

## **Safeguarding & Child Protection Audit Tool**

### **Saint Paulinus Primary Catholic Voluntary Academy**

(15/06/2017)

**2017**

This report will provide a comprehensive picture and evidence of how Safeguarding & Child Protection is being managed.

The formula used to produce this document is based on Keeping Children Safe in Education 2016, Section 5 Ofsted Inspections and Section 11 of the Children Act, which places a statutory duty on key organisations to make arrangements and ensure that they are responsible with regard to Safeguarding and promote the welfare of children.

The following areas will be examined within this inspection:

- Management of Safeguarding & Child Protection
- Training
- Policy and Procedures
- Child Protection Records
- The Governing Body & their Responsibilities
- Internet safety

Recommendations and Rolling Action Plans can be found within termly supervision notes which have been identified by Education Safeguarding Consultant, Pete Davies

On completion of this report, Pete Davies Education Safeguarding Consultant will provide a copy to the School.

It is suggested that a copy of this report and Safeguarding Supervision notes should be presented to Ofsted when they are next inspecting the School.

## Management of Child Protection

Standard	Evidence 15.06.2017
	<p>Saint Paulinus Primary Catholic Voluntary Academy have previously undertaken two similar Safeguarding &amp; Child Protection audits (04.06.2013 &amp; 15.06.2015). Both documents provide an evidence trail of how Saint Paulinus Primary Catholic Voluntary Academy has developed and prioritised their approach to meeting the needs of children which also includes their protection.</p> <p>Simon Geaves (HT) has been very keen to develop a robust approach to Safeguarding his pupils. He has invested time, training and appointed an external consultant to oversee the school's focus and future in this area.</p> <p>This audit is evidenced based, sharing existing good Safeguarding practices and processes embedded within school, however Simon is always looking to develop new strategies that will enhance Safeguarding as a whole.</p> <p>This document should also be read in conjunction with the formal <b>Termly Supervision Notes</b> that Simon has requested for himself and his Safeguarding Team. The supervision notes provide further evidence of Safeguarding initiatives and processes implemented and actioned on a termly basis. Formal supervision has been in place since 07.05.2015.</p> <p>Simon works closely with fellow Head Teachers within Redcar &amp; Cleveland and the local Safeguarding Children's Board in regard to meeting all child welfare needs.</p> <p>Person(s) (e.g. OFSTED) wishing to see how Safeguarding has been managed within Saint Paulinus Primary Catholic Voluntary Academy since 07.05.2015, should refer to this audit document, previous audits and supervision notes.</p>
<p>Are school and Governing Body aware of 'Keeping Children Safe in Education 2016' (KCSIE)?</p> <p>Have staff members read Part One?</p> <p>Has the school shared with staff information in relation to 'Disqualification by Association'?</p>	<p>All staff and GB members have read, understood and signed for part one of KCSIE 2016.</p> <p>All staff were asked to complete a KCSIE questionnaire to reinforce their understanding (15.09.2016)</p> <p>All staff have completed the DbA process. Evidence is found on the Single Central Record (SCR). This is reviewed annually as good practice.</p>
<p>Who is the Designated Safeguarding Lead (DSL); are they a senior member of staff?</p>	<ul style="list-style-type: none"> <li>• Simon Geaves (HT)</li> </ul>

<p>Who is the Deputy Designated Safeguarding Lead (DDSL)?</p>	<ul style="list-style-type: none"> <li>• Rachel Bircham (Deputy Head Teacher)</li> <li>• Lynne Green (Business Manager)</li> <li>• Nichola Turner (SLT, Head of KS1)</li> </ul>
<p>What supervision do staff receive who work directly and regularly with children where there are concerns about their safety and welfare?</p>	<p>Formal supervision takes place on a termly basis. Supervision notes are recorded.</p> <p>Dates of sessions:</p> <ul style="list-style-type: none"> <li>• 07.05.2015</li> <li>• 08.03.2016</li> <li>• 21.06.2016</li> <li>• 09.11.2016</li> <li>• 14.03.2017</li> <li>• 15.06.2017</li> </ul> <p><b>Supervision facilitates:</b></p> <ul style="list-style-type: none"> <li>• Examining all Safeguarding areas</li> <li>• Discussion around case management of children with a current protection plan and children with complex welfare needs</li> <li>• Identifying solutions to address child welfare or professional concerns (e.g. staff concerns/suitability)</li> <li>• Planning future DSL training needs</li> <li>• Service innovation and improvement</li> <li>• DSL accountability</li> <li>• Future actions/recommendations</li> </ul> <p><b>The supervision meeting will provide opportunities for the DSL/ DDSL/DSG to:</b></p> <ul style="list-style-type: none"> <li>• Discuss any Safeguarding issues concerning child in need of protection and children in need</li> <li>• Report good effective practice which has delivered positive outcomes</li> <li>• Receive advice and guidance to improve personal effectiveness</li> </ul> <p><b>It should be acknowledged that this audit could provide recommendations &amp; actions for school to consider, however school will already be facilitating recommendations identified through the supervision tool</b></p>
<p>Do <u>all</u> staff members (paid or unpaid capacity) know who are the:</p> <ul style="list-style-type: none"> <li>• Designated Safeguarding Lead (DSL)</li> </ul>	<p>Each September PD Day staff are advised and reminded of who are the Safeguarding Team members.</p> <p>In September 2016 staff and GB members attended a KCSIE 2016 (Part 1 presentation)</p>

<ul style="list-style-type: none"> <li>• Deputy Designated Safeguarding Lead (DDSL)</li> <li>• Designated Safeguarding Governor (DSG)</li> </ul> <p>Are staff, aware of the Safeguarding procedures and systems in school?</p>	<p>They have also received the following documents:</p> <ul style="list-style-type: none"> <li>• KCSIE 2016</li> <li>• CP Policy</li> <li>• Staff Code of Conduct</li> <li>• Prevent guidance document 2015</li> <li>• Staff Handbook</li> </ul> <p>Each year all staff will receive relevant Safeguarding training (e.g. KCSIE 2016 and Signs &amp; Symptom's). They are aware of their roles and responsibilities.</p> <p>The DSL, DDSL's and DSG are known to all staff and school visitors. They are promoted by the following:</p> <ul style="list-style-type: none"> <li>• Safeguarding Posters placed around school</li> <li>• Website</li> <li>• Safeguarding Leaflets</li> <li>• Staff and Governing Body SG training</li> <li>• Staff briefings</li> </ul>
<p>What are staff expected to do if they have a concern about a child if they think it might be a child at risk of significant harm.</p>	<p>The KCSIE presentation (15.09.2016) reinforced the actions staff should immediately take if they suspect a child is at risk of significant harm. Staff are aware that they should refer immediately to the DSL or DDSL.</p> <p>Staff are also expected to record their observations/actions which could involve the following:</p> <ul style="list-style-type: none"> <li>• Concerns identified</li> <li>• Discussion held</li> <li>• Decisions made and reasons for those decisions</li> <li>• Outcomes</li> </ul>
<p>Safeguarding Recording Systems</p>	<p>Simon has purchased an electronic recording system known as CPOMS on which staff can log all Safeguarding concerns. CPOMS provides a more robust, effective recording system and a positive time management tool.</p> <p>Staff are receiving ongoing training and understand that if they identify a child at risk of significant harm they should immediately report it to the DSL / DDSL before recording their observations on CPOMS.</p> <p>Child in Need (CIN) or School Early Intervention (SEI) information can be logged immediately allowing the DSL/DDSL to assess and action later.</p>
<p>Do school feel they are:</p>	<p>School does respond to all Safeguarding areas appropriately and the DSL/DDSL do understand the local criteria and</p>

<p>1. Responding / making referrals in a timely and appropriate way in respect to concerns allegations? 2. Providing effective working relationships with external agencies?</p>	<p>thresholds for making SAFER referrals into Social Care. Recently the DSL &amp; Rachel Bircham (DDSL) attended Level 3 training in which these areas were comprehensively discussed. Referrals and working together is discussed and evidenced in supervision notes.</p> <p>The DSL feels school does refer into Social Care appropriately and on a needs basis (e.g. CP or CIN)</p> <p>Historically Saint Paulinus Primary Catholic Voluntary Academy have attended appropriate CP training, sought appropriate advice / guidance (First Contact Team, Social Care) on a needs basis and formed very good working relationships with other agencies / professionals.</p> <p>School attends and participates in multi-agency meetings (e.g. CIN &amp; CP). Many CIN meetings are held at school.</p>
<p>What professional relationships / networks have the DSL's formed with other Safeguarding professionals?</p>	<p>Simon is aware that Kinga Pusztai, Head Teacher at Newcomen Primary School is the primary Head Teacher representative on the Local Safeguarding Children Board (LSCB) and is available to take forward any significant Safeguarding concern to the Board for discussion on his behalf.</p> <p>Over the years Saint Paulinus Primary Catholic Voluntary Academy have established and developed many close working relationships with other statutory agencies and voluntary organisations in. This is evidenced in previous audits and supervision notes</p> <p>Simon and his staff are very proactive in encouraging other professionals to visit the school to promote positive professional networking.</p> <p>School receive ongoing support, guidance and SG training from the ESC.</p>
<p>Single Central Record (SCR)</p> <p>Do the school have SCR? Is the 'single central record' appropriate to need (e.g. DBS checks, barred list checks, qualification records, dates, right to work in the UK and signed off)? Who manages the SCR?</p>	<p>The school hold a SCR which is compliant with regulations.</p> <p>It contains appropriate checks on all staff, governors and volunteers.</p> <p>The SCR is populated by Lynne Green (Business Manager)</p> <p>The SCR is checked each month by a school governor and sign to say they have done so.</p>
<p>Is the Head Teacher aware it is a criminal offence to:</p> <p>1. To take on an individual in DBS regulated activity who they know to have been barred. 2. Not to refer to DBS details of anyone who is permanently removed from regulated activity (or who leaves under investigation) for allegedly causing or posing risk of harm.</p>	<p>Yes</p> <p>Yes</p>

Who checks details of Head Teachers & SCR?	The Head Teachers details are checked by the Chair of Governors (Frank Campbell)
Are visitors to school managed in an appropriate manner? What checks are undertaken?	All visitors sign in and out at the reception Visitor's badges are issued and worn whilst on site Visitors must show ID and are escorted to areas of school by a member of staff unless they are a regular visitor and have been issued with badges
Is there a Disaster / Lock down strategy in place?	School have a 'Crisis Management Plan' in place which is presently being reviewed
Does the school provide information to official visitors (e.g. supply cover teachers) in respect of child protection and what to do if they have concerns? Do school have a visitor's policy?	Visitors to school are provided with Safeguarding & Child Protection information leaflet  The school do have a 'Policy for Visitors & Volunteers'
Does the school promote Safeguarding as well as the role of the DSL/DDSL?	The school website provides good Safeguarding advice and guidance.  Policies relating to Safeguarding & Child Protection can be found on the school website  School display Safeguarding posters around school highlighting the Safeguarding Team  Newsletters also provide Safeguarding guidance
Do school discuss with pupils / pupils Safeguarding issues such as: <ul style="list-style-type: none"> <li>• Radicalisation or extremist behaviour</li> <li>• CSE &amp; trafficking</li> <li>• Pupils health and safety</li> <li>• Bullying / cyber-bullying</li> <li>• Racist abuse</li> <li>• Homophobic abuse</li> <li>• Harassment and discrimination</li> <li>• Use of physical intervention</li> <li>• Pupils with health needs</li> <li>• First aid</li> <li>• Educational visits</li> <li>• Internet / Internet Safety</li> <li>• Issues specific to a local area (e.g. train lines &amp; known</li> </ul>	Children at Saint Paulinus Primary Catholic Voluntary Academy do experience the opportunity to learn about and discuss topics referred to in this section. Appropriate discussion is held but is dependent on a child's age & understanding and are part of the on-going day to day Safeguarding curriculum that school offer. Some examples are: <ul style="list-style-type: none"> <li>• Internet Safety</li> <li>• British Values</li> <li>• School residential events offer opportunities for children to undertake their own risk assessments on the activities they are to participate in.</li> <li>• Allowing children to understand how other children and adults behave.</li> <li>• Talk about stranger danger (e.g. in the woods)</li> <li>• Car Park safety</li> <li>• Bus safety (e.g. wearing seat belts).</li> <li>• Life skills</li> </ul> <p>It is acknowledged by school that this an ongoing area where regular revisiting of issues is required. They are</p>

<p>drug issues)</p> <ul style="list-style-type: none"> <li>• School security.</li> </ul>	<p>constantly reviewing and developing teaching &amp; learning to manage this area of work (e.g. Presently Simon is planning to have a member of staff CEOP Ambassador trained to plan future regular Internet Safety sessions)</p>
<p>Is Radicalization, Extremism and the Prevent agenda being recognised by school?</p>	<p>School have a Radical &amp; Extremism policy</p> <p>Teaching staff undertook WRAP training (22.02.2016) provided by the LA and Prevent online training (01.09.2016)</p>
<p>Do school provide children with an easily understood process in which they can share concerns if they feel unsafe? Can children identify a trusted adult?</p>	<p>Good professional relationships between the staff and children is a major skill and strength at Saint Paulinus Primary Catholic Voluntary Academy</p> <p>School undertake regular Safeguarding questionnaires with children and parents</p> <p>Children know they can talk to staff about any issue and staff are ready to listen</p> <p>Staff also recognise that a change in behaviour which may indicate the child has a concern / issue to share</p> <p>Parents are also asked to share any problems with school so that they can work together to address them</p>
<p>Are school aware of CSE &amp; ‘VEMT’ – ‘Vulnerable, Exploited, Missing and Trafficked Children’ – referral process?</p>	<p>Simon DSL is fully aware of VEMT, CSE and ‘PREVENT’ and has attended relevant and recent training (CSE Champion training 08.03.2017)</p> <p>Staff have received awareness training in these areas</p>

## Training

Standard	Evidence 22.05.2017
<p>Has the DSL been appropriately trained?            Has the DSL undergone CP training within the <b>last two years</b>?            What LSCB training has been undertaken?            Has the DSL undertaken training relating to:</p> <ul style="list-style-type: none"> <li>• PAMIC / Parental Mental Health issues</li> <li>• Female Genital Mutilation (FGM),</li> <li>• Fabricated &amp; Induced Illness (FII)</li> <li>• Forced Marriage (FM)?</li> <li>• Radicalisation &amp; extremism</li> </ul>	<p>Simon Geaves, Head Teacher is appropriately trained as the DSL and has attended many Safeguarding courses including Level 3 training</p> <p>Simon's Safeguarding training record is as follows:</p> <ul style="list-style-type: none"> <li>• 04.02.2011 – DSL</li> <li>• 28.09.2012 – DSL</li> <li>• 04.03.2013 – SR&amp;V</li> <li>• 05.10.2012 – DSL</li> <li>• 02.10.2014 – DSL</li> <li>• May 2015 – E Learning See the Adult See the Child</li> <li>• June 2015 – E Learning DV &amp; Abuse</li> <li>• 14.09.2015 – Operation Encompass</li> <li>• 02.02.2016 – Prevent online</li> <li>• 20.02.2016 - WRAP</li> <li>• 29.02.2016 – Level 3</li> <li>• 08.03.2016 – DSL</li> <li>• 06.06.2016 – E Learning Aware of Child Abuse &amp; Neglect</li> <li>• 21.06.2016 – DSL</li> <li>• 01.09.2016 – PREVENT online</li> <li>• 12.09.2016 – E Learning FGM Recognising &amp; Preventing</li> <li>• 15.09.2016 – KCSIE Pt1</li> <li>• 17.10.2016 – CSE</li> <li>• 17.10.2016 – E Learning Introduction to SG refresher</li> <li>• 10.11.2016 – Education SG conference</li> <li>• 14.11.2016 – E-Safety Guidance V2 – online</li> <li>• 07.01.2017 – Collaborative Working, the Whole School Approach</li> <li>• 12.01.2017 – SG the Foster Child</li> <li>• 15.02.2017 – SR&amp;V</li> <li>• 22.02.2017 – CPOMS</li> <li>• 08.03.2017 – CSE champion</li> <li>• 15.03.2017 – EPEP</li> </ul>

	<ul style="list-style-type: none"> <li>• 15.05.2017 – Level 3 update</li> <li>• 16.06.2017 – FGM, FM &amp; HBV</li> <li>• 26.06.2017 - FII</li> </ul>
<p>Have DDSL undertaken CP training?  What LSCB training has been undertaken?  Has the DDSL undertaken training relating to:</p> <ul style="list-style-type: none"> <li>• PAMIC / Parental Mental Health issues</li> <li>• Female Genital Mutilation (FGM),</li> <li>• Fabricated &amp; Induced Illness (FII)</li> <li>• Forced Marriage (FM)</li> <li>• Radicalisation &amp; extremism</li> </ul>	<p>Rachel Bircham (DHT) is appropriately trained as a DDSL and has attended relevant Safeguarding courses.</p> <p>Rachel's Safeguarding training record is as follows:</p> <ul style="list-style-type: none"> <li>• 28.09.2012 – DSL Pt 1</li> <li>• 05.10.2012 – DSL Pt 2</li> <li>• 18.07.2013 – DSL</li> <li>• 02.10.2014 – DSL</li> <li>• 14.09.2015 – Operation Encompass</li> <li>• 20.02.2016 – WRAP</li> <li>• 08.03.2016 – DSL</li> <li>• 21.06.2016 - DSL</li> <li>• 01.09.2016 – PREVENT online</li> <li>• 15.09.2016 – KCSIE Pt1</li> <li>• 22.02.2017 – CPOMS</li> <li>• 03.05.2017 – SG Questionnaire</li> <li>• 13.06.2017 – Level 3</li> </ul>
<p>Have DDSL undertaken CP training?  What LSCB training has been undertaken?  Has the DDSL undertaken training relating to:</p> <ul style="list-style-type: none"> <li>• PAMIC / Parental Mental Health issues</li> <li>• Female Genital Mutilation (FGM),</li> <li>• Fabricated &amp; Induced Illness (FII)</li> <li>• Forced Marriage (FM)</li> <li>• Radicalisation &amp; extremism</li> </ul>	<p>Nichola Turner (SLT, Head of KS1) is appropriately trained as the DDSL and has attended Safeguarding courses including recent Level 3 training.</p> <p>Nichola's Safeguarding training record is as follows:</p> <ul style="list-style-type: none"> <li>• 08.10.2013 – NTCP</li> <li>• 05.10.2013 – NTCP</li> <li>• 20.02.2016 - WRAP</li> <li>• 08.03.2016 – DSL</li> <li>• 21.06.2016 - DSL</li> <li>• 01.09.2016 – PREVENT online</li> <li>• 15.09.2016 – KCSIE 2016 Pt 1</li> <li>• 07.10.2016 – Level 3</li> <li>• 22.02.2017 – CPOMS</li> <li>• 03.05.2017 – SG Questionnaire</li> </ul>
<p>Have DDSL undertaken CP training?</p>	<p>Lynne Green (Business Manager) is appropriately trained as the DDSL and has attended Safeguarding courses</p>

<p>What LSCB training has been undertaken? Has the DDSL undertaken training relating to:</p> <ul style="list-style-type: none"> <li>• PAMIC / Parental Mental Health issues</li> <li>• Female Genital Mutilation (FGM),</li> <li>• Fabricated &amp; Induced Illness (FII)</li> <li>• Forced Marriage (FM)</li> <li>• Radicalisation &amp; extremism</li> </ul>	<p>including recent Level 3 training.</p> <p>Lynne's Safeguarding training record is as follows:</p> <ul style="list-style-type: none"> <li>• 20.02.2016 - WRAP</li> <li>• 08.03.2016 – DSL</li> <li>• March 2016 – E Learning Awareness of Child Abuse &amp; Neglect</li> <li>• 21.06.2016 – DSL</li> <li>• 01.09.2016 – PREVENT online</li> <li>• 15.09.2016 – KCSIE Pt 1</li> <li>• 17.11.2016 – Level 3</li> <li>• 08.02.2017 – SR&amp;V online</li> <li>• 22.02.2017 – CPOMS</li> <li>• 13.03.2017 - PAMIC</li> <li>• 03.05.2017 – SG Questionnaire</li> </ul>
<p>Have school staff, (teaching and non-teaching) received the following CP training?</p> <ul style="list-style-type: none"> <li>• awareness raising</li> <li>• signs &amp; symptoms</li> <li>• Internet Safety</li> <li>• Radicalisation &amp; extremism</li> </ul>	<p>Staff have received the following child protection training:</p> <ul style="list-style-type: none"> <li>• 25.09.2006 – AW</li> <li>• 05.01.2010 – AW, SS &amp; E-Safety</li> <li>• 03.06.2013 – AW</li> <li>• 17.06.2013 – SS &amp; ES</li> <li>• 27.04.2015 – AW</li> <li>• 18.05.2015 – SS &amp; ES</li> <li>• 20.02.2016 – WRAP</li> <li>• 01.09.2016 – PREVENT online</li> <li>• 15.09.2016 – KCSIE 2016 Pt1</li> <li>• 22.02.2017 – CPOMS</li> <li>• 03.05.2017 – SG Questionnaire</li> </ul>
<p>Do school have a formal record of CP training undertaken by all staff?</p>	<p>Simon holds a file which contains training undertaken by:</p> <ul style="list-style-type: none"> <li>• DSL's</li> <li>• Staff</li> <li>• Governors</li> </ul> <p>Simon holds all certificates in a central safeguarding file.</p>
<p>Do school &amp; staff recognise that the following could indicate Safeguarding concerns?</p>	<p>Issues such as poor school attendance and children missing from education are managed appropriately and referred to on a needs basis within staff meetings. Late attendance is also seen as a possible Safeguarding issue.</p>

<ul style="list-style-type: none"> <li>• Poor school attendance</li> <li>• Children missing from education</li> </ul>	
<p>Do school have a CP induction process in place? Detail process.</p>	<p>The school have a formal induction process that includes Safeguarding. This I normally facilitated in September by Simon. This process is also undertaken when necessary</p> <p>The DSL is responsible for the staff induction which includes looking at all school policies and KCSIE 2016</p> <p>Staff are expected to read the CP Policy / Staff Code of Conduct / KCSIE 2016 and sign to say they have read it; they also receive the staff handbook. This is an annual process undertaken in September</p>

## Policy and Procedures

Standard	Evidence 15.06.2017
<p>Do school have:</p> <ul style="list-style-type: none"> <li>• CP/SG Policy?</li> <li>• Staff behavioural policy?</li> </ul> <p>When will they be revised?</p> <p>Does the GB oversee that effective CP policies and procedures are in place?</p>	<p>School have appropriate Safeguarding policies in place many of which can be found on the school website.</p> <p>The CP/SG Policy was published September 2016 and will be revised September 2017. The policy refers to KSCIE 2016, Working Together to Safeguard Children 2015 and Teesside LSCB Child Protection Procedures.</p> <p>Staff Code of Conduct published September 2016 and will be revised September 2017</p> <p>All policies are signed off by the Chair of Governors and Head Teacher.</p>
<p>Does the school, DSL &amp; DDSL have access to locally agreed child protection procedures (e.g. Tees Child Protection Web Based Procedures – <a href="http://www.teescpp.org.uk">www.teescpp.org.uk</a>)?</p>	<p>The DSL / DDSL have accessed the LSCB website</p> <p>The DSL &amp; DDSL attended recent Level 3 training in which the LSCB website was stressed in respect of accessing relevant referral documentation as well as information.</p>
<p>Does the school feel they respond appropriately to the Safeguarding needs of children?</p>	<p>Simon and his staff have attended KCSIE 2016 training in which they were introduced to a ‘Safeguarding Windscreen Model’ which demonstrates where any SG needs of children sits in relation to Universal Need, School Early Intervention (SEI), CIN and CP. This helps staff to identify areas of concern, then assess level of risk and how best to address that need.</p> <p>Simon feels that they are:</p> <ul style="list-style-type: none"> <li>• Vigilant</li> <li>• Listen to children</li> <li>• Refer early signs of abuse</li> <li>• Record concerns</li> <li>• Reassess concerns</li> <li>• Challenge other professionals if needs be</li> </ul>
<p>Do the DSL and DDSL have a good understanding of the CP Procedures and how to make an appropriate CP referral into social care?</p> <p>Are appropriate referral processes and formats being used?</p>	<p>The DSL is very experienced in Safeguarding matters and has attended many CP courses including recently Level 3 training which covered in depth local authority child wellbeing thresholds and referral procedures to follow.</p> <p>All the Safeguarding team understand the multi-agency processes and procedures to follow but normally the DSL would initiate a SAFER referral being processed.</p>

## Child Protection / Child in Need Records

Standard	Evidence 15.06.2017
<p>Do the school hold CP files (e.g. ‘live’ and ‘historical’)?            Are the files securely managed?            How many ‘<b>children with protection plans</b>’ on the day of supervision?            Are all files appropriately structured?            Are the files complete?            Identify gaps and reasons given.            List any documentation missing (e.g. Strategy minutes, case conferences reports &amp; core group minutes).            Are chronology sheets and appropriate CP report formats being used?            How do the school manage these files?</p>	<p>CP and historical CP files are locked in a cabinet in the Head Teachers office which is only accessible to the DSL and DDSL.</p> <p>CP information is shared with relevant staff on a ‘need to know basis’</p> <p>Simon reported that presently he has no child with a CP plan.</p> <p>Historical CP files was complete containing multi-agency documentation.</p> <p>All CP plans have their own individual file in which the following structure can be found:</p> <ul style="list-style-type: none"> <li>• Child profile</li> <li>• Chronology</li> <li>• Referral</li> <li>• Strategy / Section 47</li> <li>• CP Plan</li> <li>• Core groups</li> </ul> <p>Safeguarding information recorded on children is held within CPOMS – this is an electronic recording system purchased by school which provides a chronology database for individual children. Logs recorded on CPOMS are assessed daily and overseen weekly by the Safeguarding team.</p> <p>Termly supervision sessions include discussion in relation to live CP plans and other Safeguarding cases that the DSL wishes to discuss.</p>
<p>Do school keep logs in respect of?</p> <ul style="list-style-type: none"> <li>• Bullying incidents</li> <li>• Racial incidents</li> <li>• Homophobic incidents</li> <li>• IT abuse</li> <li>• Concerning behaviour</li> <li>• Self-harm</li> </ul>	<p>School maintains and records relevant information relating to those listed.</p> <p>All relevant information is recorded on CPOMS</p>

<p>Does the school understand the difference between Child Protection (CP) and Child in Need cases (CIN)?</p>	<p>The DSL described:</p> <ul style="list-style-type: none"> <li>• CIN as a child with minor or complex needs which are identified and addressed. Some cases will have social work support.</li> <li>• Minor safeguarding needs would normally be recorded under School Early Intervention (SEI) and managed by school who work in partnership with parents and other agencies. A referral to Social Care at this stage would not be deemed necessary.</li> <li>• CP is where a child is identified to be at risk of possibly harm, this results with an immediate referral to social care followed by appropriate action taken to protect.</li> <li>• At staff briefing meetings the DSL or Head Teacher will, on a needs basis share CIN or CP information with staff.</li> </ul>
<p>Who manages CIN cases?</p>	<p>The DSL</p>
<p>What system does the school have in place to manage CIN cases and files?</p>	<p>Safeguarding information is recorded and monitored on CPOMS.</p>
<p>Do school feel they support Social Workers and participate in decision making about individual children?</p>	<p>School feel they work well with Social Workers within Social Care.</p> <p>Multi-agency working including Social Worker intervention is discussed, as part of supervision sessions.</p> <p>Social Work practice in respect of individual cases is recorded and occasionally concerns have been raised with senior managers within Social Care or if felt serious enough the LSCB.</p> <p>Professional challenge is encouraged when appropriate</p> <p>School have been involved in EHA's.</p>

## The Governing Body (GB) & their Responsibilities

Standard	Evidence 15.06.2017
<p>Does the GB recognise and abide with the local inter-agency Safeguarding procedures? Is the GB ensuring that school will contribute to multi-agency working and work in line with the statutory guidance 'Working Together to Safeguard Children 2015 &amp; KCSIE 2016'?</p>	<p>The GB is fully supportive of the multi-agency Safeguarding ethos.</p> <p>The GB are aware of KCSIE 2016 documentation &amp; have attended relevant training in regard of the whole document Parts 1-4</p> <p>They value the school as being part of:</p> <ul style="list-style-type: none"> <li>• Early help assessments including coordinating them on a needs basis</li> <li>• Offering additional support to CP Plans</li> <li>• Assisting social care when they conduct Section 17 or 47 assessments</li> </ul> <p>The GB is aware that under Section 14B of the Children Act 2004 they will supply information to the local LSCB in respect of its Safeguarding functions.</p> <p>Within Supervision sessions the GB role is discussed and future training planned. The DSG can attend if they so wish.</p>
<p>How do the GB managed their CP / Safeguarding responsibilities, what processes are in place Is the GB aware of the single central record (SCR) and its meaning?</p>	<p>The DSL produces a report each term for the GB which provides SG updates &amp; information.</p> <p>The GB also receive a copy of supervision notes from meetings undertaken by the DSL &amp; Education Safeguarding Consultant.</p> <p>All GB members are DBS checked &amp; appropriate evidence is recorded on the SCR</p> <p>The DSG's understands the function of the SCR and checks it every term</p>
<p>Do the school have a Designated Safeguarding Governor (DSG)?</p>	<p>School have two DSG's</p> <ul style="list-style-type: none"> <li>• Maureen Mclean (Foundation Governor)</li> <li>• Rachel Campbell (Staff Governor)</li> </ul>
<p>What training has the GB or DSG had? Provide names and dates.</p>	<p>Training undertaken by GB:</p> <ul style="list-style-type: none"> <li>• 25.09.2006 – AW</li> <li>• 05.01.2010 – AW, SS &amp; E-Safety</li> <li>• 03.06.2013 – AW</li> </ul>

	<ul style="list-style-type: none"> <li>• 17.06.2013 – SS &amp;ES</li> <li>• 27.04.2015 – AW</li> <li>• 18.05.2015 – SS &amp; ES</li> <li>• 08.03.2016 – DSG – Rachel Campbell</li> <li>• 08.03.2016 – DSG – Maureen McLean</li> <li>• May 2016 – E Learning Aware of Child Abuse &amp; Neglect – Rachel Campbell</li> <li>• May 2016 – E Learning Aware of Child Abuse &amp; Neglect – Maureen McLean</li> <li>• 21.06.2016 – DSG – Rachel Campbell</li> <li>• 21.06.2016 – DSG – Maureen McLean</li> <li>• 15.09.2016 – KCSIE 2016 Pt1</li> <li>• 25.02.2017 – Frank Campbell (Chair of Governors) – SR&amp;V</li> <li>• 21.02.2017 – Full GB KCSIE 2016 Parts 1 – 4</li> </ul>
Do staff, parents and pupils know who the DSG is?	<p>Details of the DSG can be found on:</p> <ul style="list-style-type: none"> <li>• School posters which are situated around school</li> <li>• School website</li> <li>• SG leaflet</li> <li>• School newsletters</li> </ul>
<p>What ‘Safer Recruitment and Vetting’ processes do the school follow?</p> <p>What appropriate training has been undertaken and by whom?</p>	<p>All appointments are made after following the stringent processes covered in the Safer Recruitment &amp; Vetting training. At least one person who has been trained is present on the selection panels.</p> <p>The following adults have undertaken the training:</p> <ul style="list-style-type: none"> <li>• 01.03.2011 – Canon Michael Bayldon</li> <li>• 04.03.2013 – Simon Geaves</li> <li>• 04.03.2013 – Christine Brooke</li> <li>• 08.02.2017 – Lynne Green</li> <li>• 15.02.2017 – Simon Geaves</li> <li>• 25.02.2017 – Frank Campbell Chair of Governors</li> </ul>
<p>Is the GB aware of its responsibilities if an allegation is made against the Head Teacher?</p> <p>Do staff within school understand their responsibilities and the process to follow if they have CP concerns about a colleague?</p>	<p>The GB is aware that the Chair of Governors would liaise with the LA and the LADO if an allegation was made against the Head Teacher.</p> <p>The newly appointed LADO is Lorraine Press</p> <p>Staff, are aware that if they have a CP concern about a colleague they must inform the Head Teacher and provide evidence of their concerns.</p>

## Internet Safety

Standard	Evidence 15.06.2017
Does the school have a dedicated Internet Safety lead?	David Aspin
Is there an Internet Safety policy? Is it regularly updated, if so when? Who signs off the policy?	The E Safety Policy last updated January 2017 can be found on the school website Annually updated in February  The policy is signed off by the GB
Does the school have an Internet Safety acceptable user policy	School do have an Internet Acceptable Users Policy and this is updated each September The AUP is for Children, Parents & Staff to sign
Is Internet Safety integrated across all school policies?	Yes
Is there a managed Internet Safety system in place?	Internet access is controlled by a centrally managed Smoothwall system which uses ‘Real-Time Content analysis’ to identify and classify content, and at the same time identify the tell-tale signatures of the proxy sites used to try and circumvent filters.  Once the content is identified and classified, a decision can be about whether or not a user can access it using a “who, what, where, when” control system, which allows different filtering levels between students and staff.  The system also uses a known blacklist and IWF blacklist which is updated as required by Smoothwall.
Is regular Internet Safety training provided for all staff groups?	I Safety training is provided annually to all staff and on a needs basis when required
Is Internet Safety an agenda item in school meetings? Does the school provide a proactive and ongoing approach to getting the Internet Safety message across to children? What measures are taken to promote safe use and combat unsafe use?	Children receive regular I Safety lessons appropriate to need. This provides an ongoing approach to reinforcing online safety.  School have held a Safer Internet day 2017 and parents were involved in this process. School have an Anti-bullying week which covers Cyber Bullying  The NSPCC have presented I Safety sessions

Date: 23.06.2017
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