**Annual S175/157 Safeguarding Self-Assessment 2023**

DRAFT

**Completion and return deadline: Friday 9 June 2023**

The S175/157 safeguarding self-assessment audit for 2023 is returning to the fuller audit tool sent out to schools and settings in years prior to 2021. For the last two years we asked schools to complete a shorter, more focussed survey in recognition of the additional pressures of the COVID-19 pandemic.

This year we have worked with the Suffolk Education Partnership and are hoping that this self-assessment audit will be a helpful management tool for schools. In addition, completion of the audit ensures schools are fulfilling their statutory duty to provide the Suffolk Safeguarding Partnership with information that helps to inform their view of the effectiveness of safeguarding across Suffolk schools and colleges.

The aim of the audit is to support school leaders as a tool that can be used as they consider how well the school is fulfilling its safeguarding responsibilities. Responses also enable the LA and SSP to identify any potential gaps in safeguarding and any emerging trends. This helps to map any associated resource provision and training gaps partners need to be aware of. By completing the annual audit schools are contributing to a whole-system safeguarding approach. In this spirit we would ask schools to complete the audit reflecting on any gaps and areas for improvement, including any school actions and feedback for the LA and SSP.

Statutory basis for request that Suffolk schools complete this audit:  
Multi-agency Partnerships (MAP) have statutory duties which include coordinating what is done by each person or body represented on the MAP Board for the purposes of promoting and safeguarding the welfare of children in the area and ensuring the effectiveness of what is done by each person or body for those purposes (this includes schools). Under Section 14b of the Children Act 2004, the MAP may request information from relevant people or bodies that will enable or assist the board to perform its functions, and, in the case of schools, you are being asked to complete this self-assessment audit for that purpose.

Section 175 of the Education Act 2002 introduced statutory safeguarding duties for schools, governing bodies and local authorities (LAs). Section 175 guidance requires governing bodies to carry out an annual review of the school’s policies and procedures and to provide information to the LA about how the duties set out in the guidance have been discharged. Independent schools and academies are covered under Section 157 of the same Act. Completion of this audit fulfils this requirement for school governing bodies.

The Early Years Foundation Stage Safeguarding and Welfare requirements cover schools providing Early Years facilities for children. We would suggest that the named governor for safeguarding, together with the headteacher and/or designated safeguarding lead (DSL) complete the audit within the given timeframe, and for action points to be reviewed on a regular basis, ideally termly. Any reviews should be formally recorded within school leadership and governing body meetings. This is recognised good practice and will provide an informative document as evidence for Ofsted.

There is an expectation that all Suffolk schools, regardless of status, complete this audit. This maybe alongside the completion of a separate evaluation outlined by a Trust or Independent school.

**Scoring classification**

DRAFT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| In line with the SSP’s ‘Expectations’ document, whilst it is assumed that all schools meet minimum requirements set out in statutory guidance, it is expected that all schools will strive to achieve the ‘fully addressed’ score in respect of safeguarding arrangements and practice. When deciding on the most appropriate score it is important to consider whether at least minimum standards for fulfilling safeguarding duties have been achieved and to develop an action plan to move to outstanding practice. | | | | |
| **N/A** | **1** | **2** | **3** | **4** |
| **This question does not relate to the operation of the school/Not applicable** | **Expectations not met** | **Expectations partially met** | **Expectations met but not fully embedded in practice**  Embedded – where safeguarding procedures are followed consistently, frequently and intentionally as part of an ongoing process that is understood and implemented by all staff across all aspects of safeguarding activity. | **Expectations fully met and embedded in practice** |
| The requirement does not apply to the operation of this school due to phase, site or other specific factor – please set out reason in evidence box | Where the expectations for the question subject are not met. | Consider the extent to which not fully met, and actions that could be taken to meet fully. | Consider what changes to processes, staff training and other strategies might be put in place to ensure embedded in practice. | Consider how you know this and your evidence base to demonstrate this. |

Guidance note:

The needs of individual children/young people do not impact on requirements to have arrangements in place. For example, all schools have a duty to report to the LA children who go missing from education; because a school does not currently have any children identified as missing from education does not negate the requirement to have procedures for appropriate safeguarding responses in place in the event that it is identified that a child has gone missing from education. Schools should only select **Not applicable** where there is genuinely no requirement for the school to have arrangements in place, for example, if the requirement only applies to a phase or type of provision. Where a question asks for a number or specific data, please include it in the evidence box

DRAFT

**School/setting details**:

|  |  |
| --- | --- |
| Name of school |  |
| DFE Number |  |
| Phase |  |
| Type of school | Include drop down boxes for SCC maintained, Academy, Alternative Provider, College, Independent, Early Years Provider |
| Name of person completing assessment / role |  |

**Section 1:**

Minimum safeguarding requirements

|  |  |  |
| --- | --- | --- |
| The following should be in place as a minimum requirement, please confirm that your school has all of the following in place.    **(As part of our analysis we may seek to validate evidence of some of the following)** | Grading  To help us understand your grading please confirm evidence of strengths and any gaps identified | Actions  Please include any identified actions to address gaps |
| A written child protection and safeguarding policy and up to date child protection (CP) procedures that have been agreed with the governing body and which form part of the school’s policy, including procedures to deal with child-on-child abuse. The policy must be updated annually (as a minimum) in line with Keeping Children Safe in Education (KCSiE) and published on the school’s website. |  |  |
| The DSL role is established and undertaken by an appropriate **senior member** of staff from the leadership team, with a job description and deputy/deputies identified. |  |  |
| The DSL and any deputies undertake training to provide them with the knowledge and skills required to carry out the role and the training is updated every two years. | DRAFT |  |
| The governing body ensures that all members of staff undergo safeguarding and child protection training at induction and training is regularly updated, at least annually. All training is in line with advice from the SSP. |  |  |
| Robust staff recruitment and selection processes which safeguard children and are in line with KCSiE. All settings should have a member of the senior leadership team (SLT) who has received accredited safer recruitment training which is updated regularly . (SCC expectation is every three years.) |  |  |
| All governors and trustees have received appropriate safeguarding and child protection training, including online, at induction. |  |  |
| Safeguarding is a standing agenda item at every governing body meeting. |  |  |
| A nominated safeguarding governor (preferably not the Chair of Governors) has received appropriate training and champions CP issues and provides challenge to the school/setting. |  |  |
| Other safeguarding procedures, including those for dealing with allegations against members of staff and enabling safer working practice. |  |  |
| An Acceptable Use Policy (AUP) for use of digital technology and communication (for example, computers, social networking sites, mobile phones, cameras, memory sticks) for both pupils and staff, including volunteers. |  |  |
| The Single Central Record (SCR) of identity, qualification and vetting checks for all staff and volunteers is accurate and up to date. | DRAFT |  |
| An Anti-bullying/behaviour Policy which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. |  |  |
| A written coordinated offer of Early Help which is accessible to everyone on the school’s website. |  |  |
| Procedures are in place for a safeguarding response to children who go missing from education and is known to all staff |  |  |
| A Whistleblowing Policy that is easily available and enables staff to confidently raise concerns. |  |  |
| All visitors are always required to sign in on arrival and are provided with safeguarding expectations and details of who to report any concerns to. |  |  |
| Regular site security checks are undertaken. |  |  |
| A robust Health & Safety policy is in place and known to all staff. |  |  |
| Fire drills are held regularly |  |  |
| A Critical Incident management plan is in place, including a lockdown plan |  |  |
| Appropriate First Aid arrangements are in place, with sufficient trained First Aiders appointed |  |  |
| Risk assessments are in place as appropriate and are signed off by the Headteacher and, as necessary, the governing body – including for school trips and transporting pupils |  |  |
| Pupil files are kept secure in locked storage, are kept up to date, and transferred to a new school within 5 days, in line with KCSiE | DRAFT |  |
| Effective arrangements are in place to ensure the safeguarding and child protection of pupils attending alternative provisions |  |  |

**Section 2 – Quality assurance**

|  |  |  |
| --- | --- | --- |
|  | Grading  To help us understand your grading please confirm evidence of strengths and any gaps identified | Actions  Please include any identified actions to address gaps |
| The DSL meets on a regular basis (at least termly) with the Nominated Safeguarding Governor. |  |  |
| There is management oversight/supervision of all staff with responsibility for CP matters, ensuring they are supported and appropriately challenged.  Key actions and decisions are recorded and reviewed regularly. |  |  |
| The full governing body receive a CP/safeguarding report on a termly basis detailing the following:   * The number of pupils on CP plans, CiN plans, CAFs, and Children in Care (CiC) * The number of referrals made to Children’s Social Care * The attendance and progress of vulnerable pupils * Overall attendance data and persistent absence rates * The number of pupils on part-time timetables and the reason for this and monitoring arrangements * The number of pupils removed from roll or missing from education and the school’s response when children go missing from education |  |  |
| Governing body minutes demonstrate that the CP and safeguarding policy and its effectiveness is reviewed by the governing body on an annual basis |  |  |
| The Nominated Governor or CoG sign and date the CP and safeguarding policy on an annual basis to confirm it has been reviewed and ratified on behalf of the governing body |  |  |
| Governors review the school’s training records to ensure that all staff have undergone safeguarding and CP training, that this is regularly updated, that the DSL and any deputies have received DSL training which is refreshed every two years, that a member of the SLT and at least one governor have undertaken Safer Recruitment training and that this is refreshed regularly (at least every three years) | DRAFT |  |
| Governors ensure that when external providers are commissioned safeguarding and child protection is adequately included in the contract |  |  |
| Governors ensure that pupils are taught about safeguarding, including online safety |  |  |
| Governors are involved in monitoring exclusion data and analysing whether any pupil groups are over-represented in the figures |  |  |
| Residential settings only:  Governors monitor compliance with the National Minimum Standards |  |  |
| Residential settings only:  Pupils have access to a person independent of the school staff group if they wish to raise any concerns |  |  |

**Section 3 – Safer Working Practice**

|  |  |  |
| --- | --- | --- |
|  | Grading  To help us understand your grading please confirm evidence of strengths and any gaps identified. | Actions  Please include any identified actions to address gaps. |
| All staff have received, read and signed to confirm they understand the school’s staff behaviour policy/code of conduct |  |  |
| The policy/code of conduct covers all areas set out in ‘Guidance for safer working practice for those working with children and young people in education settings’ |  |  |
| The staff version of the Acceptable Use Policy encompass all areas of digital technology and communication, such as, the use of mobile phones; photographing pupils; use of school cameras; downloading of photographs only on school computers; social media use (such as Facebook, Twitter and other social media platforms, and understanding they should not invite children and young people, past or present pupils, onto personal social networking sites); internet use; email use (use of school email addresses only for children and young people’s personal information); and encrypted or password protected memory sticks if transporting data |  |  |
| Individual staff know they should adopt high standards of personal conduct throughout their personal life to maintain confidence and respect of the general public and those with whom they work. | DRAFT |  |
| We ensure that all staff have an understanding that their behaviour, either in or out of the workplace, could lead to disciplinary action up to and including dismissal and a loss of trust and confidence, or bring the employer into disrepute |  |  |
| All staff are informed of and fully aware of the requirement to inform the school, as their employer, of any circumstance relevant to their employment in a position of trust, such as police action in relation to their conduct upon and during the course of their employment |  |  |
| All staff and volunteers are made aware of how to raise concerns about poor or unsafe practices and potential failures in the school’s safeguarding arrangements |  |  |

**Section 4 – Contextual safeguarding**

|  |  |  |
| --- | --- | --- |
|  | Grading  To help us understand your grading please confirm evidence of strengths and any gaps identified | Actions  Please include any identified actions to address gaps. |
| Child-on-child abuse - CP policy includes procedures to minimise the risk of child-on-child abuse and clear processes, including risk assessments, for supporting victims |  |  |
| Children at risk of exploitation – staff know how to identify those children and young people who may be at risk of exploitation and how are concerns escalated to partner agencies | DRAFT |  |
| Where a child or young person has been identified as being at risk of exploitation effective processes are in place to support them in school |  |  |
| Knife crime and serious violence. Pupils understand the risks and harms caused by knife crime and serious violence |  |  |
| Online safety The school has an effective whole school approach to online safety to protect and educate pupils and staff in their use of technology and have established mechanisms to identify, intervene in and escalate any concerns as appropriate |  |  |
| School policies include how the use of mobiles and smart technology are managed in school, particularly in relation to use of the internet, social media and sharing of images |  |  |
| The school is taking steps to challenge toxic masculinity through RSHE |  |  |
| Staff are adequately trained in trauma informed approaches as recommended in NICE guidelines: [Recommendations | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](https://www.nice.org.uk/guidance/ng223/chapter/Recommendations) |  |  |

**Section 5 – Child’s Voice**

|  |  |  |
| --- | --- | --- |
| **Child’s Voice** | Grading  To help us understand your grading please confirm evidence of strengths and any gaps identified.  What does the pupil voice tell you? | Actions  Please include any identified actions to address gaps. |
| In these times of increased pressure sufficient capacity has been built into school’s safeguarding processes and practices to ensure that the child’s voice is heard and responded to |  |  |
| The school can evidence that its safeguarding policies have a positive impact on students | DRAFT |  |
| The school can evidence that staff know how to support vulnerable pupils to share their concerns where there may be additional barriers faced by them in communicating these. |  |  |
| The school ensures pupils are confident that school is a ‘safe space’ for pupils who identify as LGBT to feel confident to share any concerns they may have with staff. |  |  |
| Where pupils are persistently absent from school, and the absence is not medical related, staff exercise professional curiosity in exploring with pupils the barriers to attending school |  |  |

**Section 6 - Attendance**

|  |  |  |
| --- | --- | --- |
|  | Grading  To help us understand your grading please confirm evidence of strengths and any gaps identified. | Actions  Please include any identified actions to address gaps. |
| Rigorous systems are in place to follow up on an absence from school and to monitor late arrivals at school |  |  |
| Rigorous systems are in place to follow up on an absence from lessons |  |  |
| If a pupil goes missing from lessons/school during the school day the school follows the Missing and CE Guidance for Schools on the SSP website and any pupil specific safety plan |  |  |
| The school submits a MARF referral when a young person goes missing from school. | DRAFT |  |
| Contextual safeguarding issues are considered if a pupil misses lessons or goes missing from school on more than one occasion |  |  |
| The school routinely seeks attendance information whenever pupils are educated off site and on any occasion where a pupil is not in attendance the reason for this |  |  |
| Where children are persistently absent due to an illness that is related to wellbeing, including anxiety, or SEND issues you have robust medical evidence that is reviewed regularly |  |  |
| The school mitigates the risks associated with part-time timetables by regularly sharing details of any pupils with reduced offers via the collection form on the Suffolk Learning website: [Part-time timetables – Suffolk Learning](https://suffolklearning.com/safeguarding/part-time-timetables/) |  |  |

**Section 7 – Multi-agency working**

|  |  |  |  |
| --- | --- | --- | --- |
| In this section we would like to follow up on the recent DSL survey undertaken by Suffolk Education Partnership.  We would like you to give us feedback on multi-agency working with partners in the LA, police, and NHS. Please could you give feedback on strengths or areas for development in each of the following aspects? | | | |
| Communication between partners: | Strengths | Concerns | Ideas for improvement |
| Social care |  |  |  |
| Early Help |  |  |  |
| MASH |  |  |  |
| LADO |  |  |  |
| Police |  | DRAFT |  |
| Health |  |  |  |
| Suffolk Safeguarding Partnership |  |  |  |
| Other (please detail) |  |  |  |
| Processes, e.g.  Referral processes (MARF, LADO, MACE, CAF) |  |  |  |

**Section 8 – Strengths, weaknesses or challenges, feedback**

|  |  |  |
| --- | --- | --- |
| In this section we would like you to have the opportunity to identify strengths, current weaknesses or challenges, and any feedback you would like to share with the LA and SSP | | |
| Strengths – either in your own practice in school, or system wide, including anything you would be happy to share with others via peer support | Current weaknesses and challenges, again in your own settings or system wide, or gaps in resource, training etc | Feedback you would like to share with the LA and SSP |
|  |  |  |