

A. Policy, Procedures and Recording (continued)	Level 4	Level 3	Level 2	Level 1
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 chronology for each child where there are concerns				X
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.				X
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.				X
The Anti-Bullying Policy has been produced in participation with the whole school community, with a child friendly version produced for pupils				X
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.				X

B. Promoting the Welfare of Pupils	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.				X
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			X	

C. 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. Every member of staff has been given a copy along with the DSCB Leaflet on Safer Working Practices issued in 2015, all have signed to confirm that they have read the code of conduct.				X
The DfE guidance 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2015' is referred to and used within the school and there is activity evidenced through practice				X
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.				X
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				X
All members of staff including non-teaching staff are aware of the 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				X
The LADO and Whistle Blowing processes are accessible and displayed in the school. The LADO flowchart and report form can be readily accessed by all staff including non-teaching staff				X
If advice/ referral is made these are retained in compliance with the current DCC record retention policy				X
There is a policy/guidance in place for the supervision of volunteers and a risk assessment is undertaken and recorded of the role of the volunteer/s in school, and this includes frequent visitors to the school site				X
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 school office has a clear and accessible system for monitoring and recording recruitment outcomes.				X

D. Safeguarding and the Curriculum	Level 4	Level 3	Level 2	Level 1
There is evidence of preparing pupils for the transition onto a school / post 16 which incorporates safeguarding information for pupils and parents.				X
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				X
The school is preparing for the statutory requirements and expectations for the delivery of compulsory sex, health and relationships education				X
Through PSHE or similar approaches in the curriculum, pupils are able to explore how to keep themselves safe, understand risks and harmful behaviours, they are able to talk about feelings and given strategies to talk about/express worries and pressures				X
Pupils are able to explore what are healthy and safe relationships and understanding consent. They can demonstrate a commitment to sex and relationship education, relevant to their age and understanding				X
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				X
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				X

E. Online Safety	Level 4	Level 3	Level 2	Level 1
The school has an Online 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 website. It is evidenced that the policy is reviewed on an annual regular basis to take into account new and specific Safeguarding concerns			X	
The school is using an electronic communications and social media policy to support the work of online safety in the school				X

The school can demonstrate effective use of the national guidance 'Sexting (youth generated images) Guidance for Schools/Colleges' and are aware of 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.				
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				X

Specific Safeguarding Issues

F. Children Missing from Education	Level 4	Level 3	Level 2	Level 1
The school has clear CME processes which are communicated to parents. All staff in school are aware of the policy and local procedures.				X
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				X
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.				X

G. Private Fostering	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead/s has completed the online Private Fostering e-learning module and all staff including non-teaching staff are familiar with Private Fostering and how to raise any concerns				X
The school has implemented a Private Fostering Policy which is accessible to parents and on the website. There is a clear pathway developed within school and the DSL is aware on how to seek further advice from Children's Services to clarify any arrangement. The school is aware of the multi-agency services that are available to support Private Fostering arrangements				X

H. Home Elective Education	Level 4	Level 3	Level 2	Level 1
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 discussion 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.				X
The school can demonstrate by their recording where appropriate advice has been sought from the DCC EHE Coordinator and can demonstrate how/what advice has been given to parents/carers and pupils highlighting the implications and offering/signposting where support can be obtained.				N/A

I. FGM, HBV, Forced Marriage, Breast Ironing/Flattening	Level 4	Level 3	Level 2	Level 1
Designated Safeguarding Lead(s) has read about, completed relevant training and undertaken any online courses on offer.				X
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.				X
J. Child Exploitation and Trafficking (CRE)	Level 4	Level 3	Level 2	Level 1
Designated Safeguarding Lead has developed an understanding of Child Sexual Exploitation, exploitation and trafficking. The Lead 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.				X
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				X

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			X	
K. Gangs and County Lines	Level 4	Level 3	Level 2	Level 1
Designated Safeguarding Lead has developed an understanding and knowledge of how to identify the signs of pupils involved in Gangs and County Lines issues. They are aware of how to identify issues, seek advice and make an appropriate referral about pupils suspected of; or, who may be a victim				X
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.				X
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.				X
L. Sexual Violence and Harassment , Peer on Peer Abuse	Level 4	Level 3	Level 2	Level 1
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)			X	
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				X
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.				X

M. 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. The school is aware about its Prevent duties including the local protocol. They are aware how to identify, report and respond to concerns about Prevent using the risk indicator checklist and available police report forms				X
The school provides information and education in the curriculum on British Values for pupils including access to on line websites, approved organizations and speakers. The school can evidence proactive challenge of views using filtering and monitoring systems to protect pupils				X

Final Self-Assessed Level

4		3		2	X	1	
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If you have identified a score of 4, 3, 2. There needs to be an Action Plan with targets and priorities to work on. The action plan needs to be reviewed with details of how the school will achieve the targets, within what timescale, and who has the responsibility to ensure completion.

If you have identified a score of 1. You should be asking yourselves the following questions:

- How does your school sustain this score?
- How does the school continue to enhance the breadth and depth of learning and the whole school approach to Safeguarding?

It makes sense to have actions of how to achieve and sustain your score.

Part Three

2019 - 2020

The S175 Action Plan

School: Sale and Davys Church of England Primary School

Completed by: Sarah Briggs

Date: 16th July 2019

(Academic Year)

Part One

Compliances

	Lead Person	Target date to Rectify	Success Criteria
Section 1 - Leadership and Management of Safeguarding			
Early help offer included in the complaints policy	Sarah Briggs	October 2019	On Website, Shared with children
Section 2 Safeguarding Governance			
Governors aware of Early Help provision and number of referrals made	Sarah Briggs	September 19	Governors minutes.
Section 3- Partnership Working and Training			
DSL to attend multi- agency training	Sarah Briggs	Autumn term 2019	Added to training log
Section 4- On Site and Off Site Safety			

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

Highlight Priorities	
Red	High
Amber	Medium
Green	Low

Area for Improvement: Policy, Procedures and Recording					
Success Criteria: Long Term Aim - Robust procedures which are fully recognised and applied in order to provide a safe environment for pupils					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Safeguarding leaflet for pupils	Helen Fenlon	Sep 2019	Sarah Briggs	Leaflet produced	
Check DCC guidance for child protection transfer records	Sarah Briggs	Sep 2019	Hannah Hogg	Safeguarding meeting	

Area for Improvement: Promoting the Welfare of Pupils					
Success Criteria: Long term aim - pupils are happy and safe in school and are equipped for later life and living and working in modern Britain					
Evidence					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Regular meetings regarding vulnerable children are minuted	Sarah Briggs	Autumn term 2019	Hannah Hogg	Minutes produced	

Area for Improvement: Safer Working Practices and Recruitment					
Success Criteria: Long term aim - the reduction of harm and prevention of adults who are unsafe and unsuitable working with pupils					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: Safeguarding and the Curriculum					
Success Criteria: Long term aim - an embedded and enriching curriculum which helps keep pupils safe					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: Online Safety

Success Criteria: Long term aim - Knowledge, Skills and confidence of pupils when on line and in a digital world to keep themselves safe

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Online safety policy reviewed with reference to pupil voice	Helen Fenlon	October 2019	Sarah Briggs	Policy ratified	

Area for Improvement: Children Missing from Education					
Success Criteria: Long term aim- all pupils are robustly monitored and any missing are acted upon					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: Private Fostering					
Success Criteria: Long term aim - all staff have the knowledge and skills to safeguarding pupils who are not living at home					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: Elective Home Education					
Success Criteria: Long term aim - procedures and practice in the school reflect the best interests and outcomes for pupils and their families					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: FGM, HBV, Forced Marriage, Breast Ironing/Flattening					
Success Criteria: Long term aim- all staff are fully aware and all cases known or suspected are acted upon					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: Child Exploitation and Trafficking (CRE)					
Success Criteria: Long term aim- all staff are fully aware and all cases known or suspected are acted upon					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Use CSE tool kit	Helen Fenlon	Spring term 2020	Sarah Briggs	Tool kit completed	

Area for Improvement: Gangs and County Lines					
Success Criteria: Long term aim- all staff are fully aware and all cases known or suspected are acted upon					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: Peer on Peer Abuse					
Success Criteria: Long term aim- the approaches by the school and by all staff reflect a robustness and is embedded as an approach in the wider framework of safeguarding in the school					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Read Sexual violence and Sexual Harrassment between children in schools Dec 2017	Sarah Briggs	Autumn term 2019	Hannah Hogg	Training log updated	

Area for improvement: Extremism and Prevent					
Success Criteria: Long term aim- tackling extremism, educating all pupils and protecting those vulnerable to extremism is seen as part of the wider safeguarding in the school					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Designated Safeguarding Lead: S J Briggs Date: 16/1/20

Print Name: S J BRIGGS

Job title: Headteacher

Deputy Designated Safeguarding Lead: H Fenlon Date: 16/1/20

Print Name: H. FENLON

Job title: ASST. HEAD.

Link Safeguarding Governor: HM Hogg Date: 16/1/20

Print Name: HM HOGG

Named School Governor for Anti- Bullying: HM Hogg Date: 16/1/20

Print Name: HM HOGG

Named Appointed Teacher for SEND: S J Briggs Date: 16/1/20

Print Name: S J BRIGGS

Named Appointed Teacher for Looked after Children/Previous looked after Children:

S J Briggs Date: 16/1/20

Print Name: S J BRIGGS