



North East Lincolnshire Local Safeguarding Children Board Education Establishments Audit 2016 – 2017

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 2016 – 2017 academic year.

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Executive Summary

This is the report of the fourth annual safeguarding audit undertaken by educational establishments across North East Lincolnshire (NEL) for the academic year 2016-2017. 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 11 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. Additionally, there is a third section for feedback on a variety of themes.

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 70 educational establishments across North East Lincolnshire, an increase of two on the previous audit. Establishments were asked to complete the audit between 29th November 2016 and 6th January 2017. The last audit submission was received on 3 April 2017. In total, 69 audit submissions were received as two establishments sent a joint return.

The key findings relating to the focus areas and overall self-assessment are:

- For four of the 11 focus areas there has been a decrease in the percentage of self assessments at level 1 compared to the 2015-16 audit
- For three of the remaining focus areas, there has been only a modest increase in the percentage of self assessments at level 1
- The total number of assessments at level 1 of the focus areas common to previous audits has increased, although modestly
- There has been an increase in the number of level 3 assessments amongst a number of focus areas, although this can be attributed to one establishment
- Fifty one percent of establishments assessed themselves overall at level 1, an increase on the previous audit

Further investigation is required to determine the reasons for establishments reducing their assessment across a number of focus areas.

In respect of the arrangements specifically for vulnerable children and young people, the audit returns submitted by the establishments indicate good practice is widespread and in place across the overwhelming majority of establishments.

Introduction

1. For each of the last four academic years the LSCB safeguarding in education sub group has been responsible for organising the audit of safeguarding arrangements across NEL's educational establishments 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 11 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 11 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 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 2016-2017, a new focus area was added to reflect changes in the DfE's guidance 'Keeping Children Safe in Education' which was updated in September 2016. The new focus area covers supporting safeguarding processes. Additionally, two new comments sections were added to allow respondents to comment on their experience of accessing the Families First Access Points (FFAP) and completing single assessments and for their experience in referring to the Channel Panel. Some minor changes were also made to the vulnerable children's questions through re-phasing some of the questions, removing the not applicable response option and encouraging examples in support of answers.

Audit process and timescales

The audit for the 2016-2017 academic year was launched on 29th November 2016 and was sent via email to 69 educational establishments¹ with a submission deadline of 6th January 2017. This year, the Community Learning Service (CLS) formally took part in the audit for the first time. Additionally, Linkage College were invited to take part after the launch to the other education establishments. Linkage College accepted the invitation and completed a submission. This brought the total number of establishments taking part to 70. Further consideration will be given to including alternative provision and other non-mainstream educational establishments in future audits.

9. Thirty-eight establishments responded before the deadline, with the remaining 32 establishments submitting their audits between 9th January 2017 and 3rd April 2017. The two pupil referral units operated by the Wellspring Academy Trust, although normally considered as two educational establishments, returned a joint submission and so are considered as a single entity for the purposes of this report. Further consideration will be given to the length of time education establishments have to complete the audit in order to improve the timing of returned audits.

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
Nursery schools	2	2
Primary schools/academies (includes infant and juniors)	47	47
Secondary schools/academies	11	11
Pupil referral unit schools/academies	2	1 (joint return)
Special schools/academies	2	2
Colleges* includes Community Learning Service	3	3
Independent schools	2	2
Post 19 specialist provision	1	1
Total	70	69

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. Within establishments, the role of designated member of staff for child protection / safeguarding is held by a range of positions from principals and head teachers through assistant or deputy principals and head teachers to class teachers. 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. A small number of establishments have still to put a link in place despite previous promises to do so. This will be pursued.

¹ The establishments are listed in Appendix A

Focus areas

13. All education establishments were invited to self-assess against the criteria for each of the eleven focus areas of the audit. The focus areas were:

- safeguarding policies
- child protection procedures
- 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
- supporting safeguarding processes

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

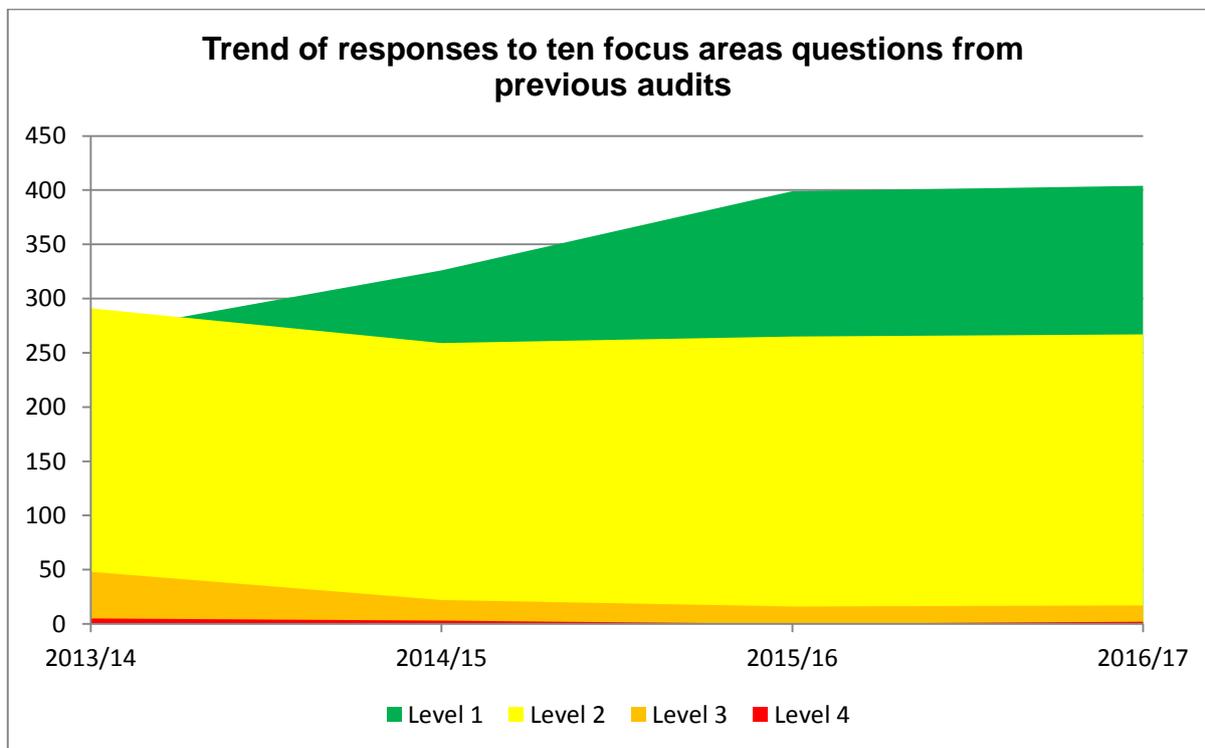
Table 2. Summary of focus areas self-assessment scores

Focus areas	Percentage of self-assessment scores											
	Level 1			Level 2			Level 3			Level 4		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
	-	-	-	-	-	-	-	-	-	-	-	-
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Safeguarding policies	66%	74%	77%	21%	26%	20%	3%	0%	3%	0%	0%	0%
Child protection procedures	47%	63%	62%	43%	37%	38%	0%	0%	0%	0%	0%	0%
Consistency and cross referencing of procedures	40%	53%	62%	38%	43%	30%	12%	4%	7%	0%	0%	0%
Safeguarding and the curriculum	30%	40%	42%	60%	60%	58%	0%	0%	0%	0%	0%	0%
Safer recruitment	44%	71%	64%	46%	26%	33%	0%	3%	3%	0%	0%	0%
Code of conduct	49%	68%	70%	37%	29%	30%	3%	3%	0%	1%	0%	0%
Procedures on how to manage allegations	46%	67%	58%	35%	32%	39%	9%	1%	3%	0%	0%	0%
Record keeping procedures	55%	66%	71%	32%	31%	25%	3%	3%	4%	0%	0%	0%
Supervisions	56%	57%	45%	29%	42%	54%	3%	1%	1%	2%	0%	0%
Safeguarding training and awareness	49%	29%	36%	40%	64%	58%	0%	7%	3%	1%	0%	3%
Supporting safeguarding processes	N/A	N/A	77%	N/A	N/A	21%	N/A	N/A	0%	N/A	N/A	2%

15. Compared to previous years, there has not been the same broadly upward trend across all the focus areas for self-assessment at level 1. The numbers of focus areas seeing an upward trend for this year is less than previous years. Four focus areas have seen a fall in the percentage of establishments self-assessing at level 1. Of those focus areas which saw an improvement, three had only a modest percentage increase (equivalent to one or two establishments). There has been an increase in the numbers of self assessments at level 3 and level 4 on the previous audit but this is mostly attributed to one establishment performing poorly for an Ofsted inspection and therefore reassessing all of their processes and procedures.

16. The supervision focus area saw the greatest fall in the percentage of level 1 self-assessment by establishments from 57% in the previous audit to 45%. There was no change in the wording of the question for this focus area or any change in the criteria. The reason for this change in self-assessment is to be investigated.
17. Overall there is a positive trend, with an increase (however modest) in the assessment at level 1 for more of the focus areas than in previous audits. Table 3 below illustrates the trend of all responses to the focus area questions common to previous audits.

Table 3. Trend of responses to ten focus area questions from previous audits



18. In addition to the eleven focus areas, establishments were also asked to self-assess themselves overall. Fifty one percent of establishments assessed themselves as level 1 overall with 48% assessing themselves at level 2. This represents an improvement from 47% at level 1 in the academic year 2015-2016. However, one establishment self-assessed at level 3, following a poor Ofsted inspection. No establishment self-assessed at level 4.
19. 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 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	25
Improvement from Level 2 to Level 1	11
Decline from Level 1 to Level 2	6
No change at Level 2	25
Decline from Level 1 to Level 3	1
No previous comparison	2
Total	70

20. Further analysis of the overall self-assessment over time reveals that 16 educational establishments who self-assessed in the original 2013-2014 audit at level 1 also self-assessed at level 1 for the 2016-17 audit. Of those 16, 12 have self-assessed at level 1 in all audits. Of those educational establishments that self-assessed at level 2 in the first audit, 22 now self-assess at level 1. However, 17 establishments that self-assessed at level 2 in the first audit have self-assessed at level 2 in each subsequent audit. This is despite completing a safeguarding action plan that should be utilised to raise the establishment to level 1. The underlying reasons for this maintenance at level 2 in each audit are to be investigated further.

Safeguarding arrangements supporting vulnerable children and young people

21. The other main section of the audit is 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. A small minority of establishments who answered negatively further explained that they made no referrals to children's services. A couple of establishments noted that following a review of their recording system, gaps had been identified and that new recording procedures would be implemented. This included a move from SIMS to the My Concern system.

23. A small number of establishments recorded no "children in need" meetings during the last year. This was exceptional. Many establishments reported attending "children in need" meetings. The frequency of meetings varied between establishments. Some reported at least weekly meetings. The reason for holding meetings also varied with issues in the home, young carers and the provision of respite being highlighted. Many establishments also reported undertaking/completing single assessments, although again the frequency varied between establishments. One establishment reported completing single assessments for 26 families which it felt was a heavy workload for the school to manage. A head teacher of a small school commented that it was a struggle to complete single assessments, in terms of physically having enough time. Another comment received stated: 'It concerns me that educators are increasingly expected to have (and do not have) the skills needed to be the intermediary to facilitate purposeful "change" within "chaotic" families.'

24. The majority of establishments reported having personal education plans (PEPs) in place for looked after children (LAC). Those establishments which did not report having such plans in place stated they had no LAC attending at the time of the audit.

25. All establishments reporting young carers in attendance have in place measures to support the carers' individual needs. Ways of support include: allowing young carers to carry mobile phones; having 1:1 support with learning mentor; allowing them to leave earlier to pick up younger siblings and funding a taxi service to take young carers to support groups.

26. Fewer establishments reported having made staff aware of the requirement to recognise and report all private fostering arrangements this year compared to the previous audit. Those establishments that

reported they had not made staff aware explained they were not aware of any private fostering arrangements being in place within their establishment. A small number specifically stated that staff are not aware and that this gap in knowledge would be addressed.

27. All establishments that reported organising offsite events stated having covering procedures in place. The overwhelming majority of establishments also reported having a nominated and trained educational visits coordinator (EVO). One establishment highlighted that their EVO had left.
28. In respect of attendance policy, all establishments reported timely arrangements are in place for “first day call back”. One establishment highlighted that a call and text service to parents is in place, and that calls are made after 09:30, followed by a text if there is no response. A family link worker might then carry out a home visit and offer transport to school in exceptional circumstances. Another establishment highlighted that, for a designated vulnerable child, absences are investigated by an education welfare officer who attends the child’s home.
29. The majority of establishments reported that sex and relationships education was accessible to all students. A number of establishments qualified their response by explaining that the level of accessibility was age appropriate. For example, one establishment stated sex education was restricted to year six pupils, whilst another stated that sex and relationships education was for KS2 pupils.
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. One establishment stated: “Individual needs and preferred methods of communication are explored prior to enrolment [and] all learners are encouraged to communicate with staff in a way that is most comfortable for them”. The range of recorded alternative methods is extensive and includes, but is not limited to: signing and picture cards, art therapy, Makaton, Widget, iPads and apps for translation, 1:1 support, worry boxes, peer support, and interpreters.
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. A couple of establishments highlighted the need to further review their current arrangements. 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 (with one exception) there was a member of staff who takes the lead in child protection or safeguarding on each site. For the one exception, it was not applicable to have child protection leads on all sites.
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. A number of establishments who previously may have offered work experience no longer do so.

Themed comments

33. Establishments were invited to feedback on their experience of accessing Families First Access Points (FFAP) and undertaking single assessments / accessing Children’s Social Care. Responses included:
 - Good support for advice from the FFAP. I am pleased that FFAP and MASH have merged - this should enable better access to the service.
 - Deputy Designated Safeguarding Lead has had experience in contacting FFAP for advice and then referral onto MASH. It is a valuable service that offers support, advice and early intervention. During attendance at a recent feedback meeting, professionals noted that some modifications were needed with the Single Assessment process. It was highlighted that schools are heavily relied upon to complete Single Assessments; other agencies appear to

direct parents back to school to complete the process. CSAM meetings at the Queensway cluster are prompt and well attended; the team are approachable and available to help with any queries.

- Very useful and knowledgeable. As a small school with low incidence I find it helpful to have a contact who helps contextualise issues and their severity.
- It is at times difficult to gain access to the MASH team.
- Positive experience, quick response from submitting referrals to receiving CSAM invites.
- FFAP easily accessed for support and advice.
- It is still early days for FFAP and there are some areas that need ironing out.
- Some staff have been very helpful and it is great when the support offered is taken up by the family positively. However my concern is that the expectation is that school are becoming every increasingly busy with making referrals and timescales are becoming unrealistic.
- Very positive: we have quickly built strong relationships with this team and they are really supportive with any advice and guidance that we might need.
- It would have been helpful to have had Signs of Safety training before the SA was rolled out. The training sessions have been fully booked yet we are still expected to complete the forms and support the families.
- Frustrations initially as calling MASH for social worker advice/ guidance and not being called back by MASH trained social workers but FFAP. Merging these two teams will be of value.
- This is something which is under review and we have had a mixed result in our dealings with FFAP. I feel the service is under a great deal of pressure which means they rely more and more upon school staff to carry out assessments and work with the families.
- There have been long delays in receiving calls back from FFAP when making urgent enquiries/referrals.
- Undertaken a number of single assessments, however I don't feel schools are well supported in knowing where to signpost families to.
- Great support particularly from children centres around single assessments.
- I have taken advice and guidance from FFAP which has been extremely helpful. I have found the single assessment process to be effective although I am concerned that the onus lies heavily on schools. It concerns me that educators are increasingly expected to have (and do not have) the skills needed to be the intermediate to facilitate purposeful 'change' within often 'chaotic' families.
- Good experience with support and advice provided.
- We call FFAP / MASH for advice or to report concerns as and when required. We take a cautious approach and ring through a variety of concerns, however feel that it is better to cross check with professionals who may have access to further information.
- I have found that undertaking the Single Assessment is relatively easy. The form is ok and any issues are being considered at the focus groups that have been set up. It is sometimes frustrating when Children's Services call to say that they have had a referral and from their findings they feel a Single Assessment should be completed. Instead of making that call and passing the information on to another agency, surely it would be more time effective to complete the Single Assessment themselves. Particularly when passing it on to school, where there may not be any concerns.
- I also have had a bit of an issue with the review process and what happens after the CSAM. Actions are issued, usually to the author, who could be completing the form due to a call from Children's Services and have no concerns themselves. The author may not also complete any work with the family and may be expected (my perception) to complete a review, which would mean contacting people who have worked with the family for details of their involvement.
- When accessing FFAP I have always found the response excellent and extremely helpful however we are concerned that other professionals particularly Health / GPs are reluctant to undertake single assessments and try to pass these on to school when Health is often better equipped to undertake them.
- We have found the single assessment process to be quick and very useful in identifying agencies to support those families that are in need.
- We have had a mixed result in our dealings with FFAP. I feel the service is under a great deal of pressure which means they rely more and more upon school staff to carry out assessments and work with the families.
- Advice from FFAP team has been clear and useful in a range of cases we have contacted them about. It has allowed [us] to assist the students in an effective and efficient way and whether or not a single assessment is appropriate. The main problem for us with the single assessment is the parental signature as often parents do not /are unable to come [to us] (e.g. transport issues).
- New arrangements will ensure everything is channelled through one multi agency rather than two. Think single assessments are too heavy a work load on school staff. No issue with working in partnership but schools are education establishments and staff do not have expertise or time to undertaken the lead role.
- We have a good working relationship with Children's Services and FFAP and have been supported well by staff from Nunsthorpe and Bradley Park Children's Centre. However, the training needed for undertaking Single Assessments has not always been great and we feel that schools are asked to complete SA where the need has been identified by a different agency. This has caused difficulties at times with relationships between school and home.

- Our initial dealings have been problematic due to issues with other agencies' procedures.
- FFAP and Hubs very helpful. SAs are very time consuming and concerns over some agencies passing these direct to schools to organise when there are no concerns in schools.
- We have completed around 12 Single Assessments and attended the CSAM meetings - this has proved to be very effective as decisions are made and families allocated support quickly. It is also helpful to listen to other cases from other schools.
- We have contacted the FFAP team on many occasions and again found the support invaluable.
- It has been difficult at times to speak to social workers allocated to families and we are often waiting for call backs which often don't happen, we are not always informed when there has been a change of social worker which makes it difficult when needing to share information.
- As a school we are finding that we are expected to complete more and more Single Assessments for families that do not really need one, e.g. a child being taken to the GP for a referral to a paediatrician for a physical difficulty and a letter to support the referral taken with the parent. A single assessment was then requested by the GP before they would make a referral on. This seems to be a long way around getting a referral when it the letter included the details needed. Are the GPs aware of the Single Assessment process?
- Parents do not like the child protection nature of the referral form
- Health professionals, in particular GPs are still sending SA for schools to complete when we have no concerns for the pupil

The above comments have been shared with Families First Access Point and other relevant children safeguarding colleagues.

34. Establishments were invited to comment on their experience of Channel referrals as part of the Prevent Radicalisation guidance. Responses included:

- We have completed two referrals to Channel. One was referred back [to us] to action and the other went to Channel panel where other services involvement was deemed to be the most appropriate course of action. On both occasions [we] received highly effective advice from [Humberside Police Southbank Prevent Lead] as whether to put a referral through or not.
- [Humberside Police Southbank Prevent Lead] has been helpful whenever there has been a concern.
- The academy as had to access this, this year. The support was excellent and very efficient.
- Training was good, otherwise very little contact.
- Fortunately we have not had to make any. However all training has been completed and contacts have been made with the local designated officer.
- Really good support from [Humberside Police Southbank Prevent Lead] and kept up to date with information.
- No referrals have been made this academic year, however advice has been sought regarding extremist groups and potentially harmful websites that young people may be accessing.
- The Principal has referred one family through the Channel process. On 21.01.16 a referral was made using the Channel referral process. The academy was praised for its exemplary procedures. "You did absolutely the right thing" [commented Humberside Police Southbank Prevent Lead]. Ofsted also reported positively on the manner in which the investigation was conducted.
- All staff have read the Prevent Radicalisation guidance and have signed a register document. There is a hard copy available in the staffroom and all staff were sent a copy via email. Prevent is a standing weekly item on the staff meeting agenda.
- Very positive: we have put in a number of referrals and the action has always been prompt and communication has been very quick.
- Positive experience for the small number of referrals made.
- We have made a referral via MASH regarding some comments a child made in school. This case was taken on by the police and family support work was offered to the family in question.
- We have completed two referrals to Channel. One was referred back [to us] to action and the other went to Channel panel where other services involvement was deemed to be the most appropriate course of action. On both occasions [we] received highly effective advice from [Humberside Police Southbank Prevent Lead] as whether to put a referral through or not.
- [Humberside Police Southbank Prevent Lead] has been helpful whenever there has been a concern.
- We have accessed our local Channel representative for advice and guidance, really helpful.
- Dogged determination to ensure that concerns are managed effectively. Too often other professionals or agencies do not follow through when concerns are raised. It is important to escalate when necessary.

The above relevant comments have been shared with appropriate Prevent and Channel Panel colleagues.

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

- We have long been recognised as good practice. All of our students do get the best service we are able to offer. We do go that extra mile. We will engage with families even if not on our site. We work very closely with lots of agencies and we make sure all info is passed on to relevant agencies. We also have the Rights Respecting Award Level 1 through UNICEF.
- We have a real focus on emotional wellbeing.
- Ofsted stated in the recent report that the academy's work to promote pupil's personal development and welfare is outstanding. We were rated outstanding [for a safeguarding inspection] and received a Gold Award as recognition. Outside agencies supporting families on CP/CIN plans stated that the pastoral support at OSPA is impressive.
- Mentors have been trained in Mental Health First Aid
- We are extremely proactive around safeguarding and work closely with many local agencies for our young people. We are excellent at spotting concerns and quickly building a picture for agencies (including CS) so that actions may be taken to ensure children do not get harmed. We have been noted on our recording methods as they give a strong and chronological picture of any child over a period of time and social workers / other agencies have found this very useful.
- Beginning to build up a good network to facilitate multi agency work.
- Inclusive Education team (ICE) dedicated to safeguarding, child protection, LAC, EAL and home-school liaison matters.
- Safeguarding praised in Ofsted report March 2015
- The development of school's Pastoral Team who have a wide experience of safeguarding children and working with families.
- Our Child Protection Policy and Procedures were deemed as outstanding at our last inspection. The Enquire Learning Trust has asked us to be the lead academy for CP issues and procedures.
- A recent safeguarding review was undertaken on behalf of the LAAT, with safeguarding arrangements meeting statutory requirements at this time. Pupils safety and wellbeing being of very high priority.
- Running a successful nurture group using the Boxall profile. NSPCC working with children on the Speak out programme. Domestic Abuse and the impact on the child awareness training for all staff. Expect Respect programme run with children. Regular anti bullying and e-safety awareness weeks. Themed weeks which focus on keeping safe and having healthy relationships.
- Through previous audits, we feel that we have tightened up on procedures and are more equipped to deal with any issues.
- This academic year we have set up a new electronic database and improved record keeping and reviewing systems. Student Services are working more closely with learning support to improve communications and to support and better understand the needs of vulnerable students. Our Single Central Register holds up-to-date safeguarding and prevent training records for all staff.
- Establishing CPOMS as a reporting portal for all incidents, meeting records in a confidential safe reporting environment.
- I feel our school is very proactive in safeguarding all our children, staff are dedicated and thorough in their work with the children. I feel this is a strength of our school that will continue to develop when key areas are focused on.
- Restructure of staff working in school with regards to vulnerable children and safeguarding. Employment of EHWP lead as well as dedicated Inclusion Co-ordinator.
- There is a rigorous procedure in place to address early intervention through pastoral records that are submitted by all staff on a weekly basis. These are then examined by the deputy CP manager and discussed as a regular agenda item by SMT.
- Added to "hotline" safeguarding information and leaflets with useful helplines / agency details available at parent's evenings. Working with YPSS to deliver "teenage domestic abuse" with a group of vulnerable pupils.
- Every member of staff starting employment [here] has in-house safeguarding training within their first week of employment. This includes all teaching, non-teaching and domestic & maintenance staff. Staff safeguarding inset given every term as part of whole school inset day.
- Safeguarding was identified as a strength in the last Ofsted inspection.

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

- Multi-agency working is generally working well in our experiences.
- We have established good working relationships with local agencies such as police, school nurse and EWO. We have a growing reputation within the community and are regarded as a very inclusive school.
- The Child Protection Co-ordinators meetings each term are excellent.

- This year the school had a new security fencing fitted. This meant a change to the fire evacuation procedure was needed. We enlisted the support of RG to take the opportunity to have a refresher for key members of staff on best practices and fire warden training. When we launched the policy we had a full day Fire Safety Day. This included a practice drill applying the new policy (which went smoothly), a fire safety assembly from the Fire Brigade, a visit into school from the Fire Engine which was parked on the school playground for children to explore and find out about and building & lighting campfires with children to toast marshmallows.
- We are an open and friendly academy which does work with several agencies and we also offer rooms so work is carried out by those agencies identified. i.e. YPSS, FRS. Children's Services, Police, Education Psychology, Family Group Conference, Early Help Foundations and CAMHS to name but a few.
- Generally good but shame about reduction in scope of school nurses. Also, information from social workers not always passed to school - there have been strategy meetings and CP/CIN meetings arranged and school has not been invited.
- Established links with the Local Family Hubs, school nurse, health visitors, Specialist Advisory Service, Cambridge Park Academy outreach service, CDC Assessment Co-ordinators, FFAP team and the PCSOs.
- Liaise regularly with various agencies. School nurse - once a week clinic in school. Speech Therapy hub once a week in school. Sure Start links. Parent Support Adviser works closely with services for/on behalf of families that we currently have on a plan.
- We have strong relationships with other agencies due to our safeguarding team and we provide a great deal of support (way beyond our duty to care) for all students who require it. We attend all agency meetings where possible and if there is no member of staff available always provide a full report for the child/children involved.
- There are some strong networks working around the families we currently have in school. Professionals are open and honest and work together to support the families. In my view this has become much better in the past few months.
- On the whole we have good experiences of inter-agency working.
- Safeguarding lead attends coordinator meetings, local advisory board meetings, family hub workshops etc.
- Working with the SAS team has been beneficial, the wider inter-agency teams are increasingly stretched.
- Variable. With some cases we have a good working relationship with other agencies.
- School Nurse-excellent. Family hub-excellent.
- Hubs are very good in working with the school with difficult situations / resistant families. Good relationship with PCSOs.
- Once children's services are involved or a single assessment has been actioned we do work very successfully with the children and families. However, if another agency has actioned a single assessment the communication and information sharing with school is inadequate.
- We have excellent relationships with outside agencies - we have particularly found the family support workers allocated to our families extremely helpful and supportive and continually keep school updated.
- Support from Family Hub advisors has been particularly positive, particularly when completing a Single Assessment for the first time and holding family network meetings. CSAM reviews have been supportive. Sharing of information and advice from Queensway Family Hub has also been excellent.
- Home school pastoral officer works closely with external agencies and supports parents with accessing support from other agencies e.g. health, social care, housing.

The above comments, where relevant, have been forwarded to appropriate colleagues.

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

- More PREVENT for staff and 'train the trainer.
- Domestic abuse and coercive control training please.
- Anti-bullying and e-safety (need to keep up to date with all the developments in order to know how to keep our children safe from it).
- Further guidance and clarification around the single assessment reviews/recording formats. Best practice examples.
- For DSL/DDSL to have an opportunity to share good practice with other schools. For example; meet with identified schools within a cluster every term, to share recording systems within the settings, discuss effective referrals and other issues that arise.
- Signs of Safety.
- Further consideration of CSAM to all for a higher level of parental participation.
- Safer working practices.
- We need to be able to work with our feeder schools to share information before the child starts with us in Year 10.
- We are experiencing some difficulties in having information shared from the medical profession (school nurses in particular). This would be an area which we would value some input on.

- I have mentioned the anti-bullying training for the last three years. DSL and heads certificates are asked for on anti-bullying training although the local authority does not provide training.
- Immediate information sharing with all parties associated with a child regardless of who made the referral.
- Staff to be able to access more online training courses.
- More on mental health and support for parents when standard options have been exhausted.
- This is the first safeguarding audit I have completed and would have liked a little support on just a few of the questions and wonder if there would be any value in a session around this?
- Outcomes of cases/referrals are not always shared and it has been the case where we have contacted agencies to see what support we can offer to find out that children's services are involved. Communication has improved but there is still room for improvement.
- Still unclear on how the SA makes its way back to an establishment that may be ready to start one? Is a phone call required to see if a SA exists and then the document is sent out for amendments and possibly re-instatement and actions.
- It may be useful to have some questions for schools to offer responses to the safeguarding system in NE Lincs and how easy we have found it to access the right support for our families.
- Mental health is not mentioned and given that this is now a national agenda item perhaps it should have a separate section?
- Health and safety procedures.

The above comments, where relevant, have been shared with workforce development team and other appropriate colleagues.

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

- Make it more user friendly - for example we fail to achieve level 1 in all areas due to not using all areas required for the audit such as team teach.
- Attendance. What are schools doing to address Persistent Absences?
- Signs of Safety practice.
- Destination details for students leaving roll for all reasons.
- Supporting other vulnerable groups through the single assessment process.
- Child protection coordinator/Safeguarding lead.

The above comments will be considered in the 2017-2018 audit refresh.

Recommendations / Actions for future audit

39. Seek to include other alternative provision / recently registered independent schools in future audits.
40. Investigate underlying reasons for fewer level 1 assessments across focus areas and consider how this may feed into the audit for next year.
41. Review safeguarding action plans and consider how to raise aspirations of those establishments who have maintained a level 2 in recent audits.
42. Give consideration to possible changes to the LSCB and its remit and how these may or may not affect audit activity for 2017-2018.
43. 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.

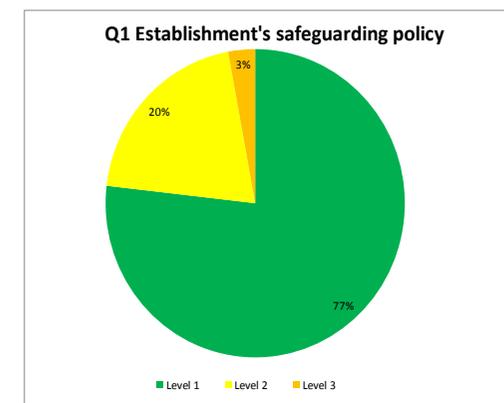
The details of the 70 education establishments in North East Lincolnshire invited to take part in the 2016-2017 safeguarding audit are detailed in the table below.

North East Lincolnshire educational establishments		
Primary Schools / Academies		Secondary Schools / Academies
Pilgrim Academy (formerly Allerton Primary School)	St Mary's Catholic Primary Voluntary Academy	Cleethorpes Academy
Bursar Primary Academy	St Peters Church of England Primary School	Havelock Academy
(The) Canon Peter Hall Church of England School	Springfield Primary School	Healing School - A Science Academy
Coomb Briggs Primary School	Stallingborough Church of England Primary School	Holy Family Catholic Academy
Eastfield Primary Academy - Enquire Academy Trust	Stanford Junior and Infants School	Humberston Academy
East Ravendale Church of England Primary Academy	Strand Primary Academy	John Whitgift Academy
Edward Heneage Primary School	Thrunscoe Primary and Nursery Academy	Oasis Academy Immingham
Elliston Primary School	Waltham Leas Primary Academy	Oasis Academy Wintringham
Enfield (New Waltham) Primary School	Weelsby Academy	Ormiston Maritime Academy
Fairfield Primary School	Welholme Community Primary	Tollbar Academy
Grange Primary School	Western Primary School	The Academy Grimsby
Great Coates Primary School	Willows Academy	Special Schools / Academies
Healing Primary School	Woodlands Primary School	Cambridge Park Academy
Humberston Church of England Primary	Wybers Wood Academy	Humberston Park
Humberston Cloverfields Primary School	Yarborough Academy	Pupil Referral Units / Alternative Provision
Laceby Acres Primary School	Nursery Schools	Phoenix Park Academy
Lisle Marsden Church of England Primary Academy	Great Coates Village Nursery School	Seven Hills Academy
Littlecoates Primary School	Scartho Nursery School	Colleges
Macaulay Primary Academy	Infant Schools / Academies	Franklin College
Middlethorpe Primary Academy	Queen Mary Avenue Infant and Nursery School	Grimsby Institute of Further and Higher Education
New Waltham Academy	Scartho Infants' School	Community Learning Service
Oasis Academy Nunsthorpe	Signhills Infants' Academy	Independent Schools
Old Clee Primary Academy	Junior Schools / Academies	St James School
Ormiston South Parade	Scartho Junior Academy	St Martins Preparatory School
Reynolds Primary Academy	Signhills Academy	Post 19 Specialist Provision
St Joseph's Catholic Primary Voluntary Academy	William Barcroft Junior School	Linkage College

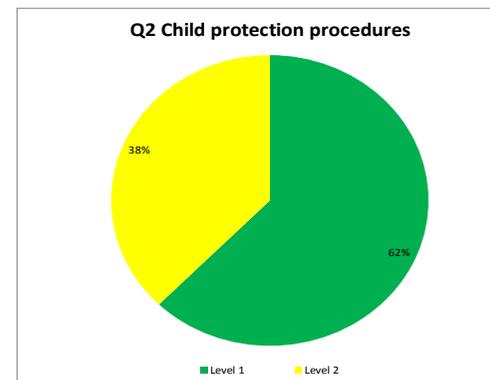
Appendix B - Focus areas

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:-

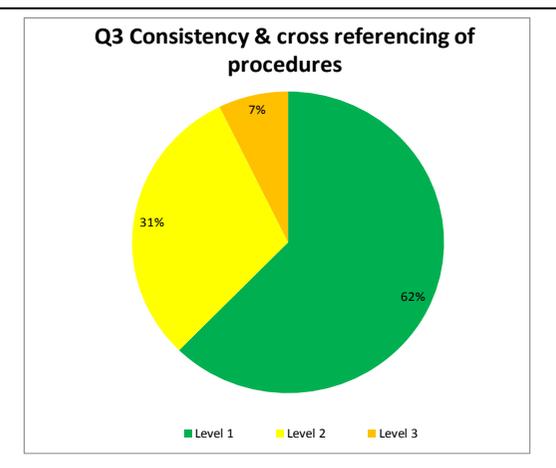
1. The establishment's safeguarding policy							
Level 1		Level 2		Level 3		Level 4	
The establishment has a policy which is up to date, in line with the model provided by the local authority, shared with and accessible to parents / carers through the establishment's website and in its prospectus. There 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
53	77%	14	20%	2	3%	0	0%



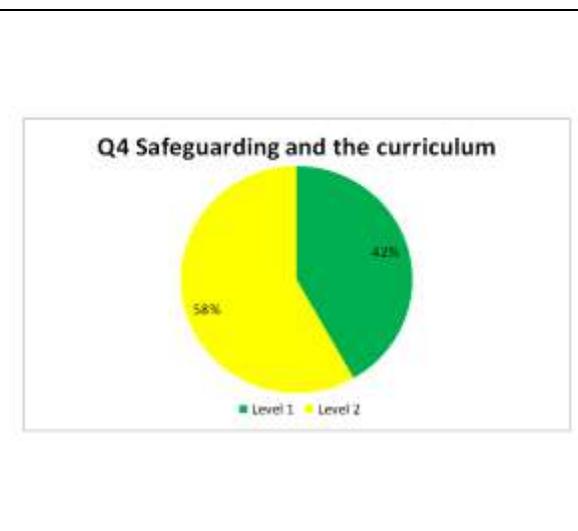
2. Child protection procedures							
Level 1		Level 2		Level 3		Level 4	
All teaching and non-teaching staff, governors, regular volunteers and regular visitors know about and use the procedures appropriately. Temporary / peripatetic / visiting professionals are given a copy of the child protection 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	62%	26	38%	0	0%	0	0%



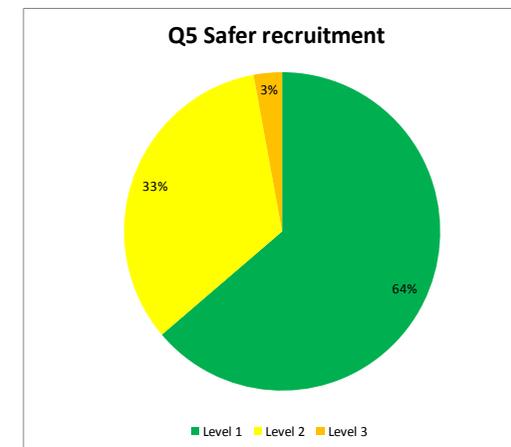
3. Consistency and cross referencing of procedures							
Level 1		Level 2		Level 3		Level 4	
All policies / procedures are aligned and cross referenced as below. An annual safeguarding audit is undertaken, submitted to the LSCB and presented to the governing body as the annual safeguarding report. There 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 <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
43	62%	21	31%	5	7%	0	0%



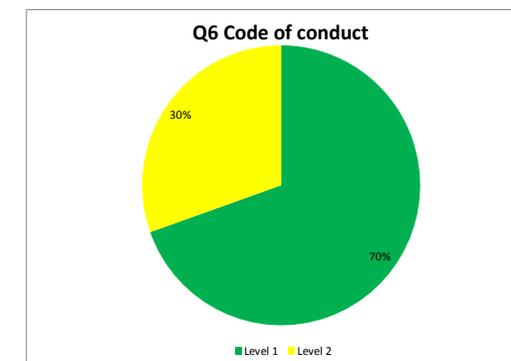
4. Safeguarding and the curriculum							
Level 1		Level 2		Level 3		Level 4	
Through PSHE and other curriculum contexts, children / young people are encouraged to talk about feelings to deal assertively with pressures, are listened to and know to whom they can turn for help and advice if necessary		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 does not view safeguarding and child protection as having a place in the curriculum.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
29	42%	40	58%	0	0%	0	0%



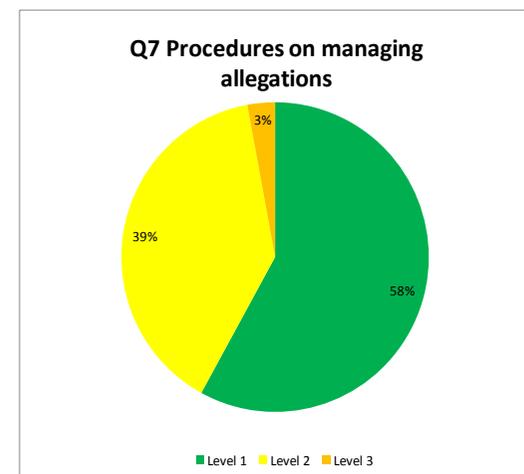
5. Safer recruitment							
Level 1		Level 2		Level 3		Level 4	
Recruitment and selection processes are fully compliant with the guidance and / or HR 'toolkit'. The head teacher has successfully completed safer recruitment training either on-line or via a day's course. Every interview panel includes 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
44	64%	23	33%	2	3%	0	0%



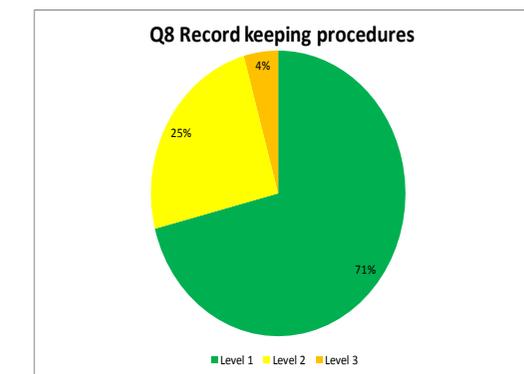
6. Code of conduct							
Level 1		Level 2		Level 3		Level 4	
There is a code of conduct for all staff and volunteers who come regularly into school. A copy has been given to them all and they have signed to confirm that they have read it. In addition there has been 'safer working practice' training 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
48	70%	21	30%	0	0%	0	0%



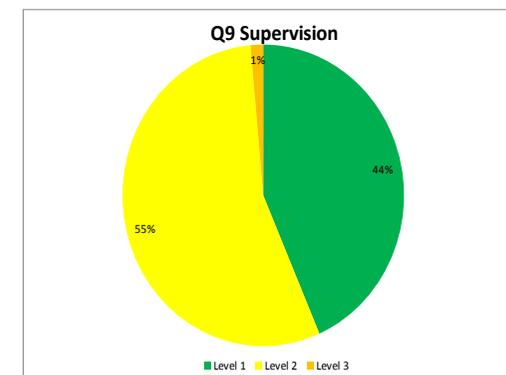
7. Procedures on how to manage allegations made against staff / volunteers							
Level 1		Level 2		Level 3		Level 4	
<p><u>If there has been an allegation against a member(s) of staff:</u> As below, plus there is evidence that the procedures are followed properly, allegations reported to the Local Authority Designated Officer (LADO) and clear records kept. Where applicable, referrals have been made to the Independent Safeguarding Authority.</p> <p><u>If there have been no allegations against members of staff:</u> 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
40	58%	27	39%	2	3%	0	0%



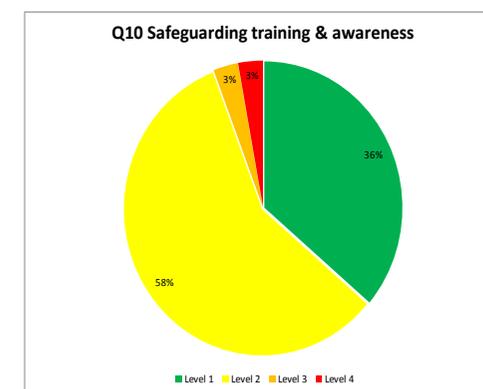
8. Record keeping procedures							
Level 1		Level 2		Level 3		Level 4	
The establishment has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns against local authority guidance and they are applied consistently. Representation at child protection 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
49	71%	17	25%	3	4%	0	0%



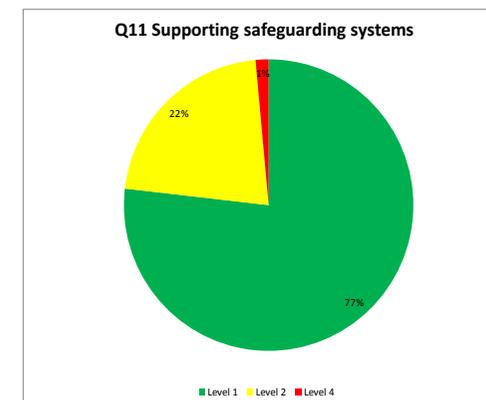
9. Supervision							
Level 1		Level 2		Level 3		Level 4	
There is effective and evidenced staff supervision in place in relation to all LAC, CAF, CIN and child protection cases.		There is staff supervision in place in relation to all vulnerable and child protection cases. However, this is not effectively 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
30	44%	38	55%	1	1%	0	0%



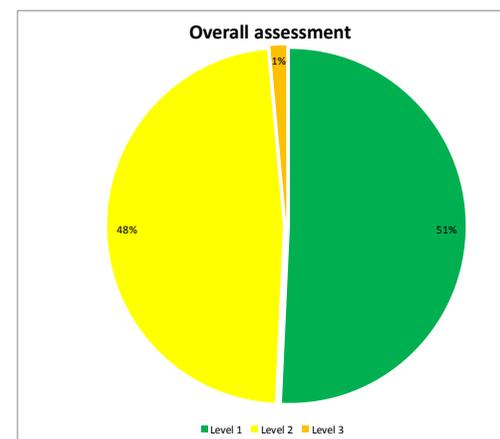
10. Training							
Level 1		Level 2		Level 3		Level 4	
The child protection coordinator, deputy and nominated governor have <u>all</u> received training appropriate to their roles in the last two years and all other staff have received basic awareness training in the last three years. There has been 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
25	36%	40	58%	2	3%	2	3%



11. Supporting safeguarding processes							
Level 1		Level 2		Level 3		Level 4	
All staff members in the establishment have the relevant skills and knowledge to support all safeguarding systems effectively and receive regular safeguarding and child protection updates (as required by the DfE's 'Keeping Children Safe in Education' guidance - September 2016)		Only relevant staff have the required skills and knowledge to support the establishment's safeguarding systems, and only they receive safeguarding and child protection updates.		Only relevant staff have the required skills and knowledge to support all the establishments safeguarding systems. The knowledge and skills of these staff are not regularly updated.		The required skills and knowledge for supporting the establishment's safeguarding systems resides with only a few staff	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
53	77%	15	22%	0	0%	1	1%



12. Overall self-assessment levels							
Level 1		Level 2		Level 3		Level 4	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
35	51%	33	48%	1	1%	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
Do you have a record of the outcomes for all cases referred to Children's Services Social Care?	62	7
If you made no referrals, did you consult with Children's Services Social Care about any individual pupils?	62	7
Do all LAC have a personal education plan?	59	10
If there are any identified young carers, have measures been put in place to support their individual needs? E.g. being able to call home	36	33
Were any assessments undertaken or other "children in need" (CIN) meetings held during the last academic year?	64	5
Have you made all staff aware of the requirements to recognise and report all private fostering arrangements?	48	21
If yes to above, do all of these children / young people have a school child protection file?	37	11
Does your establishment have procedures in place for the organisation of offsite events?	68	1
Is there a nominated and trained educational visits co-ordinator?	64	5
Does your attendance policy include timely arrangements (i.e. before morning break) for 'first day call back'?	68	1
Is sex and relationships education accessible to all pupils?	60	9
Are children with communication difficulties provided with ways and opportunities to express their thoughts and wishes?	65	4
Are safer working practice arrangements in place, particularly for 1:1 working and staff who transport pupils?	64	5
If your 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)?	8	1
If your establishment provides extended services e.g. after school or holiday clubs, is there a member of staff who takes a lead in child protection / safeguarding?	46	1
For secondary establishments, colleges and other KS3 providers:		
Has your establishment adopted an approved Work Experience Model?	9	8
When vulnerable students participate in block or extended work experience, have enhanced DBS checks been undertaken?	9	8

Appendix D - Ofsted scores

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

Ofsted Grade & Judgements	Outstanding		Good		Requires Improvement		Inadequate	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Overall Effectiveness	9	13%	41	61%	12	18%	5	7%
Behaviour and Safety of Pupils/Students at School/College	17	25%	40	60%	8	12%	2	3%

The Ofsted scores from the previous audit 2015-2016 are in the table below:

Ofsted Grade & Judgements	Outstanding		Good		Requires Improvement		Inadequate	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Overall Effectiveness	8	12%	44	65%	16	24%	0	0%
Behaviour and Safety of Pupils/Students at School/College	19	28%	43	63%	6	9%	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
- Humberside Police
- NSPCC
- Online provision
- Silver Cloud Academy