

Keeping Children Safe in Education

S175 School Safeguarding Audit 2019 – 2020

Assessment & Action Plan

School Name: Renishaw Primary School

Address: Hague Lane, Renishaw, S21 3UR

Head teacher/Principal: Simon Fuller

Senior Safeguarding Designated Lead: Simon Fuller, Gregg Harrison

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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 working creatively to inspire and empower children, young people, and their families and communities to be the best they can be: safe, healthy, happy, learning and working.

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 2019/20 has been reformatted and reviewed with more of a focus on action planning, progress made and 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 and Welfare' are judged along with the 'Effectiveness of Leadership and Management', and Governance. These areas are a priority and key judgment for inspectors in determining overall outcomes.

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 and 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 and 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 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 an activity completed with the appointed Safeguarding Governor;
- 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.

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, caretakers, 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

Where to find the information and training:

- Derbyshire Schoolsnet - Keeping Children Safe in Education.
<https://schoolsnet.derbyshire.gov.uk/home.aspx>
- The local Safeguarding Children Board Website including access to the Derby City and Derbyshire Safeguarding Procedures <https://www.derbyshirescb.org.uk/policies-and-procedures.aspx>
- Making a referral [Starting Point http://www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint)
- Government/DfE statutory guidance's and advice <https://www.gov.uk/>
- Disclosure and 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 and introduction to safeguarding
<https://derbyshire.learningpool.com/login/index.php>
- 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 and resources FGM <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>
- Online information Breast Ironing/flattening <https://www.barnardos.org.uk/news/teaching-about-consequences-breast-ironing-would-protect-children> <http://nationalfgmcentre.org.uk/breast-flattening/>
- DSL and Safer Recruitment training Cathy.barrass@derbyshire.gov.uk (01629 531933)
- Record keeping, Retention and Transfer of Child Welfare Records
<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/safeguarding-policies-guidance-and-protocols.aspx>

Part One

Compliances

The following set of questions in sections 1, 2, 3 and 4 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. 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 and Management of Safeguarding	Yes	No
<p>The Designated Lead(s)/SMT and 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, and have a Designated Lead where advice is sought and 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 and 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 and 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 and tackle all forms of bullying.</p>	✓	
<p>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)</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>	✓	
<p>There is an up to date complaints procedure and one easily accessible for parents with a child friendly version for pupils</p>	✓	

Section 1 - Leadership and Management of Safeguarding (continued)	Yes	No
<p>In schools with Early Years provision, the duties are fulfilled in safeguarding in the early year's foundation framework</p> <p>https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015</p>	✓	
<p>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</p>	✓	
<p>The Designated Safeguarding Lead is aware of the duties around supporting pupils in the school in early help and the school has a mechanism for early help support for their families</p>	✓	
<p>Where a school is undertaking early help assessments there is a record of the numbers of assessments been undertaken and that this information may be shared to understand the impact with partners</p>	✓	
<p>Where a school is providing early help, the school has included this in the complaints policy and included pupils into this to help them voice any concerns</p>	✓	
<p>Designated Safeguarding Lead training and refresher training is maintained in line with the recommendations of the latest KCSIE for all staff nominated as DSL</p>	✓	
<p>That all Designated Safeguarding Leads in the school including the link Safeguarding Governor has undertaken Prevent/WRAP training</p>	✓	
<p>That all staff including governors, volunteers and non-teaching staff employed by the school undertake annual safeguarding training</p>	✓	
<p>The school has set up a Safeguarding Portfolio to evidence policy, procedures and safeguarding activity</p>	✓	
<p>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</p>	✓	
<p>The school has created a Staff Induction Portfolio which has the school's safeguarding information and appropriate policies and procedures for supply, agency and frequent visitors who have contact with children within the school</p>	✓	
<p>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 on line' icon (CEOP/Internet Watch Foundation)</p>	✓	

Section 2- Safeguarding Governance	Yes	No
The Governors/Trustees have ensured there are safeguarding policies and procedures and regularly oversee that activity	✓	
The Governors/Trustees have an oversight of the early help provision and have mechanisms in place to record numbers of, and those that are stepped up/ referred into Children's Social Care	✓	
The Governors/Trustees ensure they have a policy and system of safer recruitment which is recorded and accessible	✓	
The Governors/Trustees are familiar with information sharing and the boundaries of confidentiality in matters of safeguarding and 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 and is suitably qualified and experienced	✓	
The Governors/Trustees have an appointed Deputy Designated Safeguarding Lead in post and 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 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	✓	
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.	✓	

Section 2- Safeguarding Governance (continued)	Yes	No
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	✓	
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 and approved with minutes taken	✓	

Section 3- Partnership Working and Training	Yes	No
<p>The relevant senior leads are familiar with Working Together 2018 and 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 and use Children Missing Education 2016 to inform their safeguarding practice and procedure for CME https://www.gov.uk/government/publications/children-missing-education</p>	✓	
<p>All staff including governors and volunteers know about the mandatory reporting of Female Genital Mutilation 2015</p>	✓	
<p>The Designated Safeguarding Lead(s) and Senior Managers including the Link Safeguarding Governor 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 https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</p>	✓	
<p>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 https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/domestic-abuse-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 and has access to the Derbyshire Safeguarding Children Board Website including access to the Derby City and Derbyshire Safeguarding Online Procedures https://www.derbyshirescb.org.uk/policies-and-procedures.aspx</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, and cascading of relevant and critical changes / updates in Safeguarding to the whole school</p>	✓	

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

Section 4 – 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	✓	
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 and review this by using pupil voice feeding back to staff and parents	✓	
Reasonable force, including restraint is only used in line with statutory expectations and all incidents of restraint are recorded including the pupils views and 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 and who to report concerns to. They have been provided with safeguarding training relevant to their role	✓	
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	✓	
The school has signing in and out for all visitors and contractors with information about expectations made available and visible on reception	✓	
Reassurances are sought by the Designated Safeguarding Lead about 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)	✓	
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 and offsite and those details identify who has parental responsibility and other care arrangements that may be in place	✓	
The school uses pre planning risk assessment tools in any off site activity and complies with risk assessment and planning of off site activity and in a timely way on submission for approval	✓	

Section 4 – On Site and Off Site Safety (continued)	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	✓	
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	✓	
The use of school premises to groups, clubs etc is regularly reviewed and the school is reassured of their safeguarding (employment checks, insurance, public, liability training etc)	✓	
When pupils are engaged in off site 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	✓	
There is a work experience policy in place 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 and a First Aid kit which meets requirements under the Health and Safety Act.	✓	
There is an up to date Medicines Policy which is made available to parents	✓	
There is a Personal Care Policy and Intimate Care Policy where appropriate which is made available to parents	✓	

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 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.			✓	
The school has developed a Safeguarding Leaflet for pupils, best practice is one developed with pupils and one which explains who is who in the school and safeguarding information for new pupils		✓		
The school has reviewed all policies and identified those that should be consistent with the Child Protection/Safeguarding Policy. All Policies have version controls which are aligned and merged where relevant. An Action Plan is produced to ensure that policies are consistent and cross-referenced appropriately.			✓	
There is evidence of quality assurance and 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			✓	
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			✓	
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.			✓	
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).			✓	
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			✓	

A. Policy, Procedures and Recording (continued)	Level 4	Level 3	Level 2	Level 1
The school has a pro-forma for reporting and recording child protection concerns which can be evidenced as acted upon, this includes:- a record of actions taken; outcomes, and the use of a chronology for each child where there are concerns			✓	
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.			✓	
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.			✓	
The Anti-Bullying Policy has been produced in participation with the whole school community, with a child friendly version produced for pupils			✓	
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.			✓	

B. Promoting the Welfare of Pupils	Level 4	Level 3	Level 2	Level 1
All staff, including non-teaching staff are aware of the Child Protection and Reporting Procedures within the school, these are made accessible and are fully understood and applied.				✓
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				✓

C. Safer Working Practices and Recruitment	Level 4	Level 3	Level 2	Level 1
There is a code of conduct for behaviour and safer working practice, which applies to and is known to all Staff and all those who regularly come into school. Every member of staff has been given a copy along with the DSCB Leaflet on Safer Working Practices issued in 2015, all have signed to confirm that they have read the code of conduct.			✓	
The DfE guidance ‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2015’ is referred to and used within the school and there is activity evidenced through practice			✓	
The Designated Safeguarding Lead/s has undertaken Safer Working Practice training which has been discussed in staff meetings. This includes staff and pupil acceptable use of IT, use of mobile phones and social media. It is part of a rolling programme of staff training and is also part of the staff induction for all staff including non-teaching staff.			✓	
There is a continuous induction in the school for all new staff including supply, temporary, agency and students which fully informs all new staff of their role in safer working practices and expectations around professional and personal boundaries			✓	
All members of staff including non-teaching staff are aware of the procedure for responding to and managing allegations against staff, with clear procedures on how to report any concerns they may have. This includes the process for Whistle Blowing			✓	
The LADO and Whistle Blowing processes are accessible and displayed in the school. The LADO flowchart and report form can be readily accessed by all staff including non-teaching staff			✓	
If advice/ referral is made these are retained in compliance with the current DCC record retention policy			✓	
There is a policy/guidance in place for the supervision of volunteers and a risk assessment is undertaken and recorded of the role of the volunteer/s in school, and this includes frequent visitors to the school site			✓	
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.				
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.				✓
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			✓	
The school is preparing for the statutory requirements and expectations for the delivery of compulsory sex, health and relationships education			✓	
Through PSHE or similar approaches in the curriculum, pupils are able to explore how to keep themselves safe, understand risks and harmful behaviours, they are able to talk about feelings and given strategies to talk about/express worries and pressures			✓	
Pupils are able to explore what are healthy and safe relationships and understanding consent. They can demonstrate a commitment to sex and relationship education, relevant to their age and understanding			✓	
Pupils clearly know who is a trusted adult within the school who they can share worries and concerns with. This about being able to share worries in the school, out of school and about their local community			✓	
Pupils are able to articulate what is keeping safe, how to keep themselves safe, how they can report any concerns when in the community, when on line and when using social media				✓

E. Online Safety	Level 4	Level 3	Level 2	Level 1
The school has an Online Safety Policy/Guidance which has been developed in consultation with a wide range of staff and pupils. Questionnaires and the pupil voice has been used ensuring there is a whole school ownership. The policy is displayed on the school website. It is evidenced that the policy is reviewed on an annual regular basis to take into account new and specific Safeguarding concerns			✓	
The school is using an electronic communications and social media policy to support the work of online safety in the school			✓	

The school can demonstrate effective use of the national guidance 'Sexting (youth generated images) Guidance for Schools/Colleges' and are aware of how to apply this in the school. They have taken advice from preventative and child protection agencies (including the Police) in making appropriate referrals as and when required.			✓	
The school attempts to inform/engage pupils and their parents in taking a shared responsibility in keeping safe. It is effective in the education and protection of vulnerable children who may be put at particular risk from their own and others' actions whilst online. The school regularly evaluates the effectiveness and impact of the programmes and uses national and local initiatives			✓	

Specific Safeguarding Issues

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

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			✓	
The school has implemented a Private Fostering Policy which is accessible to parents and on the website. There is a clear pathway developed within school and the DSL is aware on how to seek further advice from Children's Services to clarify any arrangement. The school is aware of the multi-agency services that are available to support Private Fostering arrangements			✓	

H. Home Elective Education	Level 4	Level 3	Level 2	Level 1
All staff can demonstrate a clear knowledge/understanding of the responsibilities and implications of parents/carers electing to home educate their children. Staff are aware of the implications talking to parents about EHE. All discussion and information is clearly recorded. The DSL and Governing Body are kept informed of any cases within the school where there are any safeguarding concerns ensuring procedures are adhered to.		✓		
The school can demonstrate by their recording where appropriate advice has been sought from the DCC EHE Coordinator and can demonstrate how/what advice has been given to parents/carers and pupils highlighting the implications and offering/signposting where support can be obtained.		✓		

I. FGM, HBV, Forced Marriage, Breast Ironing/Flattening	Level 4	Level 3	Level 2	Level 1
Designated Safeguarding Lead(s) has read about, completed relevant training and undertaken any online courses on offer.			✓	
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.			✓	
J. Child Exploitation and Trafficking (CRE)	Level 4	Level 3	Level 2	Level 1
Designated Safeguarding Lead has developed an understanding of Child Sexual Exploitation, exploitation and trafficking. The Lead knows how to identify the signs, seek advice and make a referral on concerns regarding pupils who are suspected of; or who may be a victim.			✓	
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			✓	

The school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their own and others actions. The school can also demonstrate knowledge in how they have taken advice, are using local mechanisms (local partnership groups), are using the CSE toolkit and or made a referral using safeguarding procedures			✓	
K. Gangs and County Lines	Level 4	Level 3	Level 2	Level 1
Designated Safeguarding Lead has developed an understanding and knowledge of how to identify the signs of pupils involved in Gangs and County Lines issues. They are aware of how to identify issues, seek advice and make an appropriate referral about pupils suspected of; or, who may be a victim		✓		
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.	✓			
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.			✓	
L. Sexual Violence and Harassment , Peer on Peer Abuse	Level 4	Level 3	Level 2	Level 1
Designated Safeguarding Lead has developed an understanding and is aware of the current guidance on Sexual Violence and Sexual Harassment between children in schools and colleges (Dec 2017)			✓	
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			✓	
All staff including non-teaching staff promote positive behaviours, respond with clear and consistent boundaries. They understand the triggers for problematic and harmful behaviour and using de-escalation techniques are able to create alternative strategies.			✓	

M. Extremism and Prevent	Level 4	Level 3	Level 2	Level 1
All Staff including non-teaching staff have a working knowledge of the issues and available support for pupils through Channel. The school is aware about its Prevent duties including the local protocol. They are aware how to identify, report and respond to concerns about Prevent using the risk indicator checklist and available police report forms				✓
The school provides information and education in the curriculum on British Values for pupils including access to on line websites, approved organizations and speakers. The school can evidence proactive challenge of views using filtering and monitoring systems to protect pupils			✓	

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 actions of how to achieve and sustain your score.

Part Three

2019 - 2020

The S175 Action Plan

School: Renishaw Primary School

Completed by: Simon Fuller

Date: 25/07/2019 (Academic Year) 2019 / 2020

Part One

Compliances

	Lead Person	Target date to Rectify	Success Criteria
Section 1 - Leadership and Management of Safeguarding	Simon Fuller		
	Gregg Harrison		
Section 2 Safeguarding Governance	Julie Meiner		
Section 3- Partnership Working and Training	Simon Fuller		
Section 4- On Site and Off Site Safety	Jim Swanack		
	Martin Bowler		
	Simon Fuller		

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

Highlight Priorities	
Red	High
Amber	Medium
Green	Low

Area for Improvement: Policy, Procedures and Recording					
Success Criteria: Long Term Aim - Robust procedures which are fully recognised and applied in order to provide a safe environment for pupils					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To update leaflets for new starters / new pupils	SF/GH/JB	July 20	SF / JM	Adopt and share with gobs	Printed materials
To develop a system that ensures supply staff understand procedures and know who DSLs	SF/GH/JB	July 20	SF / JM	Inductions carried out	

Area for Improvement: Promoting the Welfare of Pupils					
Success Criteria: Long term aim - pupils are happy and safe in school and are equipped for later life and living and working in modern Britain					
Evidence					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Ensure up to date programme for pupils are delivered and that equip them to stay safe in modern Britain	SF/GH/JB	July 20	SF / JM		CPD File
Up to date training for staff.	SF/GH/JB	July 20	SF / JM	Training booked and delivered including record of training kept	INSET Booked

Area for Improvement: Safer Working Practices and Recruitment					
Success Criteria: Long term aim - the reduction of harm and prevention of adults who are unsafe and unsuitable working with pupils					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Safer working practice online module completed by chair of govs and vice chair	SF/GH/JB	July 20	SF / JM	Completed module and certificate	
DBS checks are completed for everyone in school including volunteers	SF/GH/JB	July 20	SF / JM	Single Central record	

Area for Improvement: Safeguarding and the Curriculum					
Success Criteria: Long term aim - an embedded and enriching curriculum which helps keep pupils safe					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To work in partnership with LEAP at local secondary in order to develop and improve transition for KS3	SF/GH/JB	July 20	SF / JM	NEW and improved transition programme developed for 2019	Regular Transition Meetings with LEAP
To explore up to date sex ed. materials and improve attendance by parents at meetings	SF/GH/JB	July 20	SF / JM	Sessions Delivered	

Area for Improvement: Online Safety					
Success Criteria: Long term aim - Knowledge, Skills and confidence of pupils when on line and in a digital world to keep themselves safe					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To explore age appropriate 'sexting' materials and discuss whether appropriate for delivery to children at primary or for informing parents	SF/GH/JB	July 20	SF / JM	Parents Meeting NSPCC Training	Sex ed materials NSPCC@?

To continue to develop the role of digital leaders and children to deliver internet safety week	SF/GH/JB	July 20	SF / JM	NSPCC Training	
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Area for Improvement: Children Missing from Education					
Success Criteria: Long term aim- all pupils are robustly monitored and any missing are acted upon					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
CME lead is working with MAT to ensure that regular absenteeism and lateness is monitored closely	SF/GH/JB	July 20	SF / JM	Records kept	

Area for Improvement: Private Fostering					
Success Criteria: Long term aim - all staff have the knowledge and skills to safeguarding pupils who are not living at home					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
LACE in school have policy and continue to work with virtual school and have virtual pupil premium money allocated to support their specific needs	SF/GH/JB	July 20	SF / JM	Updated Policy adopted by Governors	
Working closely with specialists agencies to support and EBD that children who are in care may be experiencing	SF/GH/JB	July 20	SF / JM		

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 develop our knowledge of elective home education even though no pupils are affected by this	SF/GH/JB	July 20	SF / JM	Staff Meeting / INSET Portfolio	

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
To continue to ensure up to date information is disseminated to staff by DSL	SF/GH/JB	July 20	SF / JM	Staff Meeting Portfolio	CPD folder Annual Training in September

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
To ensure that relevant training is delivered to staff to inform and keep them up to date of CSE and trafficking	SF/GH/JB	July 20	SF / JM	INSET folder records of training	MAT

Area for Improvement: Gangs and County Lines**Success Criteria: Long term aim- all staff are fully aware and all cases known or suspected are acted upon****Evidence:**

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To raise awareness of Gangs and County Lines amongst staff. Although not currently directly affected, awareness needs to be developed.	SF/GH/JB	July 20	SF / JM	INSET folder records of training	

Area for Improvement: Peer on Peer Abuse

Success Criteria: Long term aim- the approaches by the school and by all staff reflect a robustness and is embedded as an approach in the wider framework of safeguarding in the school

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To find out more information about peer on peer abuse and its relevance in primary school and embed in policy	SF/GH/JB	July 20	SF / JM		CPD folder Annual Training in September

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 renew their PREVENT training	SF/GH/JB	July 20	SF / JM	Certificates of training in folder / Register	CPD folder Annual Training in September
Take advice from professionals about age appropriate discussions with pupils in upper KS2 and meeting with parents	SF/GH/JB	July 20	SF / JM		

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

Designated Safeguarding Lead: Simon Fuller

Date: ...22/06/2019..... Print Name: Simon Fuller...Job title: Headteacher.

Deputy Designated Safeguarding Lead:

Date: 22/06/2019

Print Name: ...Gregg Harrison...Job title: Assistant Headteacher.

Print Name: ...Jayne Bentley ...Job Title: SENCO

Link Safeguarding Governor:

Date: ...22/06/2019 Print Name: ...Julie Meiner

Named School Governor for Anti- Bullying:

Date: 22/06/2019 Print Name: Julie Meiner

Named Appointed Teacher for SEND:

Date: 22.06.2019 Print Name: ...Jayne Bentley

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

Date: ... 22.06.2019 Print Name: ...Jayne Bentley