



North East Lincolnshire Local Safeguarding Children Board Education Establishments Audit 2015 – 2016

North East Lincolnshire Safeguarding Children's Board annual report of the auditing of safeguarding arrangements of education establishments across North East Lincolnshire undertaken during the 2015 – 2016 academic year.

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Executive Summary

This is the report of the third annual safeguarding audit undertaken by educational establishments across North East Lincolnshire (NEL) for the academic year 2015-2016. The audit was organised on behalf of the safeguarding in education sub group of North East Lincolnshire's Local Safeguarding Children's Board (LSCB).

The purpose of the audit is to both assist establishments in ensuring they remain up to date with legislation, guidance and good practice and assure the LSCB that safeguarding procedures are in place and are effective.

There are two main sections to the audit: the first comprises assessments of ten safeguarding 'focus areas' which can be found in all establishments plus an overall self assessment; the second comprises questions specifically relating to the arrangements for vulnerable children and young people.

The assessment of each of the focus areas is determined against four levels of criteria and scored using a scale that mirrors the Ofsted scale of level 1 to indicate outstanding through to level 4 indicating inadequate.

The audit was sent to 68 educational establishments across North East Lincolnshire on 6th November 2015 with a deadline to respond by 18th December 2015. All 68 establishments have submitted a return.

The **key findings relating to the ten focus areas** are:

- for nine of the ten focus areas there has been an increase in the percentage of self-assessments at level 1 compared to the 2014–2015 audit
- there are only a small number of level 3 assessments across all focus areas
- the number of assessments at level 4 has fallen to zero
- all establishments have self-assessed themselves at either level 1 or level 2 for the overall assessment

In respect of the arrangements specifically for vulnerable children and young people, the audit returns submitted by the establishments indicate good practice is wide spread and in place across the overwhelming majority of establishments. This includes having in place both procedures to record the outcomes of referrals to children's services and personal education plans for looked after children. Additionally, measures are widely in place to support young carers' individual needs.

Nearly all secondary education establishments reported having safer working practice arrangements in place for those staff working one-to-one with pupils. Also all secondary education establishments offering work experience reported having adopted an approved work experience model.

Following feedback from the LSCB and audit users further revisions will be made to the 2016-2017 audit.

Introduction

1. For each of the last three academic years the LSCB safeguarding in education sub group has been responsible for organising the audit of safeguarding arrangements across NEL's educational establishment in accordance with the requirements of Section 175 of the Education Act 2002 and the expectations of North East Lincolnshire's LSCB.
2. The purpose of the audit is to assist all educational establishments in ensuring they remain up to date with legislation, guidance and good practice. It also provides a baseline against safeguarding standards and helps identify gaps in arrangements. Finally, the audit assists with planning to better safeguard children and young people.
3. Undertaking the audit is beneficial for establishments as it prepares them for the safeguarding aspect of Ofsted and other inspections. It ensures that the establishments have clear evidence to demonstrate a commitment to safeguarding children and young people. Furthermore it means a separate annual safeguarding report for governors is not normally required.
4. For the LSCB the audit provides assurance that safeguarding arrangements across the authority are in place and are effective. It also ensures that safeguarding themes, issues and development requirements are fed into the LSCB structures to inform future work.
5. The audit primarily comprises of the assessment of ten safeguarding focus areas found within an educational establishment and an overall establishment safeguarding assessment. For each focus area establishments are invited to self-assess against levels of criteria which have been devised on a scale of level 1 to level 4. These are in line with Ofsted grades of outstanding at level 1 through to inadequate at level 4.
6. To achieve level 1 in any focus area the establishment has to fulfil all 'must have' criteria. Where individual scores are lower than level 1 the establishment is advised to create a corresponding action in an action plan. With scores of mostly level 3 and/or level 4 establishments are advised to make child protection planning and safeguarding a priority. If there are any specific actions relating to areas of safeguarding not covered within the ten focus areas, establishments are also advised to record these in an action plan.
7. The remainder of the audit comprises a series of questions to gather additional specific information relating to safeguarding arrangements in respect of vulnerable children and some themed sections for respondents to add their own additional comments.
8. Each year, revisions have been made to the audit to take into account legislative changes, feedback from those completing the audit or guidance from the LSCB. The audit therefore has evolved over time and as such comparisons between each audit should only be made in that context. For 2015-2016 certain references in the audit were revised to reflect changes made in both the Common Inspection Framework (September 2015) in respect of the section "Personal development, behaviour and welfare", and the statutory guidance for schools and colleges titled "Keeping Children Safe in Education" (March 2015; updated July 2015). Additionally, a section relating to numbers of staff undertaking various training courses was removed from the 2015-2016 audit following feedback that collating such information was neither meaningful nor reasonable.

Audit process and timescales

9. The audit for the 2015-2016 academic year was launched on 6th November 2015 and was sent via email to 68 educational establishments¹ with a submission deadline of 18th December 2015. Thirty-eight establishments responded before the deadline, with the remaining 30 establishments submitting their audits between 20th December 2015 and 28th April 2016.

Additionally, two other education providers (Community Learning Services (CLS) which provides an adult education service and DKM which provides alternative education provision for 14 – 16 year olds) voluntarily requested a copy of the audit documentation for their own safeguarding evaluation purposes. However, to date, neither of them has shared their audits or findings.

The breakdown of audit returns by type of establishment is provided at Table 1.

Table 1. Audit submissions returned by type of education establishment

Type of education establishment	Number of establishments	Number of audits returned	Percentage of returned audits
Nursery schools	2	2	100%
Primary schools/academies (includes infant and juniors)	47	47	100%
Secondary schools/academies	11	11	100%
Pupil referral unit schools/academies	2	2	100%
Special schools/academies	2	2	100%
Colleges	2	2	100%
Independent schools	2	2	100%
Total	68	68	100%

Audit findings

10. The findings of the audit have been collated and recorded in a non-attributable way and provide an overarching position of the self-assessed safeguarding arrangements in place at the time of the audit. The percentages used throughout the audit are based on a total number of establishments, except where noted.
11. Of the returned audits the vast majority were completed by head teachers or principals often in association with deputy heads and deputy principals. Those audits not completed by the head teacher or principal were undertaken by dedicated safeguarding staff such as safeguarding managers or child protection coordinators. Establishments were asked to ensure that their completed audits were shared with the governor responsible for safeguarding prior to submission. All establishments confirmed that this had occurred as part of their submission.
12. Within the audit, establishments were asked about providing a link between their own establishment website and the local safeguarding children's board website in order to facilitate ease of accessing the local authority policies in respect of prevention and early intervention, neglect, child sexual exploitation, and domestic abuse. Just over two thirds of establishments advised that they have a link currently in place with the remainder advising they will take action to create links in the near future.

Focus areas

13. All education establishments were invited to self-assess against the criteria for each of the ten focus area of the audit. The focus areas were:
- safeguarding policies
 - child protection procedures

¹ The establishments are listed in Appendix A

- consistency and cross referencing of procedures
- safeguarding and the curriculum
- safer recruitment
- code of conduct
- procedures on how to manage allegations against staff
- record keeping procedures
- supervisions
- safeguarding training and awareness

14. Table 2 below is a summary of the focus area self-assessment scores for this audit and the previous audit. The detail of the findings for each of the ten focus areas for this audit is provided at Appendix B.

Table 2. Summary of focus areas self-assessment scores

Focus areas	Percentage of self-assessment scores							
	Level 1		Level 2		Level 3		Level 4	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Safeguarding policies	66%	74%	21%	26%	3%	0%	0%	0%
Child protection procedures	47%	63%	43%	37%	0%	0%	0%	0%
Consistency and cross referencing of procedures	40%	53%	38%	43%	12%	4%	0%	0%
Safeguarding and the curriculum	30%	40%	60%	60%	0%	0%	0%	0%
Safer recruitment	44%	71%	46%	26%	0%	3%	0%	0%
Code of conduct	49%	68%	37%	29%	3%	3%	1%	0%
Procedures on how to manage allegations	46%	66%	35%	32%	9%	2%	0%	0%
Record keeping procedures	55%	66%	32%	31%	3%	3%	0%	0%
Supervisions	56%	57%	29%	42%	3%	2%	2%	0%
Safeguarding training and awareness	49%	29%	40%	64%	0%	7%	1%	0%

15. Compared to the findings of the 2014-2015 audit report² there has been an upward trend in the percentages of self-assessments at level 1 across nine of the focus areas. The improvement over time is primarily due to establishments responding to the outcomes and action plans of previous audits. The safeguarding training and awareness focus area saw a decline of level 1 self-assessments with an increase in self-assessments at level 2 and level 3 compared to the previous audit. This may be explained by an increase in the numbers of safeguarding courses or guidelines establishments had to take into account from the previous academic year as well as a number of establishments citing new staff that require training.

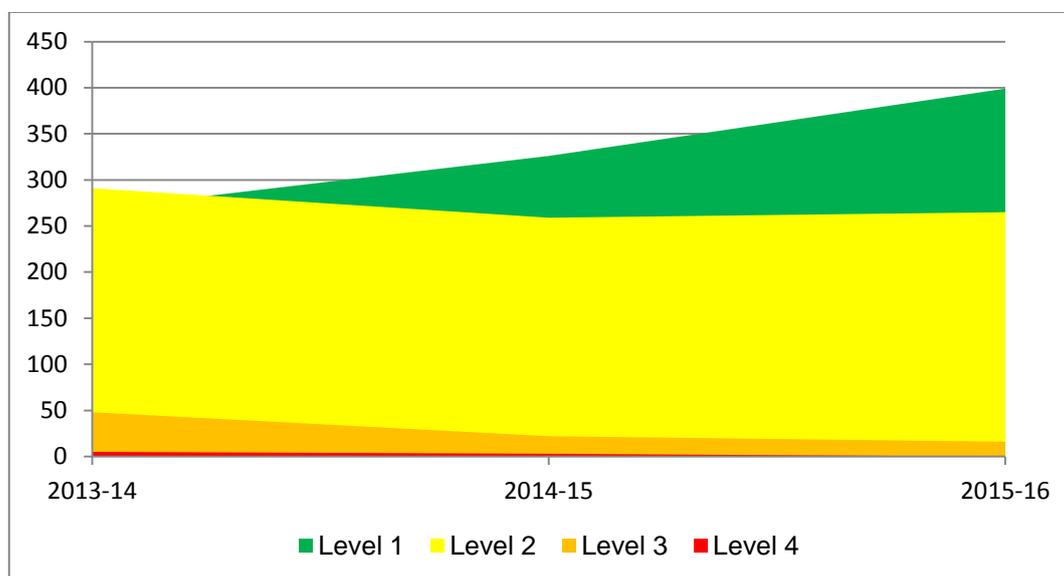
16. The supervision focus area level 1 self-assessments were slightly higher compared to the previous audit but showed a markedly upward trend for level 2 self-assessments. Formal supervision processes are not a requirement in educational establishments. However, processes are in place in many establishments because it is considered good practice. In a number of remaining establishments changes are being put into place to introduce or improve supervision processes.

² There was a 10% nil response to the 2014-2015 audit

17. Overall, the number of self-assessments in any of the areas of focus at level 4 is down to zero compared to five in 2013-2014 and three in 2014-2015. The number of self-assessments at level 3 is also down on previous years from 48 in 2013-2014; 22 in 2014-2015 and 16 in 2015-2016.

18. Table 3 below illustrates the trend of all responses to all questions.

Table 3. Trend of responses to all questions



19. In addition to the ten focus areas, establishments were also asked to self-assess themselves overall. Forty-seven percent of establishments assessed themselves as level 1 overall with 53% assessing themselves at level 2. This represents an improvement from 40% at level 1 in the academic year 2014-2015 and from 50% at level 2. As in previous years no establishment self-assessed themselves overall at level 3 or level 4.

20. A closer look at individual establishment responses summarised in Table 4 below indicates that it is not a straightforward improvement from level 2 to level 1. There is some fluidity, as a small number of establishments that self-assessed as level 2 in this audit had previously assessed themselves as level 1 in earlier audits. This is explained in part by changes in establishments' senior management teams with accompanying overhauls of existing procedures and implementation of updated practices, and by the acknowledgement that establishments could do better.

Table 4. Summary of self-assessed overall scores against previous score

Position	Number of establishments
No change at Level 1	21
Improvement from Level 2 to Level 1	11
Decline from Level 1 to Level 2	7
No change at Level 2	29
Total	68

Safeguarding arrangements supporting vulnerable children and young people

21. There was a further section of the audit, in respect of the safeguarding arrangements specifically supporting vulnerable children and young people. The detail of the responses to questions regarding the safeguarding arrangements for vulnerable children and young people are provided in Appendix C.

22. The overwhelming majority of establishments reported having procedures in place to record the outcomes of referrals to children's services. This included recording the details of all phone calls and the minuting of meetings and ensuring that these are detailed and are added to the files of the children in question, with these records being securely stored either physically or electronically. Some

establishments highlighted that not all outcomes are being recorded because of the high turnover of staff and recent changes in procedures within the multi-agency safeguarding hub (MASH)³ which means some information is not being provided.

23. The majority of establishments have personal education plans (PEPs) in place for looked after children (LAC). Those establishments which did not report having such plans in place reported that they had no LAC attending at the time of the audit.
24. All establishments reporting young carers in attendance have in place measures to support the carers' individual needs. This includes providing access to after school events or allowing carers to leave early to attend young carers' groups.
25. All mainstream establishments reported undertaking at least one common assessment framework (CAF) assessment or attendance at a "child-in-need" (CIN) meeting during the year. The CAF has recently been replaced with the new 'single assessment' framework.
26. Not all establishments reported having made staff aware of the requirement to recognise and report all private fostering arrangements. Some reported only having made relevant staff aware, such as progression coaches, learning mentors and central admissions teams. Additionally, a few establishments reported that in circumstances where they knew private fostering arrangements were in place they did not hold child protection files for those children. Establishments explained that such child protection files would only be in place where appropriate concerns had been raised.
27. All establishments reported having procedures in place for the organisation of offsite events. Furthermore, all establishments reported having a nominated and trained educational visits coordinator.
28. In respect of attendance policy all establishments reported timely arrangements were in place for "first day call back".
29. The majority of establishments reported that sex and relationships education was accessible to all students. A number of establishments then qualified their response by explaining that the level of accessibility was age appropriate. Other establishments highlighted that sex and relationships education was accessible only to specific year groups.
30. For children and young people with communication difficulties a variety of alternative methods were reported as being provided to allow them to express their thoughts and wishes. For children with sensory impairments, such methods include extensive bespoke support, use of iPads and Dragon software, "worry" boxes and the use of the picture exchange communication system (PECS), Makaton and Widgit. For other children, methods include drop box arrangements; assemblies themed to address specific issues; the use of the school blog and encouragement to speak with pastoral teams, as well as the use of interpreters, where required, and small world play for younger children.
31. The overwhelming majority of establishments reported safer working practice arrangements are in place particularly for staff working 1-1 with children or staff who transport children. Those establishments which provide extended services confirmed that staff who lead in child protection or safeguarding are accessible to the staff who are running the extended service either by being on site or contactable by mobile phone. Of the small number of establishments with more than one site, all reported there was a member of staff who takes the lead in child protection or safeguarding on each site.

³ MASH is the multi-agency team which makes decisions on how to proceed with referrals. The children's assessment and safeguarding service (CASS) is one of the local authority teams which supports the MASH.

32. Where establishments offer work experience, all have adopted an approved work experience model. Furthermore, the overwhelming majority of establishments reported they ensure enhanced Disclosure and Barring Service (DBS) checks are commissioned for those organisations where vulnerable students participate in block or extended work experience. Exceptionally, one establishment reported commissioning checks on all placements by the local authority's Young People's Support Services, with learning mentors and other staff undertaking extra contact with workplaces taking vulnerable students for placement.

Themed comments

33. Establishments were invited to describe areas of achievement in relation to safeguarding. Responses included:

- *Parents feel they have someone to talk to that's not a social worker so generally relationships are good.*
- *A recent Ofsted inspection report stated: arrangements for safeguarding pupils meet statutory requirement. The deputy head teacher is highly effective and working with outside agencies, including the local authority in seeking to keep pupils safe and is exemplary in her attention to detail.*
- *We had a trust safeguarding audit and e-safety and our procedures were deemed the best and most secure in the trust (29 Schools) and so our procedures are being rolled out through the trust.*
- *New signposts show high priority for staff, parents, students and visitors.*
- *We are a team teach training centre and train other establishments within the locality. We provide advice, training and support for families/carers and other establishments with regards to behaviour, educational, social and psychological support.*
- *(Our) school rated as outstanding during Enquire Academy inspection June 2015.*
- *(Establishment) received praise from children's services and the local police team for how we report and record complex incidences around CSE and domestic abuse.*
- *We work with the MASH / CASS Team and Social Services, as well as with other local services such as Family Hub and CAMHS which all provide information, guidance and support as required. We also attend the regular CP Co-ordinator meetings to keep up to date and informed.*

34. Establishments were invited to offer comments about examples of local interagency working. Comments included:

- *(We have) strong links with children's services, youth offending service, local policing team, foundations, school nursing and LAC team.*
- *We have an excellent working relationship with children's services and outside agencies. Staff within children services have stated that the working relationship with the safeguarding team is exemplary.*
- *School always attend meetings and send a representative with reports to share or send ahead of the meetings. School provide the rooms at short notice as well as the planned ones.*
- *We have had assemblies from police, CPSO, local cadets, Gideon's and many more. MASH team do small group work in school.*
- *School will carry out work with the children requested by social workers but sometimes it is really what they should be doing. This is not in all cases. The majority of social workers keep us informed with any next steps. When we ring through concerns on many occasions we are asked to complete a Single Assessment for the family which puts added pressures on already busy schools.*

35. Establishments were invited to put forward suggestions in respect of future information sharing sessions and / or training. Comments included:

- *More discussion prior to the change to the new single assessment would have been preferential.*
- *Anti-bullying training has been requested for three years and we still have not had any provided by the local authority.*
- *Signs of safety training relevant to age ranges within educational establishments and impact of domestic violence and parental mental health on young people.*
- *It would be helpful if we could have a copy of assessments carried out by CASS for all children in our care where possible.*
- *New 'Single Assessment' system.*
- *Serious case review training.*
- *What to do when parents refuse early help.*

- *As more is being asked of educational establishments I feel it would be useful for the designated safeguarding officers to be able to access supervision via children's services to be able to discuss specific cases and concerns.*
- *Anti-bullying and Prevent training are required.*

The above comments have been shared with workforce development colleagues.

36. Establishments were invited to offer suggestions for areas that could be covered by the audit in the future. Responses included:

- *Access to children's social services.*
- *Site security and access.*
- *Prevent and channel referrals.*

The above comments will be considered in the 2016-2017 audit refresh.

Recommendations / Actions for future audit

37. In respect of alternative provision for school age children, the majority of such is commissioned directly by the Wellsprings Academy Trust apart from the two primary resource based provisions at Western Primary School and Eastfield Primary Academy. With interest in the audit shown by two additional education (CLS and DKM), discussion will take place with Wellsprings Academy Trust in respect of whether it would be mutually beneficial to include their commissioned alternative provision providers for future audits or whether this can be incorporated into their annual submission.

38. Feedback from the LSCB Operational Board has noted that references to safeguarding training in previous audits only mention level 1 and level 2. However, the standard across establishments includes safeguarding training basic level and so the audit may not be capturing all of the safeguarding training that establishments are undertaking. Future audits will include specific reference to the LSCB basic safeguarding training.

39. Potential additional areas to be covered by the audit as suggested by those taking part will be given consideration.

40. The audit will continue to evolve to ensure that it reaches a balance between being an effective and useful tool to both the LSCB and education establishments and not being overly burdensome to undertake.

Appendices

Appendix A – Education establishments.

The details of the 68 education establishments in North East Lincolnshire invited to take part in the 2015-2016 safeguarding audit are detailed in the table below.

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	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	Great Coates Village Nursery School	Humberston Park
Lacey Acres Primary School	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	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 B - Focus areas

The details of the scores for each of the focus areas and the criteria which had to be met to reach that score are provided in the tables below:-

1. The establishment's safeguarding policy							
Level 1		Level 2		Level 3		Level 4	
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
50	74%	18	26%	0	0%	0	0%

Q1 Safeguarding policy

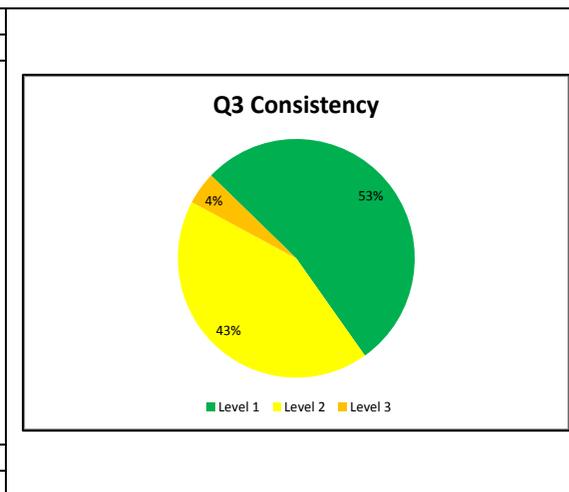
Level	Percentage
Level 1	74%
Level 2	26%

2. Child protection procedures							
Level 1		Level 2		Level 3		Level 4	
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
43	63%	25	37%	0	0%	0	0%

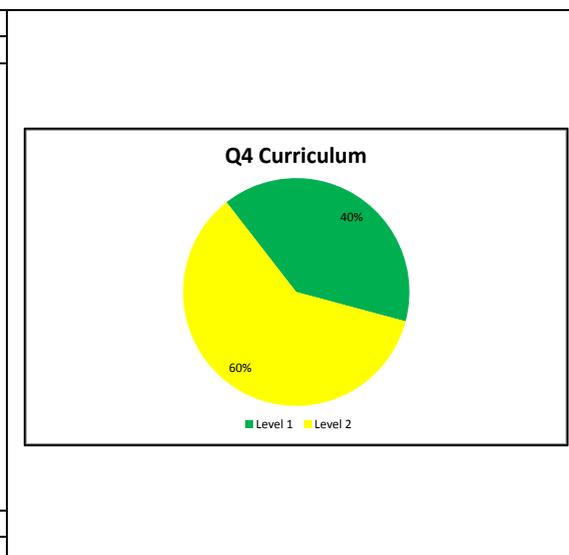
Q2 Child protection procedures

Level	Percentage
Level 1	63%
Level 2	37%

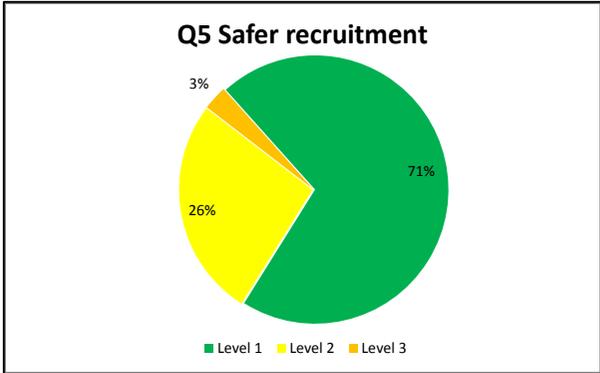
3. Consistency and cross referencing of procedures							
Level 1		Level 2		Level 3		Level 4	
All policies / procedures are aligned and cross referenced as below. An annual safeguarding audit is undertaken, submitted to the LSCB and presented to the governing body as the annual safeguarding report. There 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 or 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
36	53%	29	43%	3	4%	0	0%



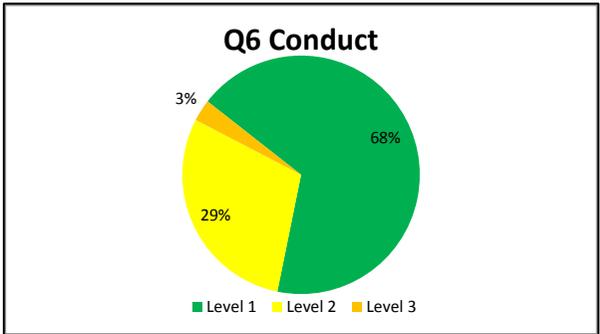
4. Safeguarding and the curriculum							
Level 1		Level 2		Level 3		Level 4	
Through PSHE and other curriculum contexts, children / young people are encouraged to talk about feelings to deal assertively with pressures, are listened to and know to whom they can turn for help and advice if necessary		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
27	40%	41	60%	0	0%	0	0%



5. Safer recruitment							
Level 1		Level 2		Level 3		Level 4	
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
48	71%	18	26%	2	3%	0	0%



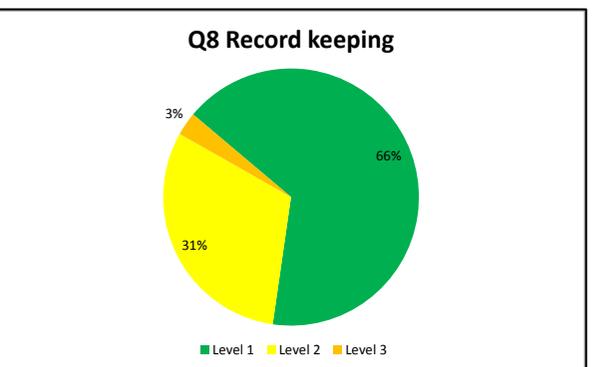
6. Code of conduct							
Level 1		Level 2		Level 3		Level 4	
There is a code of conduct for all staff and volunteers who come regularly into school. A copy has been given to them all and they have signed to confirm that they have read it. In addition there has been 'safer working practice' training 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
46	68%	20	29%	2	3%	0	0%



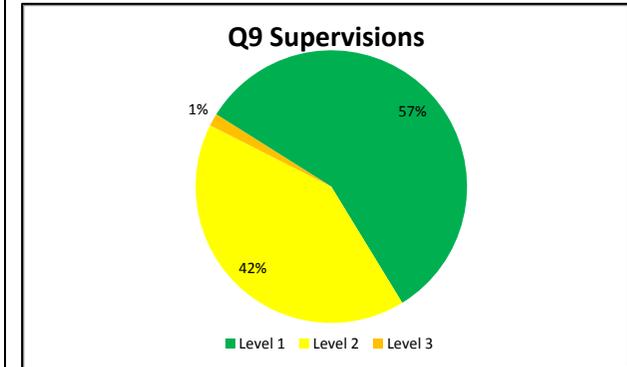
7. Procedures on how to manage allegations made against staff / volunteers							
Level 1		Level 2		Level 3		Level 4	
<p>If there has been an allegation against a member(s) of staff: As below, plus there is evidence that the procedures are followed properly, allegations reported to the Local Authority 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: 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>		<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.</p>		<p>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.</p>		<p>There are no procedures for the management of allegations against school staff / volunteers currently in place.</p>	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
45	66%	22	33%	1	1%	0	0



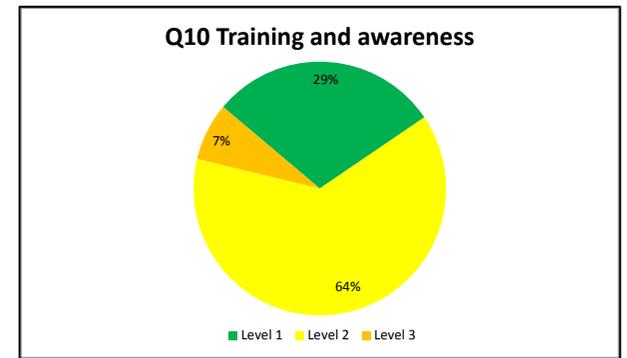
8. Record keeping procedures							
Level 1		Level 2		Level 3		Level 4	
<p>The establishment has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns against local authority guidance and they are applied consistently. Representation at child protection 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.</p>		<p>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.</p>		<p>The establishment has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns but they have not been reviewed against local authority best practice guidance.</p>		<p>The establishment does not have a procedure for recording, retaining and sharing records of child welfare and child protection concerns.</p>	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
45	66%	21	31%	2	3%	0	0%



9. Supervision							
Level 1		Level 2		Level 3		Level 4	
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
39	57%	28	42%	1	1%	0	0%

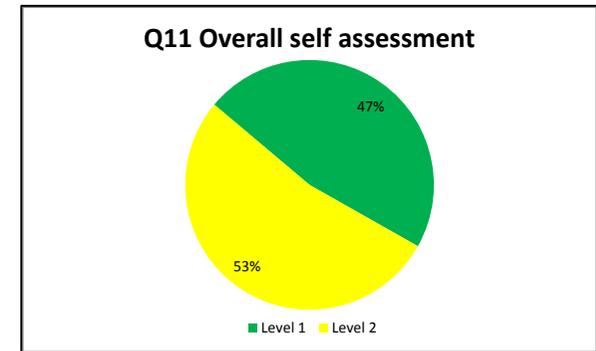


10. Training							
Level 1		Level 2		Level 3		Level 4	
The child protection coordinator, deputy and nominated governor have <u>all</u> received training appropriate to their roles in the last two years and all other staff have received basic awareness training in the last three years. There has been discussion about learning from local serious 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
20	29%	43	64%	5	7%	0	0%



11. Overall Self-assessment levels

Level 1		Level 2		Level 3		Level 4	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
32	47%	36	53%	0	0%	0	0%



Appendix C – Arrangements for vulnerable children and young people.

Results of the questions relating specifically to the arrangements for vulnerable and children and young people are detailed in the table below:

Arrangements in relation to vulnerable children and young people:	Yes	No	N/A	No response
Do you have a record of the outcomes of all cases referred to Children's Services Social Care?	57	2	7	2
If you made no referrals did you consult with Children's Services Social Care about any individual pupils?	18	5	30	15
Do all LAC children have a personal education plans?	50	1	15	2
If there are identified young carers have measures been put in place to support their individual needs e. g. being able to call?	28	2	35	3
Were any CAF assessments undertaken or other child in need meetings held during the last academic year?	64	3	0	1
Have you made all staff aware of the requirement to recognise and report all private fostering arrangements?	48	11	8	1
Do all of these children young people have a school child protection file?	39	6	22	1
Has the establishment got procedures in place for the organisation of offsite events?	65	0	2	1
Is there a nominated and trained educational visits co coordinator?	65	0	2	1
Does your attendance policy include timely arrangements i.e. before morning break for first day call back?	67	0	0	1
Is sex and relationships education accessible to all pupils?	61	3	3	1
Are children with communication difficulties provided with ways and opportunities to express their thoughts and wishes?	62	0	5	1
Are safer working practice arrangements in place particularly for 1:1 working and staff who transport pupils?	63	1	2	2
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 she is not on site?	11	0	52	5
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?	37	4	25	2
Secondary schools academies and colleges: Has the establishment adopted an approved Work Experience Model?	13	0	51	4
When vulnerable students participate in block or extended work experience have enhanced DBS checks been undertaken?	14	1	51	2

Appendix D - Ofsted scores

All establishments were invited to submit their latest Ofsted scores or equivalent.

Ofsted Grade & Judgements	Outstanding		Good		Requires Improvement		Inadequate		No current Ofsted Judgement	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Overall Effectiveness	8	12%	44	65%	16	24%	0	0%	0	0%
Behaviour and Safety of Pupils/Students at School/College	19	28%	43	63%	6	9%	0	0%	0	0%

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

- Individual establishments' senior management teams
- Local authority training staff
- Individual academy trusts' training staff
- NSPCC
- Humberside Police
- SafeICT Consultancy Ltd