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Q1 Name of school

St Mary's CE primary, Dilwyn

Q2 Date of completion

30th November 2018

Q3 Name of people (Designated Safeguarding Lead and Governor) completing the audit

Madeleine Spinks (chair of governors) & Peter Kyles (principal)

Q4 Category 11.1 The school has a published child protection and safeguarding policy. The words 'safeguarding and child protection' must be included in the title. The school should have a published child protection and safeguarding policy that is: Individual to the school and the needs of the children it serves
Provided to all staff on induction Shared with parents via the school website or other means In accordance with government guidance – Keeping Children Safe in Education 2018 Updated annually

Grade 1: There is a published child protection and safeguarding policy available that meets all of the requirements and there is evidence available that shows the requirements have been met (such as a record of staff receiving a copy of the policy on induction).

Q5 1.2 The school has identified procedures for recording and reporting physical, emotional or sexual abuse and neglect (We strongly recommend the completion of Graded Care Profile 2 training by all DSLs to identify neglect), as well as a range of specific safeguarding concerns including: Children missing from education Children missing from home or care Child sexual exploitation (CSE) County Lines Bullying and cyber bullying Internet and e-safety Domestic abuse Substance misuse (adult and / or child) Fabricated or induced illness Faith abuse Female genital mutilation (FGM) Forced marriage 'Honour' - based violence Gangs and youth violence Gender based violence / violence against women and girls (VAWG) Mental health problems Private fostering Prevention of radicalisation Sexting Peer on Peer abuse Teenage relationship abuse Trafficking Procedures for recording and reporting are clearly communicated to all staff.

Grade 2: The school has identified procedures in place, which are well communicated and cover all abuse types, neglect and specific concerns.

Q6 1.3 Records and reports of physical, emotional or sexual abuse and neglect; as well as a range of safeguarding concerns, are up to date and are kept securely and separately from other pupil information.

Grade 1: Records are kept securely and separately and are up to date.

Q7 1.4 The school has an anti-bullying policy (or section within the behaviour policy) and has measures in place to prevent and respond to all forms of bullying, sexting and peer on peer abuse. There is evidence of consideration given to: The impact of bullying upon children with SEN/Disability and how changes in mood or behaviour might be indicative of potential abuse. The implementation of DfE guidance on Sexual Violence and Harrassment (May 2018) and encompassed in Part 5, KCSiE 2018.

Grade 2: The school has an anti-bullying policy and prevention measures in place and these are appropriately communicated to all children and staff.

Q8 1.5 Voice of the child Strategies are in place to help children, including those with special educational needs and / or cognitive and communication difficulties (e.g. non-verbal) to share their views and receive an appropriate response. This might include school council, circle time and peer listening.

Grade 1: A range of listening and response strategies are in place that cater for the differing needs of children and there is evidence to show that they are effective.

Q9 1.6 All staff have read and understood part 1 and Annex A of Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges 2018. N.B Annexe A includes 4 new areas: Children and the court system; Children with family members in prison; Criminal Exploitation of children (county lines); Homelessness.

Grade 1: All staff have read and understood the guidance, have ready access to a copy for reference AND there are measures in place to ensure the level of understanding of staff.

Q10 1.7 There is a process in place for any staff member to make a referral to children's social care (This should be done with reference to levels of needs guidance). If a referral is made without discussion with the designated safeguarding lead then he/she should be informed as soon as possible. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. If staff members have any concerns about a child, they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care.

Grade 2: There is a process in place for any staff member to make a referral. Where this is done without discussion with the designated safeguarding lead, they are informed as soon as possible.

Q11 1.8 There is a clearly communicated process in place to ensure that any teacher should complete statutory reporting of female genital mutilation (FGM). Section 5B of the Genital Mutilation Act 2003 places a statutory and personal duty on teachers to report to the police where they discover that an act of FGM appears to have been carried out on a child or young person. This is in addition to any report that would be required to raise the concern with children's social care.

Grade 1: There is a process in place, it is clearly communicated and all teachers are aware of their statutory duty to report FGM.

Q12 1.9 The school has appointed a designated teacher to promote the educational achievement of children who are looked after, were previously looked after, or are adopted and ensured this person has appropriate training.

Grade 1: There is a designated teacher and they have had the appropriate training, which is kept up to date.

Q13 1.10 The use of reasonable force in schools There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Grade 3: The school has up to date policies in place to support staff to make appropriate physical contact.

Q14 1.11 Emergency contact for children and young people. It is sensible to hold at least 2 contacts for each child and young person.

Grade 1: As for grade 2, but school checks and updates the details of families who either move frequently or update telephones regularly.

Q15 Category 2: Children missing from education (CME) 2.1 Appropriate safeguarding policies, procedures and responses are in place for children who go missing from education, particularly on repeat occasions. The school adheres to the latest Department for Education guidance about CME and appropriate safeguarding policies, procedures and responses are in place for children who go missing from education, particularly on repeat occasions.

Grade 1: Policies, procedures and responses are in place that help identify the risk of abuse, neglect or other safeguarding issues and are in line with the government's children missing education guidance. They are widely communicated to all staff AND there is evidence, through audit and discussions, that procedural knowledge is embedded in practice.

Q16 2.2 The school has an admission and an attendance register. The school has an admission and an attendance register. All pupils are placed on both registers and processes are in place to ensure the council is notified of any deletions from the admission register. Processes are also in place to inform the council of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more at the agreed intervals.

Grade 1: The admission and attendance registers are accurately maintained and up to date. The processes for notifying the council are well communicated AND there is evidence of their effective use.

Q17 2.3 Attendance policies and practice promote and record a rigorous questioning of the reasons for absence. Where medical reasons are provided, these are explored to ensure the family is receiving the best possible support to encourage attendance.

Grade 2: Admission policies and practice promote and record rigorous questioning and are well communicated to staff and parents.

Q18 Category 3: Designated safeguarding leads 3.1 A member of the school leadership team is appointed to the role of designated safeguarding lead. This should be explicit in the person's job description and they should receive appropriate training within three months of commencing this role. The designated safeguarding lead should be a champion for safeguarding throughout the school and all staff should know them. There should also be a named deputy for the designated safeguarding lead and at least one of these members of staff should be available on site at all times.

Grade 1: A designated safeguarding lead and deputy has been appointed and this is explicit in their job description. They act as champions for safeguarding and are widely known by all staff and at least one of them is available on site at all times.

Q19 3.2 The designated safeguarding lead (DSL) receives refresher training appropriate to their role every two years and continuously updates their safeguarding knowledge, at least annually, by attending training, briefings and other professional development forums, including professional learning events related to serious case reviews.

Grade 2: The DSL has received the required training and there is evidence of training records.

Q20 3.3 Designated safeguarding leads have access to regular formal and reflective supervision which prioritises safeguarding.

Grade 2: Supervision arrangements exist and are used regularly.

Q21 3.4 The designated safeguarding lead (DSL) understands the Early Help Assessment process and their role and responsibility for co-ordinating and supporting the provision of early help and intervention. This should include a working knowledge of the Herefordshire Safeguarding Children Board Levels of Need guidance.

Grade 1: The DSL understands the Early Help assessment process and their role in supporting the provision of early help and is able to demonstrate that they can apply the Levels of Need document appropriately. They have an active and integral role in the provision of early help by the school and support the provision of early help by other partner agencies.

Q22 3.5 The designated safeguarding lead (DSL) shares safeguarding information when a child transfers between schools, including to post-16 education providers. The designated safeguarding lead uses appropriate means to share safeguarding information when a child transfers between schools, at all phases and stages of education, by: A conversation, within 24 hours, between designated safeguarding leads Separating CP files from the main pupil file for secure transfer Ensuring the secure transfer, within five days, of CP files, in person or via Anycomms+ to the designated safeguarding lead in the new school The obtaining and retention of a written receipt as proof of transfer

Grade 1: The DSL is aware of the process for sharing safeguarding information when a child transfers between schools, uses them appropriately and keeps records of information sharing. Concerns are recorded separately in individual safeguarding files.

Q23 3.6 The designated safeguarding lead (DSL) manages a procedure for recording general safeguarding concerns about children. This may include, but not be limited to, episodes of lateness, children not being collected, children not having lunch or money for lunch. The DSL should also review these recorded concerns at regular intervals to identify patterns which may indicate a wider safeguarding concern.

Grade 1: A recording procedure is in place and is well used by all staff. The concerns are regularly reviewed to identify any patterns.

Q24 3.7 Escalation of concerns The designated safeguarding lead (DSL) is aware of the Herefordshire Safeguarding Children Board Resolution of Professional Disagreements Policy (which forms part of the Procedures Manual) and uses this policy to effectively resolve professional disputes, across all agencies, about the safeguarding process.

Grade 3: The DSL is aware of the policy, but does not use it to resolve professional disputes.

Q25 Category 4: Safeguarding responsibilities of governors 4.1 All governors have an enhanced DBS and are clear under S128 checks All governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. The outcomes of successful DBS and S128 checks are held on the SCR

Grade 1: All governors have an enhanced DBS and successful S128 check and a process is in place to ensure that they are kept up to date.

Q26 4.2 The governing body receives, as a minimum, an annual safeguarding report which includes the school's self-assessment of its ability to keep children safe.

Grade 2: The governing body receives an annual safeguarding report, which includes the school's self-assessment. There is an action plan for those areas that did not meet requirements.

Q27 4.3 A governor, with nominated responsibility for safeguarding, meets termly with the designated safeguarding lead (DSL) to challenge and support the management of safeguarding and to check the single central record.

Grade 1: There is a governor with nominated responsibility who meets termly with the DSL to challenge and support the management of cases and to check the single central record. The nominated governor has completed DSL level training.

Q28 Members of the governing body have read part 2 of KCSIE 2018

Grade 1: Members of the governing body have read part 2 of KCSIE 2018 and have signed a register to state that they have done so.

Q29 Category 5: Safer recruitment 5.1 The school has written recruitment and selection policies and procedures in place for safer recruitment, in line with Section 3 of Keeping Children Safe in Education 2018.

Grade 1: Written recruitment and selection policies are in place and are in line with Section 3 of Keeping Children Safe in Education 2018. There is also evidence of their effective use.

Q30 5.2 The school keeps a single central record of all staff checks that is in line with the requirements laid out in Keeping Children Safe in Education 2018 and is verified as accurate and up to date by someone not employed by the school.

Grade 1: The single central record is in line with the requirements laid out in Keeping Children Safe in Education 2018 and is verified as accurate and up to date.

Q31 5.3 At least one person on any appointment panel has undertaken safer recruitment training. The School Staffing Regulations (England) 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. The training should cover, as a minimum, the content of the statutory guidance contained in Keeping Children Safe in Education 2018.

Grade 1: All appointment panels have at least one person who has undertaken the training.

Q32 5.4 Secretary of State Section 128 Direction A section 128 Direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. Such a person is unable to participate in a management position - e.g. head teacher, senior leadership team or departmental head.

Grade 1. Section 128 checks have been conducted on all staff in management positions. The results of these are recorded on the SCR.

Q33 Category 6: Allegations of abuse 6.1 The school has a staff behaviour policy (sometimes called the code of conduct). The school has a staff behaviour policy / code of conduct which should, amongst other things, include acceptable use of technologies, staff / pupil relationships and communications, such as the use of social media. The policy is made available to staff at induction.

Grade 1: There is a staff behaviour policy in place, which includes, but is not restricted to, acceptable use of technologies, staff / pupil relationships and communications AND there are clear reporting and recording procedures for any policy breaches.

Q34 6.2 There are procedures in place to handle allegations against teachers, head teachers, principals, volunteers and other staff. N.B In proprietor led independent provision, there must be explicit reference in the JD for the designated safeguarding lead that confirms sufficient independence from the proprietors and responsibility for reporting concerns, as appropriate, to the LADO. These procedures should be in line with those set out in Keeping Children Safe in Education 2018 and should also include contact details for the Local Authority Designated Officer (LADO) and the council's reporting process.

Grade 1: There are procedures in place that meet the standard of a Grade 2 AND the DSL and governors understand the procedure and know how to implement it.

Q35 6.3 There are policies and procedures in place to minimise the risk of peer on peer abuse and to set out how such allegations of abuse will be investigated and dealt with. Reference to West Midlands Consortium Multi Agency Safeguarding procedures. Peer on peer abuse includes bullying/cyber bullying, physical abuse, sexual violence and harassment, sexting and so-called initiation ceremonies. Governing bodies and proprietors should ensure their safeguarding policy includes procedures to minimise the risk of peer on peer abuse and sets out how such allegations will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". The policy should be clear as to how victims of peer on peer abuse will be supported. There is evidence of consideration given to: The impact of bullying upon children with SEN/Disability and how changes in mood or behaviour might be indicative of potential abuse. The implementation of DfE guidance on Sexual Violence and Harrassment (May 2018) and encompassed in Part 5, KCSiE 2018.

Grade 3: There are policies and procedures in place.

Q36 6.4 Appropriate whistleblowing policies and procedures are in place which allow all staff to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures, which are suitably reflected in staff training and behaviour policies and referred to in safeguarding and child protection policies, should be in place for such concerns to be raised with the senior leadership team.

Grade 1: There are whistleblowing policies and procedures in place and staff know that any concerns will be taken seriously AND there are clear reporting and recording procedures evident.

Q37 6.5 All policies and procedures that deal with allegations of abuse are widely available to all relevant people. This includes policies and procedures relating to staff behaviour (or code of conduct), allegations against staff, peer on peer abuse and whistleblowing.

Grade 2: Policies and procedures are shared with staff and parents.

Q38 Category 7: Training and awareness 7.1 All staff have received safeguarding training during the academic year. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins, briefings and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

Grade 2: Some staff have received safeguarding training during the stated period, the remainder will have their training before the end of the academic year.

Q39 7.2 All staff have received child sexual exploitation (CSE) training and are able to use local reporting tools, for example the Herefordshire CSE pre-checklist and screening tool.

Grade 1: All staff have received CSE training during the academic year.

Q40 Category 8: Online safety 8.1 The school has a named member of staff who is responsible for online safety.

Grade 2: There is a named member of staff and they have had the appropriate training.

Q41 8.2 The school has an online safety policy in place that is widely communicated to all staff, parents and children and is reviewed regularly in order to keep up to date with changes in technology and threat. The policy should include, but not be limited to: The use of mobile technology in the school Online safety training to staff, pupils and parents Acceptable use of technology, including social media, both on and offsite The policy should be reviewed regularly to take account of new technology and emerging safeguarding issues.

Grade 4: No online safety policy is in place.

Q42 8.3 The school has effective filters and monitoring systems in place in relation to the use of technology. As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure effective filters and monitoring systems are in place.

Grade 1: There are filters and monitoring systems in place and there is evidence of their effective use.

Q43 Category 99.1 Children are taught about safer relationships, including CSE and online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and / or for maintained schools and colleges, through sex and relationship education (SRE).

Grade 1: As Grade 2 and additionally there is also a specific curriculum in place for relationship and sex education and evidence is provided of the specific curriculum used.

Q44 Category 10: Leadership 10.1 The governing body should review the effectiveness of leadership safeguarding. N.B. Neither the governing body nor individual governors have a role in individual cases or the right to know details of individual cases (except when exercising their disciplinary functions against a member of staff). The governing body should review of the effectiveness of the leadership, including 'effectiveness to promote safeguarding'. To achieve this, governors should: Have overview and scrutiny of the full range of policies, procedures and practices, as detailed in this self-evaluation tool Ensure the consideration of feedback from parents, carers and learners when reviewing and developing policy

Grade 1: As Grade 2 AND in addition there is evidence of consultation and consideration of the views of parents, carers and learners.

Q45 Category 11. Additional DBS Requirements 11.1 Exchanges or Home Stays in the UK: If school arranges the home-stay, school should obtain an enhanced DBS for everyone resident in the home over the age of 18 years old. Schools are free to decide whether to extend this precaution to 16 and 17 year old residents in the home.

Respondent skipped this question

Q46 11.2 Volunteer DBS checks A risk assessment is conducted as to whether it is necessary to obtain an enhanced DBS for volunteers. This risk assessment must be recorded.

Grade 1: School conducts risk assessment as to whether it is necessary to obtain an enhanced DBS for volunteers. This risk assessment is recorded and, in cases that are appropriate, a DBS is obtained.

Q47 There are robust procedures in place for when a positive DBS check is returned. i.e. the DBS is not clear.

Grade 1: There are established procedures in place for the return of a positive DBS check. These include: a discussion with the individual member of staff; a risk assessment of whether the person is safe to continue in their duties; follow-up with previous employers and other reasonable enquiries.

Q48 11.3 Alternative provision and DBS. Schools must obtain written confirmation from Alternative Providers that confirm that the providers have completed all relevant checks on staff.

Respondent skipped this question
