



**NORTH EAST LINCOLNSHIRE
LOCAL SAFEGUARDING CHILDREN BOARD
EDUCATION ESTABLISHMENT AUDIT**

(Annual Report for audits undertaken during the 2014-2015 academic year)

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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 all educational establishments as it:

- Assists in ensuring that they remain up to date with legislation, guidance and good practice;
- Provides a baseline against safeguarding standards;
- Identifies gaps in arrangements and assist with planning to better safeguard children / young people;
- Results in not needing to write a separate mandatory annual safeguarding report for governors;
- Prepares educational establishments well for the safeguarding aspect of Ofsted and other inspections to ensure that the establishment has clear evidence to demonstrate a commitment to safeguarding children / young people;
- Provides assurance to the LSCB that safeguarding arrangements are effective and in place;
- Ensures that safeguarding themes, issues and development requirements are fed into the LSCB structures to inform future work.

The audit tool for 2014-2015 has been revised to reflect:

- The Framework for School Inspection (September 2014) in relation to the section - The behaviour and safety of pupils at the school
- Keeping Children Safe in Education – statutory guidance for schools and colleges (April 2014)
- Lessons learned, issues identified and clarification required from the 2013-2014 audit.

The Safeguarding Descriptors: The audit has 10 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 10 sections, establishments were also advised to record these in the action plan.

2. Audit Summary: The number of completed audit responses is 61/68 (90%).

The key findings of the 2014-2015 audit from submissions received to date in comparison to the 2013-2104 audit are:

2014-2105 Audit Key Findings	Comparison to the 2013-2014 Audit Key Findings
<ul style="list-style-type: none"> • 61/68 (90%) of establishments have undertaken the audit. • The Enquire Academies Trust which currently has 5 primary academies declined to take part in the audit. The trust commissioned its own audit and submitted copies of the reports. The approach of their audit and associated findings were sufficiently different to the LSCB audit and therefore it is not possible to make direct comparisons. A precis of the trust’s audits themes and findings are detailed at Appendix A. • The Wellsprings Trust which is responsible for the 2 pupil referral units also declined to take part in the audit. Although 1 of the PRUs had submitted a return prior to the academy conversion on 01.12.14. The trust advised that they would be undertaking their own audit, which is understood to have taken place circa April 2015. However, no evidence of the audit has been presented to date. • The overall self-assessment at level 1 percentage increased to 40% (27/68). • All 61/68 establishments self assessed themselves overall as either level 1 or level 2. • Seventy percent of respondents (48/68) to date have assessed themselves as level 1 or level 2 against the 10 safeguarding focus areas. • A number of establishments 19% (13/68) assessed themselves in one or more of the focus areas at level 3 or level 4. • The percentage of individual level 1 assessments is 48% (326/680) • Of the 9 safeguarding focus areas common to both audits: <ul style="list-style-type: none"> ○ 6 focus areas record a percentage increase of level 1 assessments against the 2013-2014 audit. ○ 2 sections record a percentage decrease of level 1 assessments against the 2013-2014 audit. 	<ul style="list-style-type: none"> • 68/68 (100%) of establishments agreed to undertake the audit. • The overall self-assessment at level 1 was 35% (24/68). • 66/68 establishments self assessed themselves overall as either level 1 or level 2 and 2 establishments assessed themselves as Level 3. • 65% assessed themselves as level 1 or level 2 against the 9 safeguarding focus areas. • 35% assessed themselves in one or more of the focus areas at level 3 or level 4. • The percentage of individual level 1 assessments was 44% (268/612).

3. Audit Processes and Timescales: The 2014-2015 academic year audit was launched on 31st October 2014 and was sent to all 68 of North East Lincolnshire’s educational establishments with a submission deadline of 19th December 2014. Twenty-seven establishments responded before the deadline with a further 17 responding in January 2015. A reminder was emailed in February 2015 to those establishments who had not submitted returns and a further nine submissions were received. This increased the number of submissions to 53/68. Individual telephone call reminders were instigated in mid-March 2015 for the establishments that had still not submitted returns. Following further reminders the remainder of the submissions were received on dates between 26th March 2015 and 12th June 2015. Total returned submissions stand at 61/68.

The Enquire Academies Trust with 5 primary academies declined to take part in the audit. The trust commissioned its own audit with the rationale it wished to ensure a rigorous and consistent process was followed across all of its academies. Therefore, the trust felt that completing the LSCB audit would have been duplication of work for its respective academy principals. Copies of the Enquire audit reports have been submitted. The approach of their audit and associated findings were sufficiently different to the LSCB audit. Therefore, it is not possible to make direct comparisons. A precis of the trust’s audits themes are detailed at Appendix A.

The Wellsprings Trust which is responsible for the 2 pupil referral units also declined to take part in the audit. Although 1 of the PRUs submitted a return prior to the academy conversion on 1st December 2015. The trust advised that they would be undertaking their own audit, which is understood to have taken place circa April 2015. However, no evidence of the audit has been presented to date.

A further independent school declined to take part in the audit.

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

Table 1: Audit Response Statistics

Type of Educational Establishment*	Number in NEL	Number of Audits returned	Percentage of returned Audits
Nursery Schools	2	2	100%
Primary Schools and Academies (includes Infants and Junior schools)	47	42	89%
Secondary Schools and Academies	11	11	100%
Pupil Referral Units	2	1	50%
Special Schools	2	2	100%
Colleges	2	2	100%
Independent Schools	2	1	50%
Totals	68	61	90%

5. 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. The percentages used throughout the audit are based on the total number of establishments, except where noted.

Individual Self-Assessment of the 10 Focus Areas of the Audit.

All educational establishments were invited to self-assess themselves against criteria for each of the 10 focus areas of the audit. For each focus area the majority of respondents assessed themselves at either level 1 or level 2. In six focus areas a small number of respondents assessed themselves at level 3. Three respondents assessed themselves at level 4 against three separate focus areas. The majority of respondents 70% (48/68) assessed themselves as either level 1 or level 2 against all 10 safeguarding focus areas.

Table 2: Individual Self-Assessment Levels of the 10 Focus Areas of the Audit

1. The establishment's safeguarding policy									
Level 1		Level 2		Level 3		Level 4		No submission	
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 published / shared with and 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
45	66%	14	21%	2	3%	0	0%	7	10%

Q1. Safeguarding Policy 2014/15

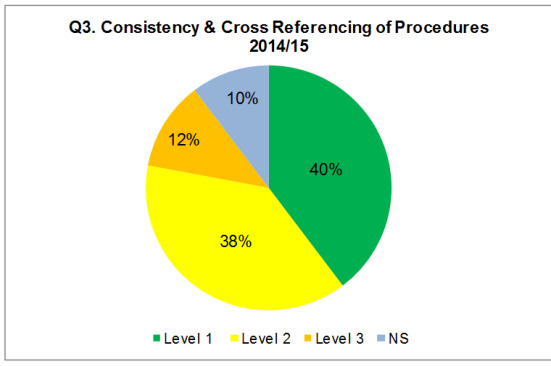
Level	Percentage
Level 1	66%
Level 2	21%
Level 3	3%
NS	10%

2. Child protection procedures									
Level 1		Level 2		Level 3		Level 4		No submission	
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
32	47%	29	43%	0	0%	0	0%	7	10%

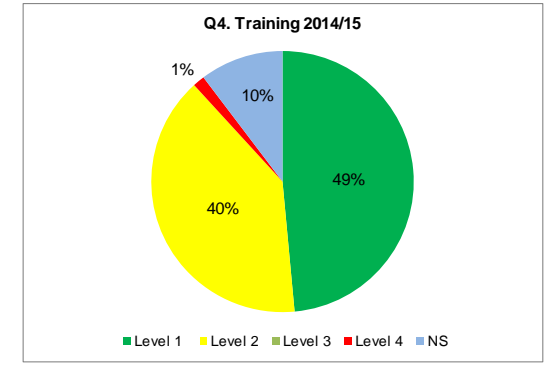
Q2. Child Protection Procedures 2014/15

Level	Percentage
Level 1	47%
Level 2	43%
NS	10%

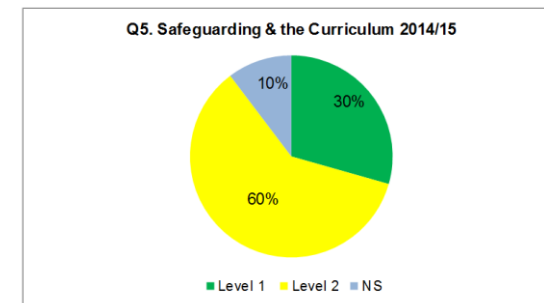
3. Consistency and cross referencing of procedures									
Level 1		Level 2		Level 3		Level 4		No submission	
All policies / procedures are aligned and cross referenced as below. An annual safeguarding audit is undertaken, submitted to the LSCB and presented to the governing body as the annual safeguarding report. There is evidence of the action plan being implemented and reviewed during the year.		The establishment has reviewed all policies / procedures, identified those that need to be amended to be in line with the safeguarding policy and child protection procedures and has drawn up an action plan to ensure they cross-reference appropriately.		The establishment has made a start at looking at other policies / procedures that need to reference the safeguarding policy and child protection procedures and to ensure they do not contradict them.		There are no child protection procedures in place <u>or</u> Although child protection procedures are in 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
27	40%	26	38%	8	12%	0	0%	7	10%



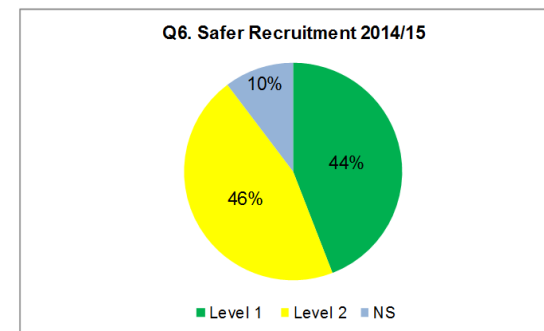
4. Training									
Level 1		Level 2		Level 3		Level 4		No submission	
The child protection coordinator, deputy and nominated governor have all received training appropriate to their roles in the last two years and all other staff have received basic awareness training in the last three years. There has been discussion about learning from local serious cases.		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
33	49%	27	40%	0	0%	1	1%	7	10%



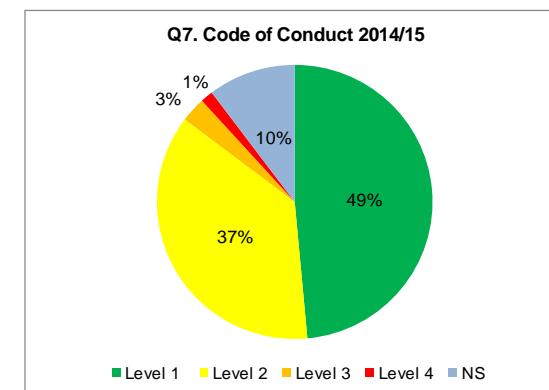
5. Safeguarding and the curriculum									
Level 1		Level 2		Level 3		Level 4		No submission	
Through PSHE and other curriculum contexts, children / young people are encouraged to talk about feelings to deal assertively with pressures, are listened to and know to whom they can turn for help and advice if necessary		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
20	30%	41	60%	0	0%	0	0%	7	10%



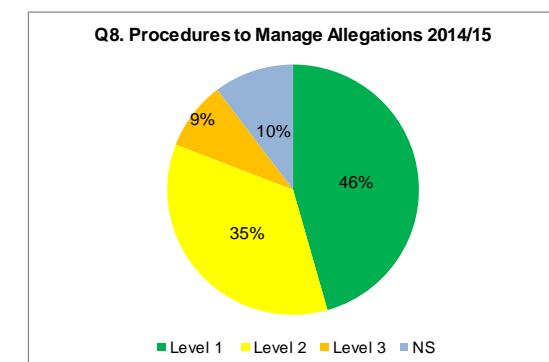
6. Safer recruitment									
Level 1		Level 2		Level 3		Level 4		No submission	
Recruitment and selection processes are fully compliant with the guidance and / or HR 'toolkit'. The head teacher has successfully completed safer recruitment training either on-line or via a day's course. Every interview 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 of recruitment and vetting checks which complies with local authority guidance. In addition, at least one governor has successfully completed safer recruitment training either on-line or via a day's 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 day's 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 of recruitment and vetting checks which complies with local authority 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 local authority 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 local authority's 'Toolkit'.			
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
30	44%	31	46%	0	0%	0	0%	7	10%



7. Code of conduct									
Level 1		Level 2		Level 3		Level 4		No submission	
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. In addition 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 guidance) 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
33	49%	25	37%	2	3%	1	1%	7	10%



8. Procedures on how to manage allegations made against staff / volunteers									
Level 1		Level 2		Level 3		Level 4		No submission	
<p>If there has been an allegation against a member(s) of staff:</p> <p>As below, 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.</p> <p>If there have been no allegations against members of staff:</p> <p>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 know 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.</p>		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 guidance (Chapter 5 'Safeguarding Children and Safer Recruitment in Education') and the model policy from the local authority 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
31	46%	24	35%	6	9%	0	0%	7	10%



9. Record keeping procedures									
Level 1		Level 2		Level 3		Level 4		No submission	
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. In addition there is also 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
37	55%	22	32%	2	3%	0	0%	7	10%

Q9. Record Keeping Procedures 2014/15

Level	Percentage
Level 1	55%
Level 2	32%
Level 3	3%
Level 4	0%
NS	10%

10. Supervision									
Level 1		Level 2		Level 3		Level 4		No submission	
There is effective and evidenced staff supervision in place in relation to all LAC, CAF, CIN and child protection cases.		There is staff supervision in place in relation to all vulnerable and child protection cases. However, this is not effectively recorded and or evidenced.		There is staff supervision in place but not for all staff and or specifically in relation to vulnerable and child protection cases.		There is no staff supervision in place.			
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
38	56%	20	29%	2	3%	1	2%	7	10%

Q10. Supervision 2014/15

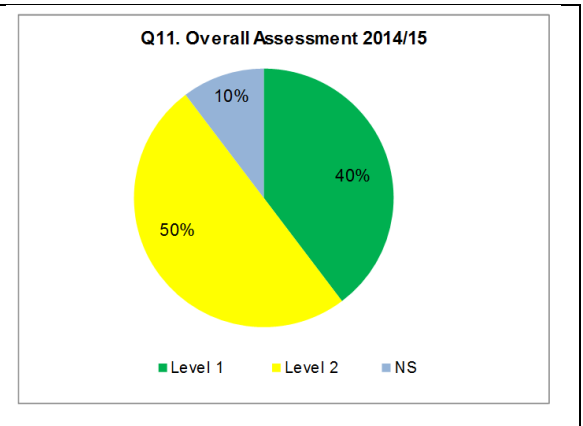
Level	Percentage
Level 1	56%
Level 2	29%
Level 3	3%
Level 4	2%
NS	10%

Overall Self-Assessment Levels

Of the 61 audit submissions received: 27 (40%) educational establishments self-assessed themselves at level 1 overall; 34 (50%) at level 2. No establishment scored itself at level 3 or level 4. In the 2013-2014 audit 35% of establishments self-assessed themselves as level 1.

Table 3: Overall Self-assessment levels

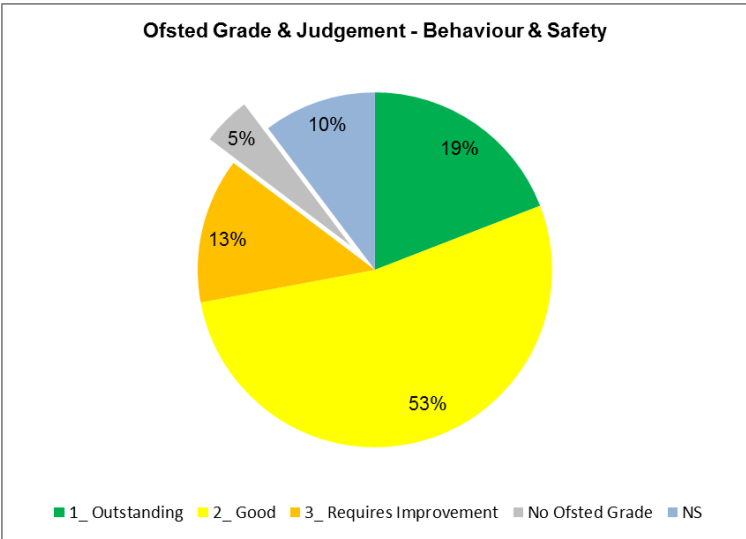
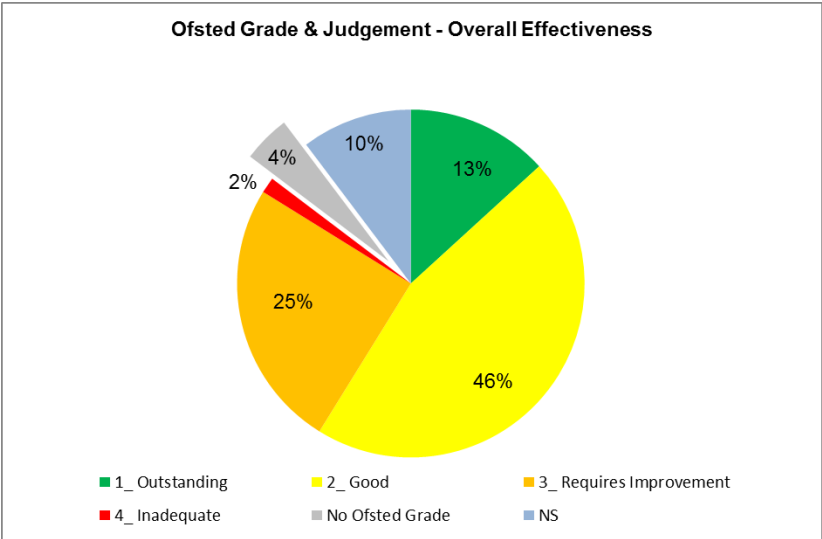
11. Overall Self-assessment levels									
Level 1		Level 2		Level 3		Level 4		No submission	
No.	%	No.	%	No.	%	No.	%	No.	%
27	40%	34	50%	0	0	0	0	7	10%



Establishments provided their most recent Ofsted judgements as at the time of the audit (overall and in relation to behaviour and safety of pupils/students). These are detailed in Table 4 below.

Table 4: Ofsted Judgements

Ofsted Judgements	Outstanding		Good		Requires Improvement		Inadequate		No current Ofsted Judgement		No submission	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Overall Effectiveness	9	13%	31	46%	17	25%	1	2%	3	4%	7	10%
Behaviour and safety of pupils/students at school/academy/college	13	19%	36	53%	9	13%	0	0%	3	5%	7	10%



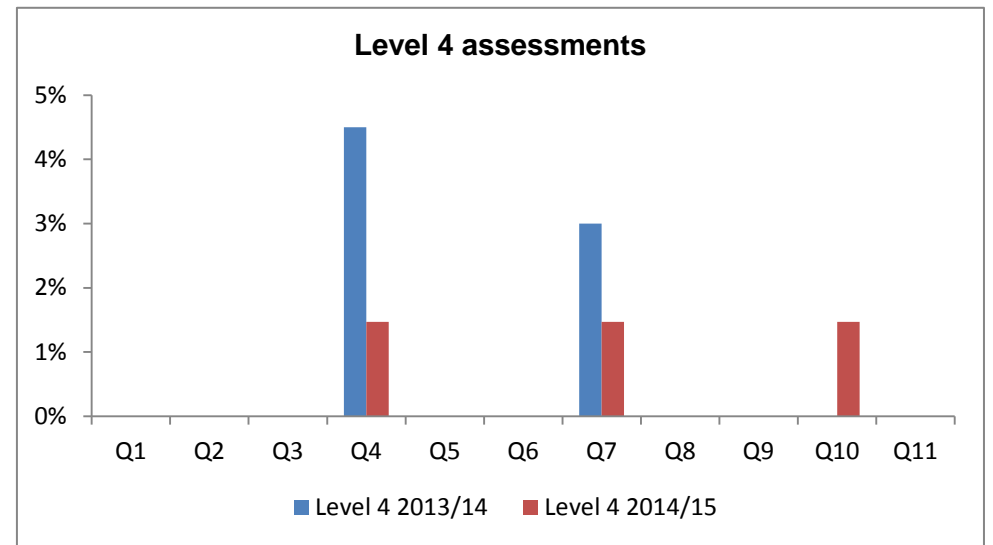
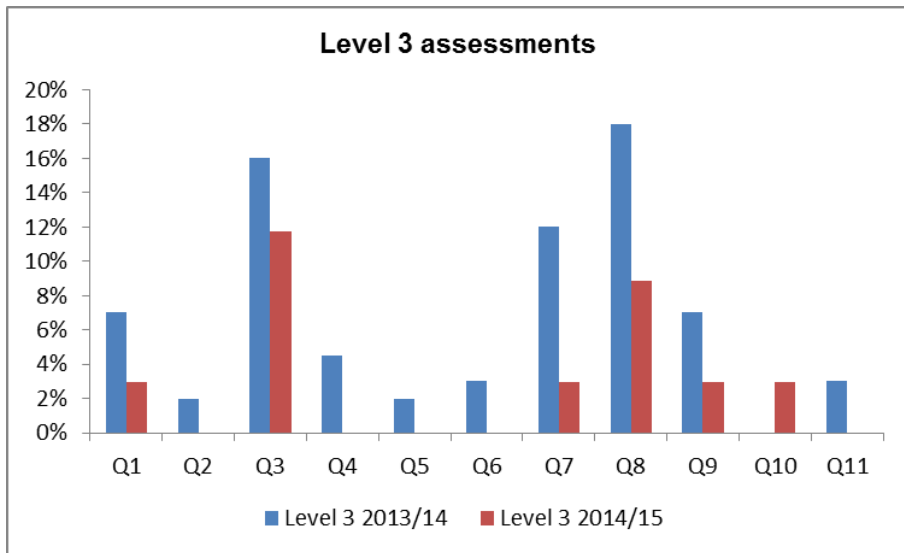
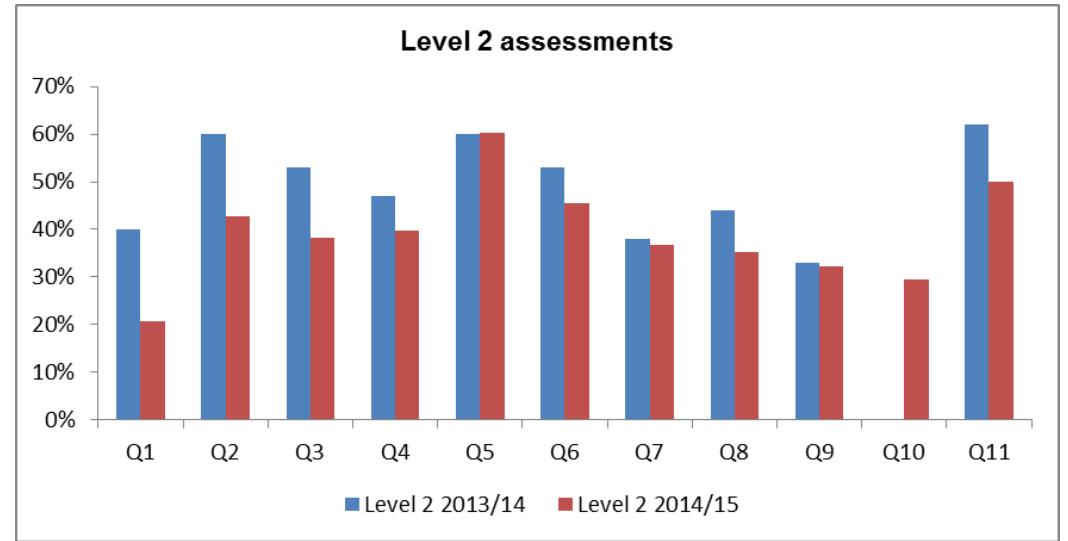
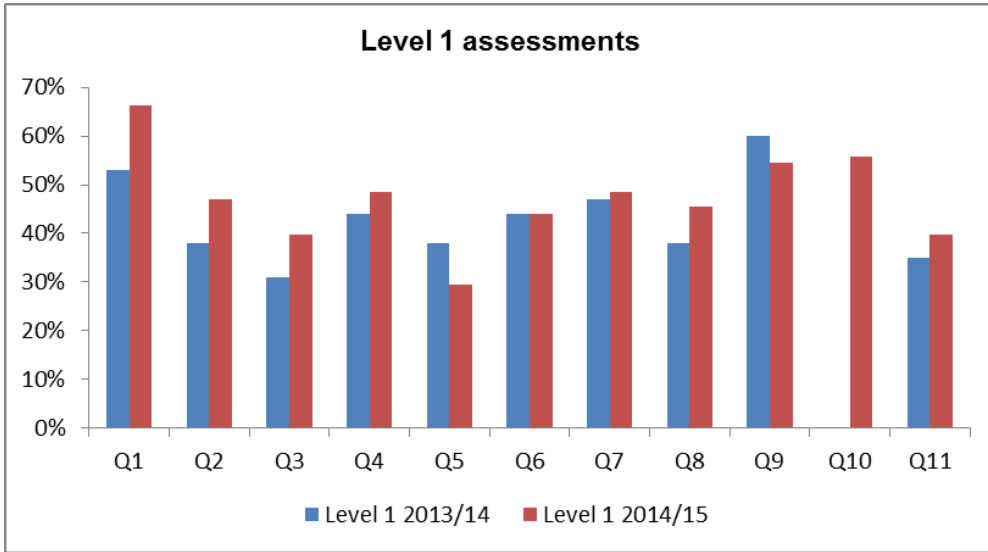
Comparison between 2013-2014 assessments and 2014-2015 assessments

Table 5 compares the percentages for each focus area assessment by level for 2014-2015 with those of the previous audit for 2013-2014. The overall self – assessment at level 1 percentage increased from 35% to 40%.

Table 5: Comparison with 2013/14 assessments

	Level 1 2013/2014	Level 1 2014/2015	Difference	Level 2 2013/2014	Level 2 2014/2015	Difference	Level 3 2013/2014	Level 3 2014/2015	Difference	Level 4 2013/2014	Level 4 2014/2015	Difference
Safeguarding	53%	66%	↑	40%	21%	↓	7%	0%	↓	0%	0%	↔
Child protection	38%	47%	↑	60%	43%	↓	2%	0%	↓	0%	0%	↔
Consistency	31%	40%	↑	53%	38%	↓	16%	0%	↓	0%	0%	↔
Training	44%	49%	↑	47%	40%	↓	4.5%	1%	↓	4.5%	1%	↓
Curriculum	38%	29%	↓	60%	60%	↔	2%	0%	↓	0%	0%	↔
Recruitment	44%	44%	↔	53%	46%	↓	3%	0%	↓	0%	0%	↔
Conduct	47%	49%	↑	38%	37%	↓	12%	1%	↓	3%	1%	↓
Allegations	38%	46%	↑	44%	35%	↓	18%	0%	↓	0%	0%	↔
Record keeping	60%	54%	↓	33%	32%	↓	7%	0%	↓	0%	0%	↔
Supervision	0%	56%	N/A	0%	29%	N/A	0%	1%	N/A	0%	1%	N/A
Overall	35%	40%	↑	62%	50%	↓	3%	0%	↓	0%	0%	↔

Of the 9 safeguarding focus areas common to both audits; 6 focus areas record a percentage increase of level 1 assessments compared to the previous audit; 2 focus areas record a percentage decrease of level 1 assessments and 1 focus areas records no change. The number of level 3 assessments show the most marked decrease. On the following page, each set of focus areas are divided into individual levels and years.



6. Training

Tables 6a and 6b below contain the numbers of staff trained in a variety of safeguarding procedures and processes. The table also contains the numbers still to be trained across all establishments in a number of procedures. In particular it shows the total number of staff that require training in the areas of anti bullying and e-safety runs into several thousands. A survey of action plans indicates that these are areas that schools will look to focus training on in the upcoming months.

Table 6a: Details of training

Details of training	Yes		No	
	Number	Percentage	Number	Percentage
The head teacher / principal has successfully completed safer recruitment training	59	87%	2	3%
The chair of governors has successfully completed safer recruitment training	38	56%	23	34%
The head teacher / principal and or senior members of staff with strategic responsibility for safeguarding in the event of a serious case review have undertaken relevant serious case review training including chronology and independent management review authoring	26	38%	35	51%

Table 6b: Details of training

Total number of staff / governors	Staff	Governors	Number that have completed training / briefing		Number that require training / briefing		Number that do not require the training / briefing	
	5,385	611	Staff	Governors	Staff	Governors	Staff	Governors
All staff and governors have an understanding of Working Together 2013			4,289	405	441	129	1203	182
All staff and governors have an understanding of Keeping Children Safe in Education – statutory guidance for schools and colleges (April 2014)			3,226	397	1,376	108	1,445	188
All staff and governors have an understanding of The Framework for School Inspection (September 2014) in relation to the section - The behaviour and safety of pupils at the school			4,015	429	230	108	1,531	133
All staff and governors have been made aware of LSCB revised Procedures Manual (launched September 2014)			2,849	217	772	203	1,975	244
All staff and governors are aware of LSCB Child Sexual Exploitation (CSE) procedure in respect of expectations around assessment of risk and referral pathways			1,427	184	1,041	180	3,135	315
All staff and governors are aware of LSCB Harmful Sexual Behaviour (HSB) procedure in respect of expectations around assessment of risk and referral pathways			1,342	166	935	121	3,213	330
All staff and governors are aware of LSCB Prevent procedure in respect of expectations around assessment of risk and referral pathways			1,550	192	742	122	3,234	328
All staff and governors are aware of NEL's LSCB Domestic Violence (DV) procedure in respect of expectations around assessment of risk and referral pathways			1,167	139	878	128	3,278	356
All staff and governors involved in the appointments process have successfully completed safer recruitment training			193	102	84	61	4,560	368
All relevant staff and governors have undertaken LSCB safeguarding level 1 training			1,649	169	225	81	3,754	372
All relevant staff and governors have undertaken LSCB safeguarding level 2 training (core)			230	53	45	34	4,822	474
All relevant staff and governors have undertaken LSCB safeguarding level 2 training (refresher)			120	38	26	9	3288	417
All relevant staff and governors have undertaken anti-bullying training			1,106	105	1,919	62	2,030	353
All relevant staff and governors have undertaken e-safety training			2,354	134	1,450	75	1,630	336
All relevant staff and governors have undertaken neglect training			683	71	581	48	3,894	415
All relevant staff have undertaken team teach training			1,099		268		1,807	
The number of staff that have undertaken CAF/TAC lead professional training			135		79		4,576	

7. Action Plans:

Establishments devised and submitted 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 2015-2016 autumn term.

8. Additional Information:

8a. 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 6 below. This information was collated last year. Compared to the previous audit, in the overwhelming majority of cases the percentage of positive responses has increased.

Table 7: Additional information in relation to supporting vulnerable children and young people

Additional Information	Yes		No		Not Applicable	
	Number	Percentage	Number	Percentage	Number	Percentage
Do you have a record of the outcomes of all cases referred to Children's Services Social Care?	53	78%	3	4%	5	7%
If you made no referrals did you consult with Children's Services Social Care about any individual pupils?	27	40%	31	46%	3	4%
Do all LAC children have a single learning plan?	48	71%	12	18%	1	1%
If there are identified young carers have measures been put in place to support their individual needs e.g. being able to call?	31	46%	27	40%	3	4%
Have members of staff undertaken CAF training?	56	82%	5	7%	0	0%
Were any CAF assessments undertaken or other child in need meetings held during the last academic year?	58	85%	3	4%	0	0%
Have you made all staff aware of the requirement to recognise and report all private fostering arrangements?	42	62%	19	28%	0	0%
Do all of these children young people have a school child protection file?	43	63%	17	25%	1	1%
Does e-safety training give due consideration for the needs of vulnerable children young people?	54	79%	7	10%	0	0%
Have your staff received e-safety briefings about communicating with young people via digital technology?	56	82%	5	7%	0	0%
Have your staff been made aware of the links between the Internet violent extremism and vulnerable young people?	48	71%	13	19%	0	0%
Has the establishment got procedures in place for the organisation of offsite events?	59	87%	2	3%	0	0%
Is there a nominated and trained educational visits co-ordinator?	60	88%	1	1%	0	0%
Does your attendance policy include timely arrangements i.e. before morning break for first day call back?	56	82%	4	6%	1	1%
Secondary schools, academies and colleges. Has the establishment adopted an approved Work Experience Model?	14	21%	44	65%	3	4%
When vulnerable students participate in block or extended work experience have enhanced DBS checks been undertaken?	15	22%	43	63%	3	4%
Have all relevant staff been trained in positive handling via an accredited organisation such as Team Teach?	35	51%	25	37%	1	1%
Is sex and relationships education accessible to all pupils?	51	75%	10	15%	0	0%
Are children with communication difficulties provided with ways and opportunities to express their thoughts and wishes?	53	78%	7	10%	1	1%
Are safer working practice arrangements in place particularly for 1:1 working and staff who transport pupils?	53	78%	7	10%	1	1%
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	18%	45	66%	3	4%
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	59%	19	28%	2	3%

8b. Examples of additional comments made in relation to other areas of achievement in relation to safeguarding and child protection:

- My safeguarding team is held in high regard by other agencies within the authority for the way in which we manage our safeguarding of all pupils in our care.
- The academy has developed a diary which is used with children who live with or have experienced domestic abuse. The vulnerable student's holiday club very much responds to crisis. If a child has been put at risk leading up to the holidays or lives with domestic abuse they are invited to attend the club. This has also been written into child protection (CP) plans. The pastoral team pick the children up and take them home. The activities have included visits to the sea side, visits to the local shops with the purpose of buying a simple meal then coming back to cook it safely.

8c. Examples of additional comments made in relation to local inter-agency working:

- It would be useful if there were still regular meetings for CP coordinators.
- Local inter-agency working is of a high standard.
- Enhanced by close working with central children's centre.
- Our academy has excellent relations with external agencies, this aids safeguarding from common assessment framework (CAF) through to looked after children (LAC).

- Interagency work is increasingly difficult due to fluctuating staff levels in children's services. High turnover of social workers seems to result in significant information not being relayed and therefore hindering progress that other professionals at child in need (CIN) and child protection meetings need. This also impacts on family's confidence in the processes.
- We have regular meetings on site with many external agencies- CAF- CIN and CP special educational needs (SEN) provision and external providers.

8d. Suggestions made for future information sharing and / or training:

- Notification of updates to all elements of safeguarding and child protection sent to school office termly would also be of great use
- Please provide:
 - Serious case review training / SILP training / critical incident training
 - Anti-bullying training
 - Designated safeguarding lead (DSL) training
 - Specific governor safeguarding training
 - Improved and timely access to Level 1 Neglect training
 - Updates on team around child (TAC) and CAF lead professional training

8e. Suggestions made for any other particular key areas that could be covered in future audits:

- It would be very useful to have a mechanism so that schools/academies can feed back their concerns to the local authority on how safeguarding works in practice.
- Very lengthy audit and quite time consuming particularly at this time of year – could it be reduced?
- Would have liked more clarification regarding 'number of staff/governors that do not require training?' in the audit and the need for this.

9. Other comments / suggestions for improvement:

- We have emotional support accessible through external providers on a 1:1 or group provision.
- This is the second year that we have requested anti-bullying training.
- Many courses, training and certificates are mentioned throughout the audit although not all of these are available as courses. We continually do everything we can to ensure the wellbeing and safety of all our children and staff but are unable to gain certification if these courses are not regularly provided.

10. Lessons Learned and Next Steps: In respect of lessons learned some respondents commented that providing all the details for the training questions was time consuming and not particularly enlightening. This section of the audit will be reviewed and revised as required following this year's experience and the audit will be undertaken again in the 2015-2016 autumn term.

11. Conclusions: It is unfortunate that 7/68 establishments chose not to engage in this audit. However, of those that engaged, the audit findings in respect of levels achieved has improved since last year. The Enquire Audit Trust which undertook its own audit for 5/68 of the establishment reported findings were that 2/5 of their academies demonstrated outstanding practice and 3/5 demonstrated good practice.

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

Date of Report: 1st September 2015

Appendix A - Précis of The Enquire Academy Trust's Audit Themes and Findings

The Enquire Academy Trust's audit was commissioned by the trust to be undertaken in 5 primary academy education establishments. The notes below relate to the approach taken and the results recorded.

Approach: The audit consisted of visits to the 5 schools by an externally commissioned consultant between 9th-16th January 2015. The trust advised that:

- It had commissioned an external audit to ensure a rigorous process is followed and that the trust has a firm and reliable benchmark against which to measure progress.
- The outline of the audit were based on the 12 Ofsted safeguarding criteria, which were explored through:
 - detailed 1-1 interviews with key members of each academy's senior leadership team;
 - other members of staff linked with safeguarding delivery;
 - new members of staff; and
 - on occasion supervised informal conversations with pupils and class room observations.
- All current policies for safeguarding and e-safety and any other relevant paperwork were also reviewed and detailed feedback provided to the academy leaders.

The 12 audit criteria and findings are as detailed in the table below. They are broadly comparable to the LSCB audit's 10 safeguarding descriptors. The scoring for the trusts audit is based on a scale 1 – 5, with a score of 5 equating to outstanding practice and 1 equating to unsafe practice. There does not appear to be any published criteria to advise how outstanding practice is achieved.

Findings: The overall scores for the trust's audit recorded that 2/5 (40%) of the academies demonstrated outstanding practice whilst 3/5 (60%) demonstrated good practice.

Comparison to the LSCB audit: The LSCB audit comprised of an electronic achieve submission that all education establishments were invited to complete online. The audit consisted of circa 200 data items which comprised of a mix of pull down responses, yes/no options, date pickers and mandatory and non-mandatory text fields. Establishments were initially invited to complete the audit during December 2014 and January 2015. However, this was extended until April 2015. The LSCB audit involved the completion of 10 safeguarding descriptor sections. The scoring is based on the scale of Level 1 to Level 4 in line with Ofsted gradings. Criteria is defined to reach each level and all must be evident to achieve level 1. Details of the descriptors and the audit findings are available in the main body of this report.

Enquire Academy Trust Audit Themes	Outstanding practice		Good practice		Adequate practice		Poor practice recognised		Unsafe practice	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Child participation in safeguarding policy development	0	0%	2	40%	3	60%	0	0%	0	0%
Child access to support	1	20%	4	80%	0	0%	0	0%	0	0%
Staff training	0	0%	5	100%	0	0%	0	0%	0	0%
Reporting structure	5	100%	0	0%	0	0%	0	0%	0	0%
Recording & documentation	5	100%	0	0%	0	0%	0	0%	0	0%
Liaising with external services	0	0%	5	100%	0	0%	0	0%	0	0%
Liaising with primary care givers	2	40%	2	40%	1	20%	0	0%	0	0%
E-safety strategy	1	20%	4	80%	0	0%	0	0%	0	0%
Recruitment of staff and volunteers	5	100%	0	0%	0	0%	0	0%	0	0%
Safe environment	1	20%	4	80%	0	0%	0	0%	0	0%
Full safeguarding policy in place	5	100%	0	0%	0	0%	0	0%	0	0%
Full e-safety policy in place	5	100%	0	0%	0	0%	0	0%	0	0%
Overall score	2	40%	3	60%	0	0%	0	0%	0	0%

Appendix B - Details of the 68 education establishments in North East Lincolnshire the 2014-2015 safeguarding audit

North East Lincolnshire educational establishments		
Primary Schools / Academies		Secondary Schools / Academies
Allerton Primary School	Springfield Primary School	Cleethorpes Academy
Bursar Primary Academy	Stallingborough Church of England Primary School	Havelock Academy
(The) Canon Peter Hall Church of England School	Stanford Junior and Infants School	Healing School - A Science Academy
Coomb Briggs Primary School	Strand Primary Academy	Holy Family Catholic Academy
Eastfield Primary Academy - Enquire Academy Trust	Thrunsoe Primary and Nursery Academy	Humberston Academy
East Ravendale Church of England Primary Academy	Waltham Leas Primary Academy	John Whitgift Academy
Edward Heneage Primary School	Weelsby Academy	Oasis Academy Immingham
Elliston Primary School	Welholme Community Primary - Enquire Academy Trust	Oasis Academy Wintringham
Enfield (New Waltham) Primary School	Western Primary School	Ormiston Maritime Academy
Fairfield Primary School	Willows Academy	Tollbar Academy
Grange Primary School	Woodlands Primary School	The Academy Grimsby
Great Coates Primary School	Wybers Wood Academy	
Healing Primary School	Yarborough Academy	Special Schools / Academies
Humberston Church of England Primary	Nursery Schools	Cambridge Park Academy
Humberston Cloverfields Primary School - Enquire Academy Trust	Great Coates Village Nursery School	Humberston Park
Lacey Acres Primary School - Enquire Academy Trust	Scartho Nursery School	
Lisle Marsden Church of England Primary Academy		Pupil Referral Units / Alternative Provision
Littlecoates Primary School	Infant Schools / Academies	Phoenix Park Academy
Macaulay Primary Academy	Queen Mary Avenue Infant and Nursery School	Seven Hills Academy
Middlethorpe Primary Academy - Enquire Academy Trust	Scartho Infants' School	
New Waltham Academy	Signhills Infants' Academy	Colleges
Oasis Academy Nunsthorpe		Franklin College
Old Clee Primary Academy	Junior Schools / Academies	Grimsby Institute of Further and Higher Education
Ormiston South Parade	Scartho Junior Academy	
Reynolds Primary Academy	Signhills Academy	Independent Schools
St Joseph's Catholic Primary Voluntary Academy	William Barcroft Junior School	St James School
St Mary's Catholic Primary Voluntary Academy		St Martins Preparatory School
St Peters Church of England Primary School		

Appendix C - List of known safeguarding training providers used by the education establishments

BIG	Joint Information Systems Committee (e-safety)
Children's Workforce Development Council	Learning and Skills Improvement Service
Department for Education	NSPCC
Forum Training	Silver Cloud Academy
Hayes online	Serco
Humberside Police	Women's Aid Grimsby
Internal senior management/leadership team	Young People's Support Services
Internal and external local authority representatives	