The school engages with national and local Safeguarding initiatives e.g.- Black History week, LGBT, events which celebrate diversity.</p> <p>LCC's Everyone's Welcome programme introduced in the Summer Term 2021 which delivers the Equality Objectives.</p> <p>Acknowledge Black History Month every October.</p> <p>Anti-Bullying Week celebrates diversity, difference, promotes respect etc.</p>	✓	
<p>The school uses external contributors to inform and educate pupils about keeping safe including external organisations and support groups e.g. - NSPCC, the police, public health.</p> <p>Police Visits for PSHE and assemblies e.g. Bonfire Night, Stranger Danger.</p> <p>Fire Service Visit for PSHE.</p> <p>Nurse Visit for PSHE re: health and hygiene etc.</p>	✓	
<p>The school uses questionnaires and surveys with pupils and parents e.g. anti- bullying, feeling safe, on line safety in the school.</p>	✓	
<p>Actions:</p> <ul style="list-style-type: none"> • Evidence of multi-agency training – does LCC do any? 		

4 – Early Help

Yes

No

The Leadership Team / DSLs are aware of and can describe the duties around supporting pupils within the school in Early Help and the school has a mechanism for identifying individual emerging needs.
[Included as part of DSL training.](#)



The Leadership Team / DSLs have been clear about their Schools Early Help offer and display this on their website for parents/carers/ and their local community.
[DCC requirement but we have added to the website an EH offer re: ELSA support, interventions etc. on our mental health page](#)



There are regular Pastoral Safeguarding / Pastoral meetings where vulnerable pupils are discussed and arrangements made for how they can be supported.



That any appointed person undertaking the role of Early Help has received the appropriate Safeguarding training in Early Help, reports to the Schools Leadership Team, and receives supervisory support.



That the mechanisms for step up / escalation into Children’s Services are known about.



That the school maintains regular general contact with other agencies, as appropriate, especially Children’s Social Care and the Local Authority Early Help Teams



Where a school is undertaking Early Help referrals there is a record of the numbers of referrals that have been undertaken. These records can identify those currently open to the service, that there is a mechanism for regular review / closure, and evidence can be provided in writing of the rationale for closures on those cases.



That the Governors have an understanding and an oversight of Early Help activity.
[Discuss with Safeguarding Link Governors during monitoring visit/meeting the role of LCC Early Help referral process.](#)



- Actions:**
- [Add into HT report to Governors a section about the school’s Early Help Offer under safeguarding linked to referrals and next steps.](#)
 - [Could update website further to include EH school offer and provide more info about LCCs Early Help](#)

5 – On Site and Off Site Safety

Yes No

The school has a clear and visible system / procedure for the arrival of pupils at the beginning and during the school day.	✓	
The school has a clear and visible system / procedure for the safe handover of pupils to the authorised parent/carer at the end of the school day.	✓	
The DSL knows about hot spots (where pupils don't feel safe) on school premises and the surrounding area.	✓	
The school makes use of <u>District and Community Profiles</u> along with <u>Police Data</u> to be aware of the wider contractual Safeguarding issues.	✓	
Reasonable force, including restraint is only used in line with statutory expectations and all incidents of restraint are recorded including the pupils views and consultations with parents Positive Handling Policy ; Positive Handling Paperwork and Recording Templates ; all us of restraint logged on pro-forma and kept in secure filing system.	✓	
Non-teaching staff are made familiar with the safeguarding procedures of the school, they are aware of who the Designated Safeguarding Lead/s are and who to report concerns to. They have been provided with safeguarding training relevant to their role. Annual Training .	✓	
The use of School Transport, Bus Companies, Taxis and Escorts is part of the safeguarding activity of the Designated Safeguarding Lead which is quality assured and outcomes reported to the Senior Management Team / Governing Body.	✓	
The school has signing in and out for all visitors and contractors with information on expectations made available and visible on reception.	✓	
Reassurances are sought by the Designated Safeguarding Lead on those not centrally employed, regular visitors and contractors to the premises. Details are recorded as supporting evidence to the SCR. Where relevant evidence is included of separate mechanisms when needing contractors need to be on site (building and maintenance). SBM undertakes relevant checks .	✓	
The DSL seeks advice on safeguarding matters relating to external contracting. SBM undertakes relevant checks .	✓	
There is an emergency contact to a Designated Safeguarding Lead when off site with pupils. Educational Visits Checklist and Pack updated for September 2021. To include contact sheet for off site visits; Risk Assessments, checklist for inhalers, first aid, GDPR and dietary info etc.	✓	
There is more than one emergency contact for all pupils whether onsite or off-site and those details identify who has parental responsibility and other care arrangements that may be in place.	✓	

<p>The school uses pre planning risk assessment tools in any off site activity and complies with risk assessment and planning of offsite activity and in a timely way on submission for approval. All visits are Risk Assessed by the Headteacher and EVC using Evolve.</p>	✓	
<p>When using external speakers and contributors a risk assessment and / or policy is used clarifying the expectations of them when on site and in the classroom. .</p>	✓	
<p>The use of school premises to contractors, groups, clubs etc. - is regularly reviewed and the school is reassured of their safeguarding (employment checks, insurance, public, liability training etc.) Need to ensure this is a termly activity undertaken by MF so that it can be termed 'regular'.</p>	✓	
<p>When pupils are engaged in offsite educational provision this is overseen and reviewed with robust records kept including showing evidence of reassurances that their recruitment of staff and the safeguarding of pupils in provision is checked and addressed at regular intervals.</p>	✓	
<p>There is a student / work experience policy in place where relevant to age in the setting which is made available to pupils and parents. Drafted a new Work Experience Policy February 2021 adopted at FGB meeting March 2021.</p>	✓	
<p>There is / are nominated staff with up to date Paediatric First Aid Training and a First Aid kit which meets requirements under the Health and Safety Act.</p>	✓	
<p>There is an up to date Medicines Policy which is made available to parents.</p>	✓	
<p>There is a Personal Care Policy/Intimate Care Policy where appropriate which is made available to parents.</p>	✓	
<p>Notes (evidence of/ In what records/ location of in the school)</p> <ul style="list-style-type: none"> • Comprehensive reviews of attendance undertaken termly - positive. Due to the strong and systemic approaches, attendance remains above the national average • Half termly SCR reviews are recorded and reported to governors • Single Central Record compliant • All policies reviewed at least annually as part of safeguarding suite of policies. All policies published on the website • Exploitation – has been added to the RSE curriculum in Y5/6 for the Summer Term. Focuses on good and bad relationships, control, coercion. • Governors support in monitoring anti-bullying, online-safety, feeling safe and learning how to keep safe through PSHE coverage <p>Actions:</p> <ul style="list-style-type: none"> • ICT Network Manager to provide regular filtering and monitoring reports to the Governors • Complete online private fostering training and FGM courses 		

Part Two

Policy and Procedures, Promoting the Welfare of Pupils, Safer Working Practices and Recruitment, Safeguarding and the Curriculum, Online Safety, Specific Safeguarding Issues

Self-assessment scoring

Work through the statements and score according to what currently describes your school at the moment.

Level 4 - There is very little or no knowledge of this area in the school or amongst the staff

Level 3 - There is knowledge of this area within the school/college; however, it is not fully effective in that not all staff are aware, understand or apply. A policy or details are being developed

Level 2 - Knowledge is effective and a policy or details is developed and due to be implemented within the school. Some staff training is still required

Level 1 - This area is well embedded within the school and school Curriculum (where required). There is evidence of positive work and practice and this can be evidenced

Effective Safeguarding - Striving to Achieve Best Practice

A. Policy, Procedures and Recording	Level 4	Level 3	Level 2	Level 1
<p>The school has a current Child Protection and Safeguarding Policy which is consistent with LCC multi-agency safeguarding procedures and has been reviewed and approved by the governing body. The policy has its own statement reflecting the local community, local pupil's needs and the vision and ethos is made clear. The policy is known to everyone in the school including the Governing Body and is in consultation with pupils; it is fully understood and applied including reference to an annual Child Protection Audit. It is easily accessible to parents/carers. The Policy is also available on the school website.</p>				✓
<p>The school has developed a Safeguarding Information Leaflet for pupils/parents/carers/visitors. Best practice is one developed with pupils and one which explains who is who in the school and safeguarding information for new pupils</p> <p>Information 'poster' for parents/visitors re: DSLs and key safeguarding information is in main foyer by Reception window. Child Friendly Safeguarding Policy & Peer to Peer Abuse Policy for pupils</p>				✓
<p>The school has reviewed all policies and identified those that should be consistent with the Child Protection/Safeguarding Policy. All Policies have a version control which are aligned and merged where relevant. An Action Plan is produced to ensure that policies are consistent and cross-referenced appropriately.</p> <p>Use LA model policies for all safeguarding and child protection procedures therefore no action plan required as LCC do the cross-referencing. Have a specific collection of safeguarding policies – policy schedule dictates review date, although most are annual All key DFE information/guidance is stored in an electronic folder on the server and HT's laptop, as is all key LA guidance</p>				✓
<p>There is evidence of quality assurance and rectification by the Governing Body before implementation of a policy. Staff have confirmed they have received, read (and understood) and signed copies where relevant to their role; a detailed log is kept on file of this activity</p> <p>Policies read and signed for – sheets in the overarching policies folder</p>				✓
<p>The school is following recommended national GDPR (General Data Protection Act 2018) and LA guidance's on access to, sharing and retention of CP / Safeguarding records on children</p>				✓

<p>The school has the current guidance on recording, retaining, and transfer of child protection records which is evidenced and uses the recommended guidance for Leicestershire schools and settings</p> <p>Use the LCC retention record; transfer information is in policy</p>				✓
<p>The Designated Safeguarding Lead keeps separate records, comprising of one file per child on child protection concerns and those that are deemed vulnerable in the school.</p>				✓
<p>The school has a system of tracking transfer in and transfer out of child protection records which is maintained and audited (as per the DCC Child Protection Record Keeping Guidance for Schools -Transfer, Storage and Retention).</p>				✓
<p>There is a system of safe storage of CP/safeguarding files which have restricted access applied and staff who have access are justified in their role to have that access.</p>				✓
<p>The school has a pro-forma for reporting and recording child protection concerns which can be evidenced as acted upon, this includes:- a record of actions taken; outcomes, and the use of a specific CP/ Safeguarding chronology for each child where there are concerns.</p>				✓
<p>Evidence is recorded where advice has been sought from external agencies; which includes the step up/step down with preventative and social care partners. Evidence is recorded of tracking, contacts and referrals made.</p>				✓
<p>The school has an Anti-Bullying Policy which includes online bullying, and complies with Section 89 of the Education and Inspections Act 2006. This policy is displayed on the school website and is known to all staff, non-teaching staff and the local community.</p>				✓
<p>The Anti- Bullying Policy has been produced in participation with the whole school community, with a child friendly version produced for pupils.</p> <p>We have an Anti-Bullying leaflet for pupils (Child Friendly Policy) on the ABA page of the website</p>				✓
<p>There are separate records of bullying incidents and evidence that incidents are analysed for patterns, trends, and hot spots. This includes strategies/models to prevent and intervene.</p>				✓
<p>B. Promoting the Welfare of Pupils - children are protected and feel safe</p>	Level 4	Level 3	Level 2	Level 1

All staff, including non-teaching staff are aware of the Child Protection and Reporting Procedures within the school, these are made accessible and are fully understood and applied.				✓
The school can demonstrate clear lines of communication on safeguarding matters and there is evidence of regular meetings and structures with Designated Safeguarding Lead/s and or pastoral staff which also allows for discussion, reflection and reviews of pupils who are deemed as vulnerable, records are kept of this activity				✓
Where a child is currently receiving services or support from Childrens Social Care and / or is subject to a Multi-Agency Plan, or where a child has been referred into services by the setting. The school can show participation in partnership with external agencies with an aim of improving the child's situation, following up and challenging decisions where they feel a child is at risk, where necessary using the Dispute Resolution and Escalation policy.				✓
Early indicators of pupils experiencing living with Domestic Abuse are identified, are acted upon and referrals and services are sought for victims and alleged perpetrators. Domestic Abuse Policy; Clear understanding of Operation Encompass procedures				✓
C. Managing Allegations- Safer Working Practices and Recruitment	Level 4	Level 3	Level 2	Level 1
There is a Code of Conduct for Behaviour and Safer Working practice, which applies to and is known to all Staff and all those who regularly come into school. All have signed to confirm that they have read the Code of Conduct. Signing sheet in overarching policies folder				✓
Section 128 for Governors / Prohibition and Barring checks for relevant staff are completed and full evidenced on the SCR and in personnel files.				✓
The Disqualification Under Child Care Act 2006 (2018) is applied and adhered to				✓
The DfE guidance ' Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2019 ' is referred to and used within the school and there is activity evidenced through practice				✓

<p>The Designated Safeguarding Lead/s has undertaken Safer Working Practice training which has been discussed in staff meetings. This includes staff and pupil acceptable use of IT, use of mobile phones and social media. It is part of a rolling programme of staff training and is also part of the staff induction for all staff including non-teaching staff.</p> <p>Is included in the DSL training – included in staff induction (see induction portfolio)</p>				✓
<p>There is a continuous induction in the school for all new staff including supply, temporary, agency and students which fully informs all new staff of their role in safer working practices and expectations around professional and personal boundaries</p>				✓
<p>All members of staff including non-teaching staff are aware of the school procedure for responding to and managing allegations against staff, with clear procedures on how to report any concerns they may have. This includes the process for whistle blowing</p>				✓
<p>All members of the senior leadership, including governors and DSL are aware of the LCC Procedures on Managing Allegations against Staff</p> <p>Not all new Governors potentially?</p>			✓	
<p>The LADO Referral Form and Whistle Blowing processes are accessible and displayed in the school.</p> <p>Whistleblowing Policy is on staffroom board, is on Staffshare and is in the Safeguarding Policies folder</p> <p>LCC don't have a LADO referral form but details are in the above policy</p>				✓
<p>When a LADO referral is made , records are clear, in detail and fully recorded with all advice taken, actions and outcomes</p>	Haven't had to make a referral since my appointment in 2018			
<p>If advice/a referral is made to LADO these are retained in compliance with the current LA record retention policy</p>	NA			
<p>Where relevant following an LADO enquiry staff are referred to the DBS and Teacher Regulation Agency</p>	NA			
<p>There is a policy/guidance in place for the supervision of volunteers where a risk assessment is undertaken and recorded of the role of the volunteer/s within school; this includes frequent visitors / contractors to the school site</p> <p>Volunteer handbook outlines safer working practice; also forms part of our induction process with regular volunteers or student placements</p>				✓
<p>Recruitment and Selection processes are regularly reviewed to ensure that they are in line with DFE/ KCSIE Guidance. DBS checks are rigorous including overseas checks. References are pursued and retained. There are other measures in place including the use of declarations and risk assessments. The</p>				✓

school office has a clear and accessible system for monitoring and recording recruitment outcomes.				
<p>Notes- development/ progress on/ evidence /location</p> <p>Need to be aware that we have had new Governors during the year who need updates on Managing Allegations Against Staff and general Safeguarding training.</p> <p>Referral forms and Policies are on the Staffroom Notice Board.</p>				
D. Safeguarding and the Curriculum	Level 4	Level 3	Level 2	Level 1
<p>There is evidence of preparing pupils for the transition onto a school which incorporates safeguarding information for pupils and parents.</p> <p>Y6 Transition and RSE work completed in the Summer Term focuses heavily on safeguarding – see RSE SOW. Safeguarding information and phone contact for children who are moving school.</p>				✓
<p>There is evidence of all teaching, mentoring and support staff contributing to safeguarding in the curriculum and this can be evidenced in planning and continuous review.</p> <p>Appraisal targets, ELSA training, intervention planning and record keeping</p>				✓
<p>The school is aware of the statutory requirements and expectations for effective the delivery of Relationships and Health Education (Primary) and Relationships, Sex and Health Education (Secondary).</p> <p>New RSE Policy written for 2020-21 implementation taking into account new DFE guidance</p> <p>Everyone’s Welcome programme incorporated into PSHE planning – delivering the equality objectives</p>				✓
<p>Through PSHE or similar approaches in the curriculum, pupils are able to explore how to keep themselves safe, understand risks and harmful behaviours. Pupils are encouraged to express how they feel and are given a variety of coping strategies and support.</p> <p>PSHE Lessons</p> <p>Everyone’s Welcome Programme</p> <p>RSE Scheme of Work</p> <p>Nurture Groups</p> <p>ELSA support for individual pupils</p>				✓
<p>Pupils are able to explore healthy and safe relationships and understanding consent. The school can demonstrate a commitment to Relationship, Sex and Health Education, as part of a Whole Schools Approach, relevant to their pupil’s needs, age and understanding.</p> <p>RSE Scheme of Work and Policy</p>				✓

Pupils clearly know who is a trusted adult within the school who they can share worries and concerns with. This about being able to share worries in the school, out of school and about their local community Assemblies, PSHE lessons, Anti-Bullying pupil leaflet, child friendly Safeguarding Policy; child friendly peer to peer abuse leaflet				✓
Pupils are able to articulate what is keeping safe, how to keep themselves safe, how they can report any concerns when in the community, when on line and when using social media				✓
E. Online Safety	Level 4	Level 3	Level 2	Level 1
The school has an On-Line Safety Policy/Guidance which has been developed in consultation with a wide range of staff and pupils. Questionnaires and the pupil voice has been used ensuring there is a whole school ownership. The Policy is displayed on the school's website. It is evidenced that the policy is reviewed on an annual regular basis to take into account new and specific Safeguarding concerns				✓
The school is using an electronic communications and social media policy to support the work of online safety in the school				✓
The school is aware of Cyber Crime, its issues, impact and what to do should cybercrime be suspected. Including early identification of vulnerable pupils/ students and providing appropriate support / interventions.				✓
Pupils are made aware of Cybercrime and risks around this.			✓	
The school can demonstrate effective use of the national guidance 'Sexting (youth generated images) Guidance for Schools/Colleges and are aware on how to apply this in the school. They have taken advice from preventative and child protection agencies (including the Police) in making appropriate referrals as and when required. https://www.gov.uk/government/publications/sexting-in-schoolsand-colleges Have used the guidance to inform RSE planning for Year 6 re: Sexting			✓	
The school attempts to inform/engage pupils and their parents in taking a shared responsibility in keeping safe. It is effective in the education and protection of vulnerable children who may be put at particular risk from their own and others' actions whilst online. The school regularly evaluates the effectiveness and impact of the programmes and uses national and local initiatives Have evaluated Remote Learning e-safety and provision fully but Computing Lead could do termly MER re: general e-safety so that it meets the 'regular' criteria			✓	
The school has a policy aligned with national, LA policies on acceptable use of the internet/social media/ video, mobiles and cameras				✓

<p>The school has appropriate filtering and monitoring systems and leaders and governors receive regular monitoring reports</p> <p>Don't currently do monitoring reports for governors apart from GDPR breaches</p>			✓	
F. Children Missing from Education (Pre 16 provision)	Level 4	Level 3	Level 2	Level 1
<p>The school has clear CME processes which is communicated to parents. All staff in school are aware of the policy and local procedures.</p> <p>Parents informed of CME via Attendance Policy and a section on the website on the attendance page. Not all staff would be fully knowledgeable of the policy as we touch upon it in August training but not the details.</p>			✓	
<p>Parents are asked for key information which is pursued when children move out of the area, go abroad or when families arrive from another area at school to obtain a place</p>				✓
<p>The school have a CME lead who regularly makes checks to ensure the systems are robust and effective. Clear plans are in place to support vulnerable learners who go missing or who are regularly absent or late. This lead is aware on how to seek advice from the LA when CME is suspected or known.</p> <p>SBM (also Deputy DSL) takes the lead with CME issues</p>				✓
G. Parental Responsibility and Private Fostering	Level 4	Level 3	Level 2	Level 1
<p>Parental Responsibility is asked about and routinely recorded, and included as a question on consent forms</p> <p>The pupil data sheet asks specifically about parental responsibility. It is recorded on SIMS and on all consent forms it asks the person filling it in to select 'parent/carer'.</p>				✓
<p>Where possible the school holds more than one emergency contact for each pupil and this is regularly reviewed and kept up to date</p>				✓
<p>The Designated Safeguarding Lead/s has received information/training on private fostering and knows how to identify and that they must report any such possible arrangement to the LA.</p> <p>Included as part of DSL training</p>				✓
<p>The DSL is aware on how to seek further advice from Children's Services to clarify any arrangement(s). The school is aware of the multi-agency services that are available to support Private Fostering arrangements (pre 16 only)</p> <p>Included as part of DSL training</p>				✓

<p>All staff including non- teaching staff are familiar with Private Fostering and can discuss and report concerns (pre 16 provision only)</p> <p>Included as part of annual whole school safeguarding training.</p>				✓
<p>The school has implemented a Private Fostering Policy/statement which is accessible to parents and on the website (pre 16 provision only)</p> <p>Private Fostering paragraph is on the safeguarding page on the website; policy is also on website.</p>				✓
<p>H. Elective Home Education</p>	<p>Level 4</p>	<p>Level 3</p>	<p>Level 2</p>	<p>Level 1</p>
<p>All staff can demonstrate a clear knowledge/understanding of the responsibilities and implications of parents/carers electing to home educate their children. Staff are aware of the implications talking to parents about EHE. All discussions and information is clearly recorded. The DSL and Governing Body are kept informed of any cases within the school where there are any safeguarding concerns ensuring procedures are adhered to.</p> <p>We have an Elective Home Education policy but haven't had any requests therefore the majority of staff would not be fully aware of the guidance</p> <p>All staff wouldn't be familiar with EHE agenda but the DSLs are and therefore the SBM and Headteacher would deal with requests.</p>			✓	
<p>The school can demonstrate by their recording where appropriate advice has been sought from the LA and can demonstrate how/what advice has been given to parents/carers and any discussion around the implications if such a decision</p> <p>Training required for ALL staff to have clear knowledge and understanding of responsibilities of parents and carers if the elect to home educate. SBM to record where advice has been sought from LA re Home elective education if we do get cases</p>	<p>NA – no cases</p>			
<p>I. FGM, HBV, Forced Marriage, Breast Ironing/Flattening</p>	<p>Level 4</p>	<p>Level 3</p>	<p>Level 2</p>	<p>Level 1</p>
<p>A Designated Safeguarding Lead/s has read, understood the applicable Multi-Agency Safeguarding Children Procedures completed the relevant training and undertaken any on-line courses available.</p>				✓
<p>All Staff including non-teaching have a working knowledge of these specific issues including guidance, regulations and statutory requirements. They can identify the signs, know how to report and who to. Staff are kept up to date on emerging issues, like these on the annual whole school training. Pupils are aware of the issues and know who to report any concerns relevant to age and understanding.</p>				✓

Staff are aware of the issues relating to FGM, HBV, Forced Marriage, Breast Ironing/Flattening				
FGM, HBV and Forced Marriage are raised in Year 6 as part of the new RSE scheme of work and will learn about the above in the Summer Term				
J. Child Exploitation and Trafficking (CRE)	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding of Child Sexual Exploitation, Exploitation and Trafficking and is familiar with the relevant CRE Multi-Agency Safeguarding Children Procedures. The DSL knows how to identify the signs, seek advice and make a referral on concerns regarding pupils who are suspected of; or, who may be a victim.				✓
A planned teaching programme on this specific issue takes place through PHSE and through similar approaches in the curriculum. This is a continuous activity which also includes grooming and trafficking. Pupils are aware of the issues and know who to report any concerns to which is relevant to their age and understanding. Appropriate resources are being used which may include national and local campaigns / initiatives Don't address grooming or trafficking in PSHE lessons although CSE is touched about through the discussion of good and bad relationships; coercion, pressure etc.			✓	
The school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their own and others actions. The school can also demonstrate knowledge in how they have taken advice, are using local mechanisms (local partnership groups), are using the CSE toolkit and or made a referral using safeguarding procedures	NA: Haven't had any concerns or cases involving CSE			
K. Child Sexual Abuse in the family (Interfamilial CSA)	Level 4	Level 3	Level 2	Level 1
The school is working to help increase the knowledge of CSA in order to identify indicators Developed staff knowledge of CSA interfamilial- specific training on this in August 2021 Developed knowledge of the impact of interfamilial abuse in the same training sessions. Include information about CSA in the staff handbook for August 2022.			✓	
The school understands the impact of interfamilial abuse on a child/ren in a family and will act upon all suspicions of			✓	
Safeguarding school training and updates includes CSA			✓	
L. Gangs and County Lines	Level 4	Level 3	Level 2	Level 1

A Designated Safeguarding Lead has developed an understanding and knowledge on how to identify the signs of pupils involved in Gangs and County Lines issues and CRE Procedures. They are aware on how to identify issues, seek advice and make an appropriate referral on pupils suspected of; or, who may be a victim				✓
All Staff have a working knowledge of these issues. They can identify the signs, and are aware of the process in who to make a report to in the school. They are kept up to date with any ongoing issues / concerns. Cover this annually but could do with reminders via weekly sheet or e-briefings				✓
Pupils understand the dangers of being involved in gangs relevant to their age and understanding and are aware as to who to report any concerns to. Something we could do more of in UKS2 PSHE as don't specifically look at gangs and County Lines issues.			✓	
M. Sexual Violence and Harassment , Peer on Peer Abuse	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding and is aware of the current Guidance on Sexual Violence and Sexual Harassment between children in schools and colleges (Dec 2017) and the LCC procedures on Children who Present a Risk of Harm to Others Included as part of DSL training				✓
All staff including non-teaching staff have an awareness and understanding of the differences between healthy, problematic and harmful behaviours, in the context of promoting a safe and secure school environment				✓
All staff including non-teaching staff promote positive behaviours, respond with clear and consistent boundaries. They understand the triggers for problematic and harmful behaviour and using de-escalation techniques are able to create alternative strategies.				✓
N. Extremism and Prevent	Level 4	Level 3	Level 2	Level 1
All Staff including non-teaching staff have a working knowledge of the issues and available support for pupils through Channel and Police Prevent.				✓
The school is aware about its Prevent duties including the local protocol of referring in all possible cases of to the local Police Prevent Team				✓

The school provides information and education in the curriculum on British Values for pupils including access to on line websites, approved organizations and speakers. <i>The school can evidence proactive challenge of views using filtering and monitoring systems to protect pupils.</i>				✓
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Audit and Action Plan 2021-22 has been completed and reviewed by

Designated Safeguarding Lead: 

Date: 10.11.21

Print Name: Fiona Shields

Job Title: Head teacher