

Keeping Children Safe in Education
S175 School Safeguarding Audit 2018 – 2019
Assessment & Action Plan

School Name: Whitecotes Primary Academy

Address: Whitecotes Lane, Chesterfield. S40 3HJ

Head teacher/Principal: Debra Ward

Senior Safeguarding Designated Lead Debra Ward

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Helping to achieve best practice in Safeguarding Children within Derbyshire; ensuring that every Derbyshire learner attends a 'Good' or 'Outstanding Ofsted rated school and for pupils to be the best they can be, safe, healthy, learning & working

This audit has been distributed to all schools including Pre-schools, Academies, Independent, Free, Special, Alternative Provision & Colleges within Derbyshire. This is a self-assessment tool & for 2018/19 has been reformatted & reviewed with more of a focus on action planning, progress made & impact for demonstrating safeguarding activity within your school or setting.

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 overall effectiveness of the school in 'Safeguarding: Personal Development, Behaviour & Welfare' are judged along with the 'Effectiveness of Leadership & Management', and Governance. These areas are a priority & key judgment for inspectors in determining overall outcomes.

This audit enables you to:

- Assess your School's Safeguarding practice, identify any gaps, & develop an Action Plan to address any outstanding issues & future learning;
- Ensure that key people within the school (including the Governing Body/trustees) are aware & 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 & the Local Authority 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

If you:

- Have not undertaken & completed a Safeguarding Audit within the last 3 months
- *or* are due to review your Safeguarding Audit, having had one in place for the previous academic year

We recommend:

- You ideally complete this audit at the end of July; this will reflect your current school safeguarding scoring & 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 an activity completed with the appointed Safeguarding Governor;
- That it is presented to the Governing body/trustees as a standalone item & the activity is discussed & recorded in the minutes;
- A copy is placed with the schools safeguarding portfolio of evidence & is used in any inspection.

Terminology:

- All staff - includes volunteers, governors, & all those in the school/college who have regular contact with children
- Non-teaching staff - lunch time supervisors, care takers, grounds support & 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 & responsibility is specifically for the Designated Safeguarding Lead
- Pupils - children & young people as defined by the Children Act

Where to find the information & training:

- Derbyshire Schoolsnet - Keeping Children Safe in Education.
<https://schoolsnet.derbyshire.gov.uk/home.aspx>
- Derbyshire Safeguarding Children's Board Website including access to the Derby City & Derbyshire Safeguarding Procedures <http://www.derbyshirescb.org.uk/policies-and-procedures.asp>
- Making a referral [Starting Point http://www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint)
- Government/Dfe statutory guidance's & advice <https://www.gov.uk/>
- Disclosure & Barring, DBS, safer recruitment
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- DBS on line <https://www.gov.uk/dbs-update-service>
- Online training private fostering & introduction to safeguarding
<http://www.derbyshirescb.org.uk/training-and-resources/elearning/default.asp>
- Online training Prevent- <https://www.saferderbyshire.gov.uk/training-and-resources/courses-and-bookings/counter-terrorism-training/counter-terrorism-training.aspx>
- Online training Channel http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Online training & resources FGM <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>
- DSL & Safer Recruitment training Cathy.barrass@derbyshire.gov.uk (01629 531933)

Part One

Compliances

The following set of questions in sections 1, 2, 3 & 4 helps identify if you are in compliance according to the Dfe Guidance Keeping Children Safe in Education & other key safeguarding guidance's policies & procedures. These can be key indicators in any inspection and are relevant locally to the needs of pupils who live and or attend schools/colleges in Derbyshire.

The expectation in this section is that you will have evidence to support your answers. A no answer should then be a target identified in your Action Plan and a priority to rectify.

Section 1 - Leadership & Management of Safeguarding	Yes	No
<p>The Designated Lead/s/SMT & Governors are aware of the latest edition of the 'Keeping Children Safe In Education' Guidance ensuring 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.</p> <p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p>		
<p>The school can demonstrate fulfilling all aspects of the Prevent Duty, & have a Designated Lead where advice is sought & referrals are made.</p>		
<p>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 & check compliances with all DfE / Ofsted current requirements.</p>		
<p>The Designated Safeguarding Lead/s provides support to staff in all matters of safeguarding pupils, assisting in promoting pupils health, safety & wellbeing</p>		
<p>The school has a Designated Safeguarding Lead on site at all times; if in any event they are not available a contingency plan is in place whereby all other staff can obtain advice</p>		
<p>The school has a Designated Safeguarding Lead who has attended Safer Recruitment training; they attend all staff interviews. Their training is regularly updated</p>		
<p>There is an appointed Designated Safeguarding Link Governor for Anti-Bullying who ensures that the School acts to prevent & tackle all forms of bullying.</p>		
<p>The school has a Designated Teacher who is responsible for the educational achievement & 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)</p> <p>https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children</p>		
<p>The Designated Safeguarding Lead/s use the advice and support of the local Virtual School for looked after children</p>		
<p>The school has a Designated Teacher appointed for SEND</p>		

Section 1 - Leadership & Management of Safeguarding (Cont)	Yes	No
There is an up to date complaints procedure & one easily accessible for parents with a child friendly version for pupils		
In schools with Early Years provision, the duties are fulfilled in safeguarding in the early years foundation framework https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015		
The Designated Safeguarding Lead/s is aware of Early Help and has a role in assisting pupils as soon as a problem emerges, advising staff to raise any emerging needs		
The Designated Safeguarding Lead is aware of the local early help offer & uses local mechanisms which are in place		
Where a school is providing their own early help, the school has included this in the complaints policy & included pupils into this to help them voice any concerns		
Designated Safeguarding Lead training & refresher training is maintained in line with the recommendations of the latest KCSIE for all staff nominated as DSL		
That all Designated Safeguarding Leads in the school including the link Safeguarding Governor has undertaken Prevent/WRAP training		
That all staff including governors, volunteers & non-teaching staff employed by the school undertake annual safeguarding training		
The school has set up a Safeguarding Portfolio to evidence policy, procedures & safeguarding activity		
The school has set up a staff safeguarding training portfolio which is kept up to date (which includes version control). This includes original certification & evidence of attendance		
The school has created a Staff Induction Portfolio which has the schools safeguarding information & appropriate policies & procedures for supply, agency & frequent visitors who have contact with children within the school		
The school includes on their website a specific area which celebrates safeguarding in the school & keeps pupils, parents & the local community up to date with information & activities to help children keep safe		

Section 2- Safeguarding Governance	Yes	No
The Governors/Trustees have ensured there are safeguarding policies & procedures and regularly oversee that activity		
The Governors/Trustees ensure they have a policy & system of safer recruitment which is recorded & accessible		
The Governors/Trustees are familiar with information sharing and the boundaries of confidentiality in matters of safeguarding, consideration is given to this when appointing governors who take a role in safeguarding		
The Governors/Trustees have appointed a Designated Safeguarding Lead in post who is a member of the School Senior Management Team & is suitably qualified & experienced		
The Governors/Trustees have an appointed Deputy Designated Safeguarding Lead in post & that role is included within their job description		
Where the school has other Designated Safeguarding Leads in post they are trained in that role		
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		
The school has a nominated Link Safeguarding Governor in post		
The nominated Link Safeguarding Governor has completed safeguarding training to help fulfil the requirements of the post		
The link Safeguarding Governor along with the other Governors/Trustees are familiar with the requirements, and in particular section 6 of the Governors Handbook. https://www.gov.uk/government/publications/governance-handbook		
The Link Safeguarding Governor plays an active role in the school to QA, review and audit.		
The Link Safeguarding Governor along with the other Governors assist with school questionnaires & surveys to evidence pupil safety and feeling safe (pupil voice) and includes parents views		
There is regular communication to the school Governing Body/Trustees about safeguarding matters and reports of activity presented to the Governing Body/Trustees		
The school safeguarding audit is presented to the Governing Body as a standalone item, , which is discussed approved with minutes taken		

Section 3- Partnership Working & Training	Yes	No
<p>The relevant senior leads are familiar with Working Together 2018 & the role schools/colleges play in their organisational responsibilities https://www.gov.uk/government/publications/working-together-to-safeguard-children--2</p>		
<p>The relevant staff in the school know about & use Children Missing Education 2016 to inform their safeguarding practice & procedure for CME https://www.gov.uk/government/publications/children-missing-education</p>		
<p>All staff including governors & volunteers know about the mandatory reporting of Female Genital Mutilation 2015</p>		
<p>The Designated Safeguarding Lead/s & Senior Managers including the Link Safeguarding Governor have completed or are enrolled onto the Prevent/ WRAP training. All other staff are either completing an on-line prevent training course or an available Channel on-line course. All certificates for the completed training are printed and made available in the staff safeguarding training portfolio record https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</p>		
<p>The Designated Safeguarding Lead is receiving & retrieving Domestic Abuse Notifications, following the protocol & guidance developed ensuring appropriate staff are made aware to support pupils experiencing and exposed to domestic abuse https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/domestic-abuse-and-domestic-violence-notifications.aspx</p>		
<p>The relevant senior leads are aware of LADO (Local Authority Designated Officer for allegations against staff, carers, volunteers) and how to make contact / make a referral</p>		
<p>All staff within the school understand the role of LADO and how to raise concerns</p>		
<p>There is/are nominated staff who have received Paediatric First Aid Training which is kept up to date</p>		
<p>The School is aware & has access to the Derbyshire Safeguarding Children's Board Website including access to the Derby City & Derbyshire Safeguarding Online Procedures http://www.derbyshirescb.org.uk/policies-and-procedures.asp</p>		
<p>The Designated Safeguarding Lead(s) / Headteacher / Link Governor know how to access Derbyshire Schoolsnet - Keeping Children Safe in Education. https://schoolsnet.derbyshire.gov.uk/home.aspx</p>		
<p>There is evidence in the use of a variety of training methods including: face to face (importantly for the DSL), online, updates through research, & cascading of relevant & critical changes /updates in Safeguarding to the whole school</p>		

Section 3- Partnership Working & Training (cont)	Yes	No
There's is evidence that the Designated Safeguarding Lead/s, pastoral staff attend multi / inter agency training		
The school engages with national & local Safeguarding initiatives e.g.- Black History week, LGBT, events which celebrate diversity		
The school uses external contributors to inform & educate pupils about keeping safe including external organisations & support groups eg- NSPCC, the police, public health		
The school uses questionnaires & surveys with pupils & parents eg- anti- bullying, feeling safe, on line safety in the school.		

Section 4 – On Site & Off Site Safety	Yes	No
The school has a clear and visible system / procedure for the arrival of pupils at the beginning and during the school day		
The school has a clear and visible system / procedure for the safe handover of pupils to the authorised parent/carer at the end of the school day		
The Designated Safeguarding Lead knows about hot spots (where pupils don't feel safe) on school premises and the surrounding area. Is working to address & review this by using pupil voice feeding back to staff & parents		
Reasonable force, including restraint is only used in line with statutory expectations & all incidents of restraint are recorded including the pupils views & consultations with parents		
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 & who to report concerns to. They have been provided with safeguarding training relevant to their role		
The use of School Transport, Bus Companies, Taxis & Escorts is part of the safeguarding activity of the Designated Safeguarding Lead which is quality assured & outcomes reported to the Senior Management Team / Governing Body / Trustees		
The school has signing in and out for all visitors & contractors with information on expectations made available & visible on reception		
Reassurances are sought by the Designated Safeguarding Lead on those not centrally employed, regular visitors and contractors to the premises. Details are recorded as supporting evidence to the SCR. Where relevant evidence is included of separate mechanisms when needing contractors need to be on site (building & maintenance)		
The Designated Safeguarding Lead seeks advice on safeguarding matters relating to external contracting		
There is an emergency contact to a Designated Safeguarding Lead when off site with pupils		
There is more than one emergency contact for all pupils whether onsite & off site		
The school uses pre planning risk assessment tools in any off site activity and complies with risk assessment and planning of offsite activity & in a timely way on submission for approval		
All staff in school planning off site activity have sought the advice & 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		

Section 4 – On Site & Off Site Safety (Cont)	Yes	No
When using external speakers & contributors a risk assessment and / or policy is used clarifying the expectations of them when on site & in the classroom		
The use of school premises to groups, clubs etc- is regularly reviewed & the school is reassured of their safeguarding (employment checks, insurance, public, liability training etc)		
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 & addressed at regular intervals		
There is a work experience policy in place where relevant to age in the setting which is made available to pupils and parents		
There is / are nominated staff with up to date Paediatric First Aid Training & a First Aid kit which meets requirements under the Health and Act.		
There is an up to date Medicines Policy & made available to parents		
There is a where appropriate a Personal Care Policy and Intimate Care Policy where appropriate which is made available to parents		

Part Two

Policy & Procedures, Promoting the Welfare of Pupils, Safer Working Practices & Recruitment, Safeguarding & 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 & a policy or details is developed & due to be implemented within the school. Some staff training is still required

Level 1

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

Effective Safeguarding - Striving to Achieve Best Practice

A. Policy, Procedures & Recording	Level 4	Level 3	Level 2	Level 1
The school has an up to date Child Protection & Safeguarding Policy for 2018/19 which has been reviewed & approved by the governing body. The policy has its own statement reflecting the local community, local pupil's needs & the vision and ethos is made clear. The policy is known to everyone in the school including the Governing Body & 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 Leaflet for pupils, best practice is one developed with pupils & one which explains who is who in the school & 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 & rectification 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 has the current guidance on recording, retaining, and transfer of child protection records which is evidenced				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 & audited (as per the DCC Child Protection Record Keeping Guidance for Schools -Transfer, Storage & Retention).				X
There is a system of safe storage of CP files which have restricted access applied and staff who have access are justified in their role to have that access				X

A. Policy, Procedures & 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 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 & 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 & 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 & Reporting Procedures within the school, these are made accessible & are fully understood and applied.				X
The school can demonstrate clear lines of communication on safeguarding matters & there is evidence of regular meetings & 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 & Recruitment	Level 4	Level 3	Level 2	Level 1
There is a code of conduct for behaviour & safer working practice, which applies to & 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 & 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 & 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 & students which fully informs all new staff of their role in safer working practices & expectations around professional and personal boundaries			X	
All members of staff including non-teaching staff are aware of the procedure for responding to & 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 & Whistle Blowing processes are accessible and displayed in the school. The LADO flowchart & report form can be readily accessed by all staff including non-teaching staff				X
If advice/a 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				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 & retained. There are other measures in place including the use of declarations and risk assessments. The school office has a clear & accessible system for monitoring & recording recruitment outcomes.			X	

D. Safeguarding & 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 & parents.				X
There is evidence of all teaching, mentoring & support staff contributing to safeguarding in the curriculum and this can be evidenced in planning & continuous review				X
Through PSHE or similar approaches in the curriculum, pupils are able to explore how to keep themselves safe, understand risks & harmful behaviours, they are able to talk about feelings & given strategies to talk about/express worries & pressures				X
Pupils are able to explore what are healthy & safe relationships and understanding consent. They can demonstrate a commitment to sex & relationship education, relevant to their age & understanding				X
Pupils clearly know who is a trusted adult within the school who they can share worries & concerns with. This about being able to share worries in the school, out of school & about their local community				X

E. Online Safety	Level 4	Level 3	Level 2	Level 1
The school has an On-Line Safety Policy/Guidance which has been developed in consultation with a wide range of staff & pupils. Questionnaires & the pupil voice has been used ensuring there is a whole school ownership. The Policy is displayed on the schools website. It is evidenced that the policy is reviewed on an annual regular basis to take into account new & specific Safeguarding concerns				X
The school can demonstrate effective use of the national guidance 'Sexting (youth generated images) Guidance for Schools/Colleges & are aware on how to apply this in the school. They have taken advice from preventative & child protection agencies (including the Police) in making appropriate referrals as and when required.				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 on-line. 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 is 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 & 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 & the DSL is aware on how to seek further advice from Children's Social Care 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 discussions and information is clearly recorded. The DSL and Governing Body are kept informed of any cases within the school where there are any safeguarding concerns ensuring procedures are adhered to.		X		
The school can demonstrate by their recording where appropriate advice has been sought from the DCC EHE Coordinator & can demonstrate how/what advice has been given to parents/carers & pupils highlighting the implications & offering/signposting where support can be obtained.		X		

I. FGM, HBV, Forced Marriage	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead/s has completed relevant training and on-line 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. Pupils are aware of the issues and know who to report any concerns to relevant to age and understanding.				X

J. Child Exploitation & Trafficking	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding of Child Sexual Exploitation, exploitation & 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 & 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, used the CSE toolkit & or made a referral using safeguarding procedures			X	

K. Gangs & County Lines	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding & knowledge on how to identify the signs of pupils involved in Gangs & County Lines issues. They are aware on how to identify issues, seek advice and make an appropriate referral on pupils suspected of; or, who may be a victim				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 & Harassment , Peer on Peer Abuse	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding & is aware of the current guidance on Sexual Violence & Sexual Harassment between children in schools & colleges (Dec 2017)				X
All staff including non-teaching staff have an awareness & understanding of the differences between healthy, problematic & harmful behaviours, in the context of promoting a safe & 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 & harmful behaviour and using de-escalation techniques are able to create alternative strategies.		X		

M. Extremism & 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 & 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 & monitoring systems to protect pupils			X	

Final Self-Assessed Level

4		3		2			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 an action(s) of how to achieve and sustain your score.

Part Three

2018 - 2019

The S175 Action Plan

School:

Completed by:

Date: (Academic Year)

Part One

Compliances

	Lead Person	Target date to Rectify	Success Criteria
Section 1 - Leadership & Management of Safeguarding			
There is an up to date complaints procedure & one easily accessible for parents with a child friendly version for pupils	A Dolphin V Hall L Campbell	27/9/2019	Use of a questionnaire evidences pupils understanding of how to make a complaint.

Part Two

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

Highlight Priorities	
Red	High
Amber	Medium
Green	Low

Area for Improvement: Policy, Procedures & Recording					
Success Criteria: Long Term Aim - Robust procedures which are fully recognised & 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
Create a Safeguarding Leaflet for pupils, developed with pupils & which explains who is who in the school & safeguarding information for new pupils	ADoI	19/10/18	DCW	Records of activities and discussions with pupils	Dedicated safeguarding time
Ensure all Policies have a version control which are aligned and merged where relevant.	DCW	3/9/18	MM	Discussions and showing of evidence to MM	

Produce an Action Plan to ensure that policies are consistent and cross-referenced appropriately.					
Ensure the anti bullying policy is updated, is child friendly and is communicated to the whole school community	VH	19/10/18	DCW	Discussions with pupils around the effectiveness and their experiences	Dedicated leadership time Pupil voice assemblies
Ensure there are separate records of bullying incidents & evidence that incidents are analysed for patterns, trends, and hot spots. This includes strategies/models to prevent and intervene.	VH	19/10/18	DCW	Discussions with pupils Analysis of records	Dedicated leadership time

Area for Improvement: Promoting the Welfare of Pupils					
Success Criteria: Long term aim- pupils are happy & safe in school & are equipped for later life & living & working in modern Britain					
Evidence					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Build in regular meetings between safeguarding staff and pastoral staff to allow for discussion, reflection and reviews of pupils who are deemed as vulnerable, records are kept of this activity	DCW	20/7/18	MM	Meeting records and discussion with other staff	
Area for Improvement: Safer Working Practices & Recruitment					
Success Criteria: Long term aim- the reduction of harm & prevention of adults who are unsafe & unsuitable working with pupils					
Evidence:					

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Reinforce the safer working practice training recently undertaken, through briefing sessions, checking of systems and development of a key In Whitecotes we profile. SLT to hold all staff to account against those criteria	DCW	3/9/18	MM	Checking records Discussions with staff Observations around school	
Ensure the above is detailed in the induction procedures and that this is dated and signed	DCW	3/9/18	MM	Scrutiny of records and discussion with staff	
Confirm the retention of records and audit all information is compliant with regulations	ADod	19/10/18	DCW	Scrutiny of records	
Ensure all recruitment processes are compliant	ADod	19/10/18	DCW	Scrutiny of personnel files	

Area for Improvement: Safeguarding & the Curriculum

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

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Continue to monitor the effectiveness of the safeguarding curriculum. Ensure all updates are reflected in practice	ADoI/VH	End of each half term	DCW	Observations and discussions with pupils	Dedicated leadership time

Area for Improvement: On-Line Safety

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

Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Develop the use of digital leaders across the school and use to inform parents and pupils on matters relating to staying safe on line	EK	19/10/18	DCW	Discussions with pupils	Training cost to be part of the Chesterfield initiative Supply costs to cover staff
Use all forms of communication to ensure parents understand the safeguarding procedures, both in relation to on line developments, and wider practices, such as drop off and collection, taking of holidays, attendance and informing school regarding child absence, relationship education Action plan to reflect this	DCW	20/7/18- action plan in place	MM	Discussion with parents	

Area for Improvement: Children Missing from Education

Success Criteria: Long term aim- all pupils are robustly monitored & any missing are acted upon

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Keep case studies up to date, discuss these with other safeguarding leads for any lessons learned and share with governors	DCW	Each time there is a need to use these procedures	MM	Review of case studies	

Area for Improvement: Private Fostering

Success Criteria: Long term aim- all staff have the knowledge & 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 policies and training are kept up to date	DCW	Review at the end of each term	MM	Review of policies and practices	

Area for Improvement: Elective Home Education

Success Criteria: Long term aim- procedures & practice in the school reflect the best interests & outcomes for pupils & their families

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Training for all staff in relation to the issues around Elective Home Education including: Knowledge and understanding of their responsibilities Implications of the choice for parents	DCW	19/10/18	MM	Discussion with staff	Briefings and staff meetings

How to talk to parents about the choice.					
How to record such conversations and how to inform DSL in relation to safeguarding concerns					

Area for Improvement: FGM, HBV, Forced Marriage

Success Criteria: Long term aim- all staff are fully aware & 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 keep staff informed of all updates	DCW	As updates occur	MM	Discussion with staff	

Area for Improvement: Child Exploitation & Trafficking

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
Work with NSPCC through their school initiatives and training staff to incorporate the learning in PSHE lessons	DCW	NSPCC booked for October- to deliver assembly and work with classes	MM	Discussion with pupils	
Develop case studies to share at safeguarding lead discussions and develop actions following any lessons learned	DCW	Within 2 days of a case arising, then	MM	Scrutiny of case studies	

		monitor i[until the case is resolved			

Area for Improvement: Gangs & 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
Work with external agencies, especially police, to develop an education programme for our pupils to ensure they understand the implications of gangs	ADol	14/12/18	DCW	Discussion with pupils	

Area for Improvement: Peer on Peer Abuse

Success Criteria: Long term aim- the approaches by the school & by all staff reflect a robustness & 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
Source training for staff to understand the differences between healthy, problematic & harmful behaviours, in the context of promoting a safe & secure school environment	DCW	12/11/18	MM	Discussion with staff and pupils	
Source training for staff to ensure they understand their role in developing strategies to manage behaviours that are safe and respectful, while supporting pupils' understanding	DCW	12/11/18	MM	Discussion with staff and pupils	

Area for improvement: Extremism & Prevent

Success Criteria: Long term aim- tackling extremism, educating all pupils & 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
Provide information & education in the curriculum on British Values for pupils including access to on line websites, approved organizations and speakers.	VH	12/12/18	DCW	Discussions with pupils	

Provide evidence that we proactively challenge views using filtering & monitoring systems to protect pupils					

Audit & Action Plan 2018 - 2019 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: