North East Lincolnshire

LSCB

Local Safeguarding Children Board

NORTH EAST LINCOLNSHIRE

LOCAL SAFEGUARDING CHILDREN BOARD

EDUCATION ESTABLISHMENT

AUDIT REPORT

21.07.2014

(Audits undertaken during the 2013-2014 Academic Year)

Contents   **Page Number**

1. Introduction:

Purpose of the Audit: The auditing of all North East Lincolnshire's educational establishments safeguarding arrangements is in accordance with the requirements of Section 175 of the Education Act 2002 and the expectations of North East Lincolnshire's Local Safeguarding Children Board.

The audit is beneficial to educational establishments as it will:
- o Assist in ensuring that they remain up to date with legislation, guidance and good practice;
- o Provide a baseline against safeguarding standards;
- o Identify gaps in current arrangements and assist with improvement planning to better safeguard children / young people;
- o Remove the need for a separate mandatory annual safeguarding report for governors;
- o Ensure that the establishment has clear evidence to demonstrate a commitment to safeguarding children / young people in response to Ofsted and other inspections;
- o Provide assurance to the LSCB that safeguarding arrangements are effective and in place;
- o Ensure that safeguarding themes, issues and required development are fed into the LSCB structures when informing future work.

The Safeguarding Descriptors: The audit has 9 safeguarding descriptor sections and an overall establishment level. The levels have been devised on a scale of 1 to 4 in line with Ofsted grades i.e.
1. Outstanding;
2. Good;
3. Requires improvement; and
4. Inadequate.

To achieve Level 1 against each descriptor the establishment has to achieve the provided list of 'must have' evidence. Where individual grades are lower than Level 1 the establishment was advised to create a corresponding action in an action plan. If an establishment scored mostly Level 3 and or 4 it was advised to make child protection planning and safeguarding a priority. Where there were any specific actions relating to areas of safeguarding not covered within the 9 sections, establishments were also advised to record these in the action plan.

2.   Audit Processes and Timescales: The Audit Tool to undertake the 2013-2014 academic year audit was launched on 15.11.13 to all 68 of North East Lincolnshire's educational establishments with a submission deadline of 17.12.13. However, due to an initial poor response of only 16 out of 68, the deadline was extended to 17.01.14. Individual reminders with notification of the extension were sent out to those establishments that had not responded. As at the extended deadline of 17.01.14, 47/68 establishments had submitted a response. By the 24.01.14 this had risen slightly to 49/68 (72.06%).

Following attendance and a reminder of the audit at both the primary and secondary head teachers termly meetings on 28.01.14 and 30.01.14 respectively, individual emails and / or telephone calls to the head teachers / principals of those remaining outstanding establishments with an offer

of support by the Safeguarding Education Subgroup to assist in completing the audit and an extended deadline to 10.02.14 resulted in an increase to 59/68 (86.76%). With further personal chasing the final response at the time of preparing this report as at 21.07.2014 was 68/68 (100%).

3. **Audit Response:** A breakdown of the audit response by type of education establishment is detailed in Table 1 below:

Table 1: Audit Response Statistics (as at 21.07.14)

Type of Educational Establishment*	Number in NEL	Number of Audits returned	Percentage of returned Audits
Nursery Schools	2	2	100%
Primary Schools and Academies	47	47	100%
Secondary Schools and Academies	10	10	100%
Pupil Referral Units	2	2	100%
Special Schools	2	2	100%
NELC Alternative Provision	1	1	100%
Colleges	2	2	100%
Independent Schools	2	2	100%
Totals	**68**	**68**	**100%**

4. **Audit Findings:** The findings of the audit were collated and recorded in a non-attributable way and provide an overarching position of the safeguarding arrangements in place at the time of the audit.

Of the 68 audit submissions received: 24 (35.29%) educational establishments self-assessed themselves at a Level 1 overall; 42 (61.77%) at Level 2; and 2 (2.94%) at Level 3. No establishment has scored itself at Level 4. Details of how the establishments self-assessed themselves against each of the 9 sections are provided in Table 2 below.

Table 2: Overall Self-Assessed Levels

Overall Self-Assessed Levels									
Level 1		Level 2		Level 3		Level 4		Not completed	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
24	35.29%	42	61.77%	2	2.94%	0	0%	0	0%

Individual self-assessed levels on the 9 areas of focus of the audit. A minority of establishments have scored themselves as Level 3 / 4 on some criteria. Details of the numbers and descriptors for all of the findings are detailed in Table 3 below.

Table 3: Individual Self Assessed Levels of the 9 Focus Areas of the Audit

1.	The establishment's safeguarding policy									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Not completed**	
	The establishment has a policy which is up to date, in line with the model provided by the local authority, shared with and accessible to parents / carers through the establishment's website and in its prospectus. There is evidence the policy has been adopted by the governing body and read by all staff.		The establishment has a policy which is up to date, in line with the model provided by the local authority; all staff and volunteers are aware of it but it is not shared with and / or accessible to parents / carers.		The establishment has a policy but it needs updating / reviewing.		The establishment has no safeguarding policy currently in place.			
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
	36	52.94%	27	39.71%	5	7.35%	0	0%	0	0%
2.	Child protection procedures									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Not completed**	
	All teaching and non-teaching staff, governors, regular volunteers and regular visitors know about and use the procedures appropriately. Temporary / peripatetic / visiting professionals are given a copy of the child protection summary sheet.		All teaching and non-teaching staff are aware of the established child protection procedures.		Procedures are in place but only the child protection coordination and the senior management team know about them.		No child protection procedures (which include what to do if there are concerns about a child) are in place.			
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
	26	38.24%	41	60.29%	1	1.47%	0	0%	0	0%
3.	Consistency and cross referencing of procedures									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Not completed**	
	All policies / procedures are aligned as below. An annual safeguarding audit is undertaken, submitted to		The establishment has reviewed all policies / procedures, identified those that need to be amended to		The establishment has made a start at looking at other policies / procedures that need to reference the		There are no child protection procedures in place or although child protection procedures are in			

	the LSCB and presented to the governing body as the annual safeguarding report. There is evidence of the action plan being implemented and reviewed during the year.		be in line with the safeguarding policy and child protection procedures and has drawn up an action plan to ensure they cross-reference appropriately.		safeguarding policy and child protection procedures and to ensure they do not contradict them.		place, none of the other policies and procedures which come under the safeguarding 'umbrella' (e.g. anti-bullying, attendance, behaviour management (which includes use of reasonable force), health and safety, discrimination, sex education, complaints, 'whistle-blowing', use of the internet etc.) is cross referenced to them.			
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
	21	30.88%	36	52.94%	11	16.18%	0	0%	0	0%
4.	**Training**									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Not completed**	
	The child protection coordinator, deputy and nominated governor have <u>all</u> received training appropriate to their roles in the last two years and all other staff have received basic awareness training in the last three years. There has been discussion about learning from local serious case reviews.		The child protection coordinator and deputy are up to date with their enhanced training but the nominated governor and / or other staff members have not been offered / attended training.		The child protection coordinator is up to date with multi-agency training but the deputy is not.		The child protection coordinator has not attended any multi-agency child protection training **or** s/he is out of date by more than a year.			
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
	30	44.12%	32	47.06%	3	4.41%	3	4.41%	0	0%
5.	**Safeguarding and the curriculum**									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Not completed**	
	Through PSHE and other curriculum contexts, children / young people are encouraged to talk about feelings to deal assertively with pressures, are listened		The curriculum provides some opportunities for children / young people to consider risk situations and explore strategies for keeping safe.		The establishment is seeking advice about how to develop opportunities for safeguarding and child protection work within the curriculum.		The staff generally do not view safeguarding and child protection as having a place in the curriculum.			

		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
	to and know to whom they can turn for help and advice if necessary.										
		Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
		26	38.24%	41	60.29%	1	1.47%	0	0%	0	0%
6.	**Safer recruitment**										
	Level 1	**Level 2**		**Level 3**		**Level 4**			**Not completed**		
	Recruitment is undertaken safely as at Level 2 and, in addition, at least one governor has successfully completed safer recruitment training either on-line or via a one day course and induction for all new staff and regular volunteers includes child protection and expectations regarding conduct.	Recruitment and selection processes are fully compliant with the guidance and / or HR 'toolkit'. The head teacher has successfully completed safer recruitment training either on-line or via a one day course. Every interview panel includes at least one panel member who has been trained in safer recruitment. DBS checking policy is in place and there is a single central record (SCR) of recruitment and vetting checks which complies with HR guidance.		Recruitment and selection processes are being reviewed to ensure they are in line with the guidance and / or HR 'toolkit'. There is a single central record (SCR) of recruitment and vetting checks but it has not been checked this term for compliance with HR guidance.		Recruitment and selection processes have not yet been revised in line with statutory guidance ('Safeguarding Children and Safer Recruitment in Education') and/or the HR 'Toolkit'.					
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
	30	44.12%	36	52.94%	2	2.94%	0	0%	0	0%
7.	**Code of conduct**										
	Level 1	**Level 2**		**Level 3**		**Level 4**			**Not completed**		
	As at Level 2, plus there has been 'safer working practice' training undertaken by all staff and / or a discussion in a staff meeting. There are e-safety procedures for staff which include an acceptable use agreement.	There is a code of conduct for all staff and volunteers who come regularly into school. A copy has been given to them all and they have signed to confirm that they have read it.		A code of conduct exists (in line with DfE (DSCF) guidance and HR model) for everyone who has contact with children. Staff are unaware of the code of conduct.		There is no staff code of conduct.					
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**

		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
		32	47.06%	26	38.24%	8	11.76%	2	2.94%	0	0%

8.	**Procedures on how to manage allegations made against staff / volunteers**								
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Not completed**
	If there has been an allegation against a member(s) of staff: As at Level 2, plus there is evidence that the procedures are followed properly, allegations reported to the Local Authority Designated Officer (LADO) and clear records kept. Where applicable, referrals have been made to the Independent Safeguarding Authority. If there have been no allegations against members of staff: Procedures for the management of allegations have been read by all school staff who know where they are kept if they need to refer to them. The deputy head teacher / principal knows how to manage an allegation if the head teacher / principal is not in school. The chair of governors knows what to do if an allegation is made against the head teacher / principal.		All members of the senior management team have read the procedures, school staff are aware of them and all know where they are kept if they need to refer to them.		There are procedures in line with DfE (DSCF) guidance (Chapter 5 'Safeguarding Children and Safer Recruitment in Education') and the model policy from HR which all members of the senior management team have read and know where they are kept if they need to refer to them. School staff are not aware of the procedures.		There are no procedures for the management of allegations against school staff / volunteers currently in place.		
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
	26	38.23%	30	44.12%	12	17.65%	0	0%	0	0%

9.	Record keeping procedures									
	Level 1		Level 2		Level 3		Level 4		Not completed	
	As for Level 2 but also there is evidence that all staff are following the procedures and actions / outcomes are recorded against each concern.		The establishment has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns against local authority guidance and they are applied consistently. Representation at child protection conferences and other multi-agency meetings is prioritised.		The establishment has procedures for recording, retaining and sharing child welfare and child protection concerns but they have not been reviewed against local authority best practice guidance.		The establishment does not have a procedure for recording, retaining and sharing records of child welfare and child protection concerns.			
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
	41	60.30%	22	32.35%	5	7.35%	0	0%	0	0%

5.   Action Plans: All establishments devised and submitted detailed action plans with appropriate timescales for their identified actions to be completed. It is envisaged from initial analysis of these plans that, if all of the actions identified are completed in the specified timescales, the current self-assessed levels for many of the establishments will improve in a relatively short timescale, and definitely prior to the next planned audit due to be undertaken early in the 2014-2015 autumn term.

In respect of the 2 establishments that self-assessed themselves to be Level 3, both of them have prioritised a number of actions that are to be addressed within 2 months of the audit and the remainder to be achieved before the end of the academic year.

6. Additional Information:

6a. Supporting vulnerable children and young people: A variety of other, additional information related to safeguarding was received and collated. The results of this are included in Table 4 below.

Table 4 – Additional information in relation to supporting vulnerable children and young people (in respect of the 97.06% of establishments that responded to the audit)

Information	Yes		No	
	Number	Percentage	Number	Percentage
Do you have a record of the outcomes of all cases referred to Children's Services Social Care?	54	79.41%	14	20.59%
If you made no referrals, did you consult with Children's Services Social Care about any individual pupils?	33	48.53%	35	51.47%
Do all LAC children have a single learning plan?	48	70.59%	20	29.41%
If there are identified young carers, have measures been put in place to support their individual needs (e.g. being able to	30	44.12%	38	55.88%

call home during the day etc.)				
Have members of staff undertaken CAF training?	56	82.35%	12	17.65%
Were any CAF assessments undertaken or other 'child in need' meetings held during the last academic year?	63	92.65%	5	7.35%
Have you made all staff aware of the requirement to recognise and report all private fostering arrangements?	28	41.18%	40	58.82%
Do all of these children / young people have a school child protection file?	48	70.59%	20	29.41%
Does e-safety training give due consideration for the needs of vulnerable children / young people (such as in relation to grooming, bullying, 'sexting' etc.)	61	89.71%	7	10.29%
Have your staff received e-safety briefings about communicating with young people via digital technology?	59	86.76%	9	13.24%
Have your staff been made aware of the links between the Internet, violent extremism and vulnerable young people?	49	72.06%	19	27.94%
Has the establishment got procedures in place for the organisation of offsite events?	59	86.76%	9	13.24%
Is there a nominated and trained educational visits co-ordinator?	57	83.82%	11	16.18%
Does your attendance policy include timely arrangements (i.e. before morning break) for 'first day call back'?	61	89.71%	7	10.29%
Secondary schools / academies and colleges: Has the establishment adopted an approved Work Experience Model?	13	19.12%	55	80.88%
When vulnerable students participate in block or extended work experience, have enhanced DBS checks been undertaken?	17	25.0%	51	75.0%
Have all relevant staff been trained in positive handling via an accredited organisation (such as Team Teach)	35	51.47%	33	48.53%
Is sex and relationships education accessible to all pupils?	52	76.47%	16	23.53%
Are children with communication difficulties provided with ways and opportunities to express their thoughts and wishes?	57	83.82%	11	16.18%
Are safer working practice arrangements in place, particularly for 1:1 working and staff who transport pupils?	54	79.41%	14	20.59%
If the establishment has more than one site: Is there a member of staff on each site who takes a lead in child protection / safeguarding (e.g. knows under what circumstances to contact the child protection coordinator, if s/he is not on site)?	12	17.65%	56	82.35%
If the establishment provides extended services e.g. after school / holiday clubs: Is there a member of staff who takes a lead in child protection / safeguarding?	40	58.82%	28	41.18%

6b. Examples of additional comments made in relation to other areas of achievement in relation to safeguarding and child protection:
- Positive quotes from Ofsted reports
- UNICEF Rights Respecting Award achieved
- Monthly Safeguarding Audit in place
- Safeguarding process and procedures are subject to an annual safeguarding audit via independent auditors
- Produce an annual safeguarding report to governors
- Safeguarding committee meets on a monthly basis
- Termly meeting with governor for safeguarding takes place
- Termly Internal Support Resource Meeting
- Parent's group
- Children's views formally gathered prior to meetings
- Early Transition- identified team
- All staff have regular team teach refresher training
- All staff have annual child protection training/refresher training

- Pastoral Record System provides a health overview of the well-being and safety of all pupils/students
- Governors are aware of the systems in place with regular committee meetings which are fed back to the full governing body meetings
- Good communication between all school staff, regardless of job role, ensures good practice.
- Sex and relationships education provided at age appropriate time
- 'Break the silence stop the violence' Domestic Abuse program is delivered to year six pupils
- Vulnerable student's holiday club to enable those students who live with domestic abuse a way to communicate if they need help. Teach life skills so that they have strategies to cope with home life and challenging circumstances
- Domestic abuse work is undertaken by staff with pupils/students
- The pupils/students work with the DV diary which has been endorsed by the LSCB
- Child Protection Co-ordination and Safeguarding Teams are in place
- Provision of a team approach as opposed to having one CPC to ensure a more effective and comprehensive approach to the Safeguarding process
- Phase Leaders in the Safeguarding Team ensures closest and most up to date familiarity with pupils/students in their Phase
- Evaluation and organisation of on-going staff training needs (accreditation and specialist areas)
- A number of policies and procedures (including Safeguarding) are based on best-practice models, which have been specifically developed for post-16 use and/or adapted from local authority models for 11-16 and 11-18 schools
- Many successful case studies
- Learning mentors have undertaken bereavement counselling training and training relating to supporting victims of DV
- 8 pupils have undertaken anti-bullying ambassador training and undertake the role throughout the academy
- Learning mentors deliver progressive programs of work throughout the academy covering themes such as e-safety, bullying, DV, drug misuse, personal safety when out in the community, respect for others and healthy eating

6c. Examples of additional comments made in relation to local inter-agency working:
- Early Transition- identified team
- Strong multi-agency working relationships commented upon by Ofsted
- Good support and positive working relationships with a range of agencies
- CPC works closely with social workers and has attended joint home visits
- Expertise of school nurse where in depth knowledge of pupil/student's medical or physical condition is pertinent
- Safeguarding meetings held with local Children's Centre
- Work in very close partnership with the local Children's Centre
- Head Teacher sits on the local and community SMT for the Children's Centre where any CP / general concerns relating to the families are featured at these meetings. There is representation from health, FRS, the local day care provider and other local other primaries
- Inter-agency work in place with police, MASH,NEST, Access Partnership, health and children's services
- The school/academy is part of a larger organisation across the country

6d. Suggestions made for future training to be provided / made available:
- Anti-bullying training
- E-safety
- Training for Child Protection Coordinators which is more focused and relevant to work in schools
- A mentor system would be useful
- Child protection and safer recruitment training for governors

7. **Other comments / suggestions for improvement:**
   o Could the case loads for social workers be reduced as we often cannot contact the named worker
   o Social workers do not always share information i.e. copies of CiN plans, core group minutes, Strategy meeting minutes) We have to be pro-active in seeking this information from them

8. **Lessons Learned:** In respect of lessons learned in the process there were a couple of teething problems with the audit tool which will be addressed prior to the next audit in the 2014-2015 academic year. These are:
   o Two establishments had a very similar name so were somehow omitted from the electronic achieve version of the audit's drop down menu.
   o There was an inability to save the audit prior to its full completion.
   o The element in respect of training requirements was not clear to all participants i.e. there was no reference to the ability to undertake refresher training and or the timescales involved.

9. **Next Steps:** The audit format and submission arrangements will be revised following this years' experience and the audit will be undertaken again early in the 2014-2015 autumn term.

10. **Conclusion:** Many of those establishments that have taken part in this first annual audit for all NEL educational establishments have reported that it has been helpful as it has endorsed where they felt they were in relation to safeguarding and / or encouraged them to reconsider their policies and practices. It has also led to a number of comments, suggestions for improvement, training and policy enquiries which have been forwarded on the relevant local authority teams to consider.

The 100% percentage of take up in this audit and the majority of the overall self-assessed levels will provide the LSCB with some assurances on the position in NEL's educational establishments in respect of safeguarding. It is envisaged that the position of most establishments currently at Level 2 and those at Level 3 will have improved when the audit is next undertaken.

Lead Officer and Report Author: Roz Danks, Head of Access Services

Date of Report: 21st July 2014

The North East Lincolnshire's education establishments that were approached and took part in the 2013-2014 academic year safeguarding audit.

NEL educational establishments that were approached and took part in the audit (100% response)

Primary Schools / Academies

Allerton Primary School

Bursar Primary Academy

(The) Canon Peter Hall Church of England School

Coomb Briggs Primary School

Eastfield Primary Academy

East Ravendale Church of England Primary Academy

Edward Heneage Primary School

Elliston Primary School

Enfield (New Waltham) Primary School

Fairfield Primary School

Grange Primary School

Great Coates Primary School

Healing Primary School

Humberston Church of England Primary

Humberston Cloverfields Primary School

Laceby Acres Primary School

Lisle Marsden Church of England Primary Academy

Littlecoates Primary School

Macaulay Primary Academy

Middlethorpe Primary Academy

New Waltham Academy

Oasis Academy Nunsthorpe

Old Clee Primary Academy

Ormiston South Parade

Reynolds Primary Academy

St Joseph's Catholic Primary Voluntary Academy

St Mary's Catholic Primary Voluntary Academy

St Peters Church of England Primary School

Springfield Primary School

Stallingborough Church of England Primary School

Stanford Junior and Infants School

Strand Primary Academy

Thrunscoe Primary and Nursery Academy

Waltham Leas Primary Academy

Weelsby Academy

Welholme Community Primary

Western Primary School

Willows Academy

Woodlands Primary School

Wybers Wood Academy

Yarborough Academy

Nursery Schools

Great Coates Village Nursery School

Scartho Nursery School

Infant Schools / Academies

Queen Mary Avenue Infant and Nursery School

Scartho Infants' School

Signhills Infants' Academy

Junior Schools / Academies

Scartho Junior Academy

Signhills Academy

William Barcroft Junior School

Secondary Schools / Academies

Cleethorpes Academy

Havelock Academy

Healing School - A Science Academy

Holy Family Catholic Academy

Humberston Academy

John Whitgift Academy

Oasis Academy Immingham

Oasis Academy Wintringham

Ormiston Maritime Academy

Tollbar Academy

Special Schools / Academies

Cambridge Park Academy

Humberston Park

Pupil Referral Units / Alternative Provision

Park House and Phoenix House

Young People's Centre

Young People's Support Services

Colleges

Franklin College

Grimsby Institute of Further and Higher Education

Independent Schools

St James School

St Martins Preparatory School