

Keeping Children Safe in Education

S175 School Safeguarding Audit **2021/2022**

Assessment and Action Plan

School Name: Sale and Davys Church Of England Primary School

Address: Twyford Road, Barrow On Trent Derby

Head teacher/Principal: Sarah Briggs

Senior Safeguarding Designated Lead Sarah Briggs

Deputy Safeguarding Designated Lead Helen Fenlon

Head teacher/ Principal Email Address headteacher@saledavys.derbyshire.sch.uk

Safeguarding Governor / Trustee

| | |
|------------------------|------------------|
| Version Control | |
| Version | Updated May 2021 |

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School as stated in this guidance refers to Primary, Secondary, Colleges, Private Independent, Special and Alternative Providers. Some questions and sections may not be relevant for Post 16 Provision.

This audit has been distributed to all schools including Pre-schools, Academies, Independent, Free, Special, Alternative Provision and Colleges within Derbyshire. This is a self-assessment tool and for 2020/21 has been reformatted and reviewed for 2020/2021 to include:

- The role of the Derby and Derbyshire Safeguarding Children Partnership (DDSCP);
- 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.

Under the current OFSTED Inspection Framework safeguarding is judged overall effective, based on gathering a range of evidence that is evaluated against an inspection framework and takes full account of our policies and relevant legislation in areas such as safeguarding, equality and diversity, and includes:

Behaviour and Attitudes

- The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- Learners have high attendance and are punctual
- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do

Personal development

- The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- At each stage of education, the provider prepares learners for future success in their next steps
- The provider prepares learners for life in modern Britain by:
 - Equipping them to be responsible, respectful, active citizens who contribute positively to society
 - Developing their understanding of fundamental British values
 - Developing their understanding and appreciation of diversity
 - Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

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This audit enables you to:

- Assess your 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 they undertake
- Report to the Governing Body/Trustees, Local Authority and DDSCP as required
- Assemble your evidence of 'Impact of Practice' for any Ofsted inspection.

This audit has a model template Action Plan which assists with identifying gaps, targets to remedy and when by. Use this as a working tool and review on a regular basis. Present this alongside your audit to demonstrate progress and impact.

Using the Audit

- You report on the current academic year
- The H/T, Designated Safeguarding Lead and ideally with the Link Safeguarding Governor completes this audit June/July; this will reflect your current school safeguarding scoring and help you have an action plan identifying key targets for the forthcoming academic year
- It is completed or reviewed at any time during the course of an academic year by a Designated Safeguarding Lead appointed to complete this
- That it is presented to the Governing body/trustees as a standalone item and the activity is discussed and recorded in the minutes
- A copy is placed with the schools safeguarding portfolio of evidence and is used in any inspection.
- Copies should be kept of at least the 3 previous years of this audit. This is a good way of demonstrating progression at an OFSTED Inspection.

Terminology:

- All staff - includes volunteers, governors, and all those in the school/college who have regular contact with children
- Non- teaching staff - lunch time supervisors, care takers, grounds support and any other non-teaching role where a pupil could potentially make a disclosure to
- The school - the whole school used in the context of safeguarding as everyone's responsibility
- The Designated Safeguarding Lead - where the role and responsibility is specifically for the Designated Safeguarding Lead
- Pupils - children and young people as defined by the Children Act

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Where to find key information and training:

- [Working Together to Safeguarding Children](#)
- [Keeping Children safe in Education Statutory Guidance](#)
- [Derbyshire SchoolsNet - Keeping Children Safe in Education.](#)
- [The Derby and Derbyshire Safeguarding Children Partnership](#)
(Including: Threshold document, Multi-agency Dispute Resolution and Escalation policy, Information Sharing Guidance for Practitioners, Early Help Assessment documentation, safeguarding report forms ad templates and partnership assessment tools such as the Graded Care Profile (Neglect), CRE Risk Assessment Toolkit and Domestic Violence Risk Identification Matrix (DVRIM))
- [Government/DfE statutory guidance's and advice](#)
- [Disclosure and Barring, DBS, Safer Recruitment](#)
- [DBS on line](#)
- <https://www.services.derbyshire.gov.uk/Enquiry/SignUp>
- [Online training Prevent](#)
- [Online training and resources FGM](#)
- [Online information Breast Ironing/flattening](#)
- [Multi-Agency/partnership training and resources](#)
- [DSL and Safer Recruitment Training](#)- Derbyshire 01629 5319933
- [Record keeping, Retention and Transfer of Child Welfare Records](#)

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Part One

The following set of questions in sections 1, 2, 3, 4 and 5 helps identify:

- If you are in compliance according to the DfE Guidance Keeping Children Safe in Education and other key safeguarding guidance's policies and procedures.
- That you are working within the framework set out by the Safeguarding Partnership and the Partnerships Policies and Procedures
- Evidence of meeting both mandatory requirements, compliances and recommended good practices
- Meeting the Health, Safety and Wellbeing needs of pupils who attend the school and meeting their needs based on current national and local safeguarding concerns.

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| 1 - Leadership and Management of Safeguarding | Yes | No |
|--|------------|-----------|
| The Designated Lead/s/SMT 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. | x | |
| The Designated Safeguarding Lead and Dep Designated Safeguarding Lead have their roles made explicit in the job description, are suitable and regularly trained to fulfil the role | x | |
| 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 Heath) | x | |
| The school can demonstrate fulfilling all aspects of the Prevent Duty and have a Designated Lead where advice is sought and referrals are made. | x | |
| The School has a Single Central HR record system with a nominated member of staff who is the custodian of the records. The SCR is checked and verified by the Designated Safeguarding Lead which is reviewed at least termly to input updates and check compliances with all DfE / Ofsted current requirements. | x | |
| The Designated Safeguarding Lead/s provides support to staff in all matters of safeguarding pupils, assisting in promoting pupil's health, safety and wellbeing | x | |
| 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 | x | |
| 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 (2 yearly top up - the NSPCC Safer Recruitment online training is endorsed by the DDSCP, new to the role should undertake a face to face training programme) | x | |
| 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. | x | |
| 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) | x | |
| The Designated Safeguarding Lead/s use the advice and support of the local Virtual School for looked after children | x | |
| The school has a Designated Teacher appointed for SEND who has received the relevant training | x | |

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| 1 - Leadership and Management of Safeguarding (cont.) | Yes | No |
|---|------------|-----------|
| 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 | x | |
| Designated Safeguarding Lead training and refresher training is maintained in line with the recommendations of the latest KCSIE and the DDSCP for all staff nominated as DSL / Dep DSL. | x | |
| That all Designated Safeguarding Leads in the school including the link Safeguarding Governor has undertaken Prevent/WRAP training | x | |
| That all staff including governors, volunteers and non-teaching staff employed by the school undertake annual safeguarding training | x | |
| The school has set up a Safeguarding Portfolio to evidence policy, procedures and safeguarding activity | x | |
| 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 | x | |
| 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 | x | |
| 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 online icon (CEOP/Internet Watch Foundation) | x | |
| Notes (evidence of/ In what records/ location of in the school) | | |

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| 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 | x | |
| The Governing body are aware of local Safeguarding arrangements initiated by the DDSCP, this includes an understanding of Local Safeguarding Procedures, and key guidance's, i.e. Threshold Document, Multi-Agency Dispute Resolution and Escalation Policy and the Information Sharing Guidance. | x | |
| The Governors/Trustees 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. | x | |
| The Governors/Trustees ensure they have a policy and system of safer recruitment which is recorded, and the location of these records are known | x | |
| The Governors/Trustees 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 | x | |
| The Governors/Trustees have appointed a Designated Safeguarding Lead in post who is a member of the School Senior Management Team and is suitably qualified and experienced | x | |
| The Governors/Trustees have an appointed Deputy Designated Safeguarding Lead in post and that role is included within their job description | x | |
| Where the school has other Designated Safeguarding Leads in post, they are trained in that role | x | |
| The Governors/trustees 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 | x | |
| The Governors/Trustees ensures the Designated Safeguarding Lead/s are supported in their role, and get regular safeguarding updates, training, time and resources to fulfil the role | x | |
| The school has a nominated Link Safeguarding Governor in post | x | |
| The nominated Link Safeguarding Governor has completed safeguarding training to help fulfil the requirements of the post | x | |

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| 2 - Safeguarding Governance (cont.) | Yes | No |
|--|------------|-----------|
| The Link Safeguarding Governor plays an active role in the school to QA, review and audit. | x | |
| 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 | x | |
| There is regular communication to the school Governing Body/Trustees about safeguarding matters and reports of activity presented to the Governing Body/Trustees | x | |
| That Governors / Trustees 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) | x | |
| When considering permanent exclusions Governors / Trustees ensure that all avenues have been looked at, including with supportive evidence before a decision is made (pre 16 provision) | x | |
| That the Governors / Trustees 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 provision) | x | |
| Notes (evidence of/ In what records/ location of in the school) | | |

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| 3 - Partnership Working and Training | Yes | No |
|---|------------|-----------|
| The relevant Senior Leads are familiar with Working Together 2018 , Local Safeguarding arrangements, Multi-Agency Safeguarding Children Procedures and the role schools/colleges play in their organisational responsibilities. | x | |
| The relevant staff in the school know about and use Children Missing Education 2016 to inform their safeguarding CME Policy, practice and procedure. | x | |
| All staff including governors and volunteers know about the mandatory reporting of Female Genital Mutilation 2015 | x | |
| The Designated Safeguarding Lead/s and Senior Managers including the Link Safeguarding Governor are aware of the Government Prevent Duty and have completed or are enrolled onto the Prevent/ WRAP training. All other staff are either completing an online prevent training course or an available Channel online course. All certificates for the completed training are printed and made available in the staff safeguarding training portfolio record. | x | |
| The Designated Safeguarding Lead 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 | x | |
| 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 | x | |
| All staff within the school understand the role of LADO and how to raise concerns | x | |
| There is/are nominated staff who have received Paediatric First Aid Training which is kept up to date | x | |
| The School is aware and has access to the Derby and Derbyshire Safeguarding Children's Partnership Website including access to the Derby and Derbyshire Safeguarding Multi-Agency Online Procedures | x | |
| The relevant Senior Leads are aware of the current Derby and Derbyshire Safeguarding Children Partnership Threshold Document : They can demonstrate use of this when considering referrals into Childrens social care | x | |
| The relevant Senior Leads and the Link Safeguarding Governor have received information/ training on the Derby and Derbyshire Safeguarding Children Partnership Threshold Document and know how to apply this: | x | |
| The relevant Senior Leads and DSL in the school monitors attendance, picks up issues early on and can demonstrate using available national and local procedures available to them when children are not in school/have not returned to school | x | |
| The Designated Safeguarding Lead(s) / Headteacher / Link Governor are aware on how to access Derbyshire SchoolsNet - Keeping Children Safe in Education . | x | |

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| 3 - Partnership Working and Training (cont.) | Yes | No |
|--|------------|-----------|
| 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 | x | |
| There's is evidence that the Designated Safeguarding Lead/s, pastoral staff attend multi / inter agency training, at least once every 2 years (training which has a mix of other professionals) | x | |
| The school engages with national and local Safeguarding initiatives e.g. - Black History week, LGBT, events which celebrate diversity | x | |
| 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 | x | |
| The school uses questionnaires and surveys with pupils and parents e.g.- anti- bullying, feeling safe, online safety in the school. | x | |
| Notes (evidence of/ In what records/ location of in the school) | | |

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| 4 – Early Help | Yes | No |
|---|-----|----|
| The Leadership Team / Designated Safeguarding Leads 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 | x | |
| The Leadership Team / Designated Safeguarding Leads have been clear about their Schools Early Help offer and display this on their website for parents/carers/ and their local community | x | |
| The school is using the recommended <u>Early Help Assessments</u> and available tools | x | |
| There are regular Pastoral Safeguarding / Pastoral meetings where vulnerable pupils are discussed, and arrangements made for how they can be supported | x | |
| 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 | x | |
| That the mechanisms for step up / escalation into Children’s Services are known about and linked to the current <u>DDSCP Threshold Document</u> : | x | |
| That the school maintains regular general contact with other agencies, as appropriate, especially Children’s Social Care and the Local Authority Early Help Teams | x | |
| Where a school is undertaking Early Help Assessments there is a record of the numbers of assessments 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. | x | |
| Where a school is providing Early Help, the school has made reference to this in their Complaints Policy, to enable young people/ parents/carers to raise issues and have their complaints listened to around the service and delivery of Early Help | x | |
| That the Governors / Trustees have an understanding and an oversight of Early Help activity | x | |

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Notes (evidence of/ In what records/ location of in the school)

Early Help provided by Children First. Information on the website.

| 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 | x | |
| 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 | x | |
| The Designated Safeguarding Lead knows about hot spots (where pupils don't feel safe) on school premises and the surrounding area. Is working to address and review this by using pupil voice feeding back to staff and parents | x | |
| 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. | x | |
| Reasonable force, including restraint is only used in line with statutory expectations and all incidents of restraint are recorded including the pupil's views and consultations with parents | x | |
| Non- teaching staff are made familiar with the safeguarding procedures of the school/college, 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 | x | |
| 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 / Trustees | x | |
| The school has signing in and out for all visitors and contractors with information on expectations made available and visible on reception | x | |
| 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) | x | |
| The Designated Safeguarding Lead seeks advice on safeguarding matters relating to external contracting | x | |
| There is an emergency contact to a Designated Safeguarding Lead when off site with pupils | x | |
| There is more than one emergency contact for all pupils whether onsite and off-site and those details identify who has parental responsibility and other care arrangements that may be in place | x | |
| 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 | x | |

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| 5 – On Site and Off-Site Safety (cont.) | Yes | No |
|--|------------|-----------|
| All staff in school planning off site activity have sought the advice and support of the Designated Safeguarding Lead in matters of safeguarding; in particular when booking rooms for sleeping arrangements and the caring / supervision of more vulnerable pupils | x | |
| 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 | x | |
| 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.) | x | |
| 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 | x | |
| There is a student / work experience policy / agreement in place where relevant to age in the setting which is made available to pupils and parents | x | |
| 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. | x | |
| There is an up to date Medicines Policy and made available to parents | x | |
| There is a where appropriate a Personal Care Policy and Intimate Care Policy where appropriate which is made available to parents | x | |
| <p>Notes (evidence of/ In what records/ location of in the school)</p> <p>Evolve risk assessments completed. All records of trips are kept online.</p> | | |

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 |
|--|----------------|----------------|----------------|----------------|
| The school has a current Child Protection and Safeguarding Policy which is consistent with DDSCP 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. | | | | x |
| 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's who in the school and safeguarding information for new pupils | | | | x |
| 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. | | | | x |
| There is evidence of quality assurance and ratification by the Governing Body/Trustees 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 | | | | x |
| 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 | | | | x |
| The school has the current guidance on recording, retaining, and transfer of child protection records which is evidenced and uses the recommended guidance for Derbyshire schools and settings | | | | x |
| 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. | | | | x |
| 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). | | | | x |
| | | | | x |

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| | | | | |
|---|----------------|----------------|----------------|----------------|
| 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 | | | | |
| A. Policy, Procedures and Recording (cont.) | 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 specific CP/ Safeguarding 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 |
| Notes - development/ progress on/ evidence /location | | | | |

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| B. Promoting the Welfare of Pupils - children are protected and feel safe | 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 |
| 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. | | | | x |
| Early indicators of pupils experiencing living with Domestic Abuse are identified, are acted upon and referrals and services are sought for victims and alleged abusers | | | | x |
| Early indicators of unhealthy, problematic use of the internet and social media is acted upon, this may mean additional information provided in the curriculum for all pupils | | | | x |

Notes - development/ progress on/ evidence /location

| 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. | | | | X |
| Section 128 for Governors / Prohibition- Academies and Barring checks for relevant staff are completed and full evidenced on the SCR and in personnel files. | | | | X |
| The Disqualification Under Child Care Act 2006 (2018) is applied and adhered to | | | | X |
| 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 | | | | X |
| The Designated Safeguarding Lead/s has undertaken training on safer recruitment and understands safer working practice. This includes providing information to all staff and pupils around acceptable use of IT, use of mobile phones and social media. It is part of a rolling programme of updates and is included in staff induction, including non-teaching staff. | | | | X |
| There is a continuous programme of 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 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 | | | | X |
| All members of the senior leadership, including governors and DSL are aware of the DDSCP Procedures on Managing Allegations against Staff | | | | X |
| The LADO Referral Form and Whistle Blowing processes are accessible and displayed in the school. | | | | X |
| | | | | X |

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| | | | | |
|---|----------------|----------------|----------------|----------------|
| When a LADO referral is made, the threshold criteria has been considered | | | | |
| C. Managing Allegations - Safer Working Practices and Recruitment (cont.) | Level 4 | Level 3 | Level 2 | Level 1 |
| When the threshold criteria is considered and an LADO referral has not been made. You have records of this, and any actions undertaken to manage this | | | | x |
| All records are clear, in detail and are fully recorded in line with the KCSIE guidance | | | | x |
| If advice/a referral is made to LADO these are retained in compliance with the current LA record retention policy | | | | x |
| Where relevant following a LADO enquiry staff are referred to the DBS and Teacher Regulation Agency | | | | x |
| 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 | | | | 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 |
| Notes - development/ progress on/ evidence /location | | | | |

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| 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 aware of the statutory requirements and expectations for effective the delivery of Relationships and Health Education (Primary) and Relationships, Sex and Health Education (Secondary). | | | | x |
| 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. | | | | x |
| 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. | | | | x |
| Pupils clearly know who a trusted adult within the school is and 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 online and when using social media | | | | x |
| Notes - development/ progress on/ evidence /location | | | | |

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| 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's website. It is evidenced that the policy is reviewed on an annual regular basis to consider 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 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. | | | | x |
| Pupils are made aware of Cybercrime and risks around this | | | | x |
| 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-schools-and-colleges | | | | x |
| 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 |
| The school has a policy aligned with national, LA and DDSCP policies on acceptable use of the internet/social media/ video, mobiles and cameras | | | | x |
| The school has appropriate filtering and monitoring systems and leaders and governors receive regular monitoring reports | | | x | |
| Notes- development/ progress on/ evidence /location | | | | |

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Specific Safeguarding Issues

| F. Children Missing from Education (Pre 16 provision) | Level 4 | Level 3 | Level 2 | Level 1 |
|--|---------|---------|---------|-------------------------|
| The school has clear CME processes which is communicated to parents. All staff in school are aware of the policy and local procedures. (we have adopted LA guidance) | | | | 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. | | | | <i>X SB is the lead</i> |

| G. Parental Responsibility and Private Fostering | Level 4 | Level 3 | Level 2 | Level 1 |
|--|---------|---------|---------|---------|
| Parental Responsibility is asked about and routinely recorded, and included as a question on consent forms | | | | x |
| Where possible the school holds more than one emergency contact for each pupil, and this is regularly reviewed and kept up to date | | | | x |
| The Designated Safeguarding Lead/s has received information/training on this issue and knows how to identify and that they must report any such possible arrangement to the LA. | | | | x |
| 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) | | | | x |
| All staff including non- teaching staff are familiar with Private Fostering and can discuss and report concerns (pre 16 provision only) | | | | x |
| | | | | x |

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| | | | | |
|--|----------------|----------------|----------------|----------------|
| The school has implemented a Private Fostering Policy/statement which is accessible to parents and on the website (pre 16 provision only) | | | | |
| H. Elective Home 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. | | | | x |
| All relevant staff can show that every effort is made to keep parents engaged and have exhausted all efforts to help keep the child in school, where it is believed the home education intended may be unsuitable and or unsafe. | | | | x |
| All discussions and information are clearly recorded. The DSL and Governing Body are kept informed of any cases within the school where there are any safeguarding concerns ensuring the threshold document is referred and safeguarding procedures are followed | | | | x |
| 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 | | | | x |

| | | | | |
|---|----------------|----------------|----------------|----------------|
| I. FGM, HBV, Forced Marriage, Breast Ironing/Flattening | Level 4 | Level 3 | Level 2 | Level 1 |
| A Designated Safeguarding Lead/s has read, understood the applicable Multi-Agency Safeguarding Children Procedures completed the relevant training and undertaken any online courses available. | | | | 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 |

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| 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. | | | | 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 other 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. Child Sexual Abuse within 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 | | | x | |
| The school understands the impact of interfamilial abuse on a child/ren in a family and will act upon all suspicions of | | | | x |
| Safeguarding school training and updates includes CSA | | | | x |

| 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. | | | | X |
| All Staff have a working knowledge of these issues. Staff can identify concerns, seek advice and make an appropriate referral on pupils suspected of; or, who may be a victim | | | | X |
| A DSL in the school is familiar with existing processes in the LA and where they can refer children of concern e.g.- their Local Partnership meetings, their local Early Help Manager | | | | X |
| Pupils are provided with information on CRE and understand the dangers of being involved in gangs relevant to their age and understanding and are made aware as to who to report any concerns to. | | | | X |

| 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 Gov.Uk guidance's on managing sexual violence and harassment in schools https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges | | | X | |
| A Designated Safeguarding Lead has developed an understanding and is aware of the current DDSCP procedures on Children who Present a Risk of Harm to Others | | | X | |
| A Designated Safeguarding Lead has developed an understanding and is aware of the current Derbyshire school guidance updated and accessible for schools to use Harmful | | | X | |

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| | | | | |
|---|--|--|--|---|
| sexual behaviours in children and young people (derbyshire.gov.uk) | | | | |
| 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 alternative strategies e.g.- teaching in the curriculum around Misogyny, gender hate and crime | | | | X |

| 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. | | | | X |
| 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 | | | | X |
| The school provides information and education in the curriculum on British Values for pupils including access to online 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 | |
|---|--|---|--|---|---|---|--|

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 an action(s) of how to achieve and sustain your score.

Part Three
2020/21
The S175 Action Plan

School: Sale and Davys Church Of England Primary School

Completed by: Sarah Briggs

Date: 29th September 2021

Academic Year 2021/2022

Part One
Compliances

| | Lead Person | Target date to Rectify | Success Criteria |
|--|--------------------|-------------------------------|---|
| Section 1 - Leadership and Management of Safeguarding | Sarah Briggs | Feb 2022 | Portfolio continuously updated. |
| Section 2 Safeguarding Governance | Sarah Briggs | Nov 2021 | All governors received updated safeguarding training |
| Section 3 - Partnership Working and Training | Sarah Briggs | Sep 2021 | All staff reminded of how to raise concerns and know the role of the LADO |
| Section 4 - Early Help | Sarah Briggs | Dec 2021 | Continue to keep governors informed of early help activity |
| Section 5 - On Site and Off Site Safety | Sarah Briggs | Feb 2022 | All staff continue to complete evolve risk assessments |
| | | | |

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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 meeting |
| All staff sign child protection policy | SB | Sep 2021 | Gov | Log signed | meeting |
| Safeguarding information leaflet developed for pupils, parents, carers and visitors | VL | Oct 2021 | SB | On website | Office time |
| | | | | | |
| | | | | | |

| Area for Improvement: Promoting the Welfare of Pupils, Children are protected and feel safe | | | | | |
|--|--------------------|---------------------|---------------------|-----------------------------|---|
| 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 |
| | | | | | |

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| | | | | | |
|---|----|----------------------|------------------|---|---------------|
| Through whole school training remind staff on reporting child protection concerns | SB | Se 2021 | SLT | Training log signed | INSET |
| Conduct a pupil questionnaire on feeling safe around school, anti-bullying, online safety | SB | Oct 2020 Nov 2021 | SLT | analysis | PSHCE lessons |
| Engage with black history month | SB | Oct 2021 | SLT | displays | CW |
| Ensure that Children First Early Help provider is as valued as Derbyshire's Early Help provision. | SB | Oct 2021 | Safeguarding Gov | Discussion with Children First and Derbyshire | office |

Area for Improvement: Managing Allegations, 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 twilight |
|---|--------------------|---------------------|-----------------------|-----------------------------|--|
| Continue to ensure staff are aware of the LADO's role | SB | Feb2021 | SLT | Staff training | twilight |
| Ensure all past referrals are kept and filed in child protection folder | SB | Oct 2021 | Safeguarding governor | File | Office time |
| | | | | | |
| | | | | | |

Area for Improvement: Safeguarding and the Curriculum

Success Criteria: Long term aim - an embedded and enriching continuum curriculum which helps keep pupils safe

Evidence:

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| ACTION | Lead Person | Target Dates | Monitored by | Method of monitoring | Resources/ Finance/ INSET/training |
|--|--------------------|---------------------|---------------------|-----------------------------|---|
| Monitor the implementation of the new SRE curriculum | SB | Feb2021 | HM | Book scrutiny | Subject leader time. |
| | | | | | |
| | | | | | |

Area for Improvement: Online Safety

Success Criteria: Long term aim - Knowledge, Skills and confidence of pupils when online 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 has been developed with a wide range of staff and pupils | SB | Feb 2022 | Gov | Policy reviewed | Staff meeting |
| Implement an electronic communications and social media policy | SB | Feb 2022 | Gov | Policy implemented | Staff meeting/ governors meeting |
| | | | | | |
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Area for Improvement: Children Missing from Education

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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 |
|--------------------------------|--------------------|---------------------|---------------------|-----------------------------|---|
| Continue to monitor attendance | SB | On going | VL/RB | registers | Office time |
| | | | | | |
| | | | | | |
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Area for Improvement: Parental Responsibility and 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 |
|---|--------------------|---------------------|---------------------|-----------------------------|---|
| Ensure all staff have an understanding of private fostering | SB | Feb 2022 | SLT | Discussions with staff | training |
| | | | | | |
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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 |
|--|--------------------|---------------------|---------------------|-----------------------------|---|
| To ensure staff have an understanding of elective home education | SB | Oct 2021 | gov | Staff meeting minutes | Staff meeting |
| | | | | | |
| | | | | | |
| | | | | | |
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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 |
|---|--------------------|---------------------|---------------------|-----------------------------|---|
| Continue to ensure DSL and DDSL keep up to date | SB | On going | Gov | File documents read | |
| | | | | | |
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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 |
|----------------------------------|--------------------|---------------------|---------------------|-----------------------------|---|
| All staff aware of signs to spot | SB | Sep 2021 | Gov | Training attended | training |
| | | | | | |
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Area for Improvement: Child Sexual abuse in the Family (Interfamilial CSA)

Success Criteria: Long term aim - all staff can identify indicators, are fully aware of the impact on the child/ren of interfamilial CSA and and all cases known or suspected are acted upon

Evidence:

| ACTION | Lead Person | Target Dates | Monitored by | Method of monitoring | Resources/ Finance/ INSET/training |
|---|--------------------|---------------------|---------------------|------------------------------------|---|
| Increase the knowledge of interfamilial child sex abuse | SB | On going | Gov | Training/ reading/courses attended | |
| | | | | | |
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| Area for Improvement: Gangs and County Lines | | | | | |
|--|--------------------|---------------------|---------------------|-----------------------------|---|
| 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 |
| Staff aware of signs to look out for | SB | Se 2021 | Gov | Training attended | INSET |
| | | | | | |
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| Area for Improvement: Sexual Violence and Harassment, 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 |
| Staff aware of signs to look out for | SB | Sep 2021 | gov | Training attended | INSET |

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| 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 |
| All staff to have refresher prevent training | SB | Feb 2021 | Gov | Online training certificates | Twilight time |
| Safeguarding Governor update training on Prevent | SB | Dec 2021 | Gov | certificate | Governor's own time |
| | | | | | |
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Part Four

Required Information

Please provide the following information relating to the current Academic Year, and evidence that it is presented to the governing body to demonstrate the Safeguarding Activity of the school, and as a tool for analysis:

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Vulnerable Children (have a current active school safeguarding/welfare file on)

- How many vulnerable children have you identified in your school?
3
- How many children are subject to a Child Protection Plan?
0
- How many children have a child in need plan in partnership with Children's Social Care?
0
- How many children are Looked After?
0
- How many children have been previously Looked After?
0
- How many children have become EHE and you have informed the LA about this
0
- How many children are subject to part time or alternative provision?
0

Referrals

- How many referrals have you made into Childrens Social Care (front door service), excluding Early Help
0
- How many of those are a) Significant Harm, b) Safeguarding Concerns, c) Child in Need
0
- How many of those involved indicators of Child Exploitation?
0
- How many CRE tool kits have you completed?
0
- How many of these referrals to/involved SEND/Disabilities?
0
- How many involved FGM / Forced Marriage / Modern Slavery?
0
- How many Police Prevent Referrals have you completed?
0

Early Help

- How many families are Early Help and are currently open to your Early Help service?
1
- How many have a plan in place?
1
- How many EHA's have you undertaken?
1
- How many Early Help Assessments have you stepped into Childrens Services?
0
- How many EHA's has been declined following step up?

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0

- Have you your own a) Early Help Practitioner b) shared Cluster Practitioner c) A MAT employed practitioner working across the MAT schools? d) Other - explain

Shared Cluster Practitioner- Children First

Managing Attendance

- How many pupils are you actively managing their attendance?
0
- How many of these are regularly in touch with parents/carers and you ask them to attend meetings?
0
- How many do you have safeguarding concerns for e.g.- CRE, Neglect etc?
0
- Can you show when you have sought advice from CME/EWO and other partners to help improve engagement and attendance?
0
- Where do you keep these records?
0
- How do you use these records?

Dissent and Escalation

- For how many children have you pursued dissent or an escalation process on?
0
- How many are a) Childrens services b) health c) other- explain

Audit and Action Plan 2019 - 2020 has been completed and reviewed by

Designated Safeguarding Lead: **Date:**

Print Name: Job title:

Deputy Designated Safeguarding Lead: **Date:**

Print Name: Job title:

Link Safeguarding Governor: **Date:**

Print Name:

Named School Governor for Anti- Bullying: **Date:**

Print Name:

Named Appointed Teacher for SEND: **Date:**

Print Name:

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

..... **Date:**

Print Name: