Expectations of the independent Chair of the Suffolk Safeguarding Partnership Board in holding all schools in Suffolk to account in ensuring children are kept safe.

In setting out these expectations it is assumed that schools meet minimum requirements set out in statutory guidance.

In general terms, all schools with outstanding safeguarding practice would follow the principles set out below.

High quality and meaningful multi agency partnership working, evidenced by:

- A culture of early identification and referral to partner agencies when there are concerns about children and young people.
- Open and transparent dialogue with partner agencies even if this means exposing areas of weakness to be addressed in the school's own systems and processes.
- Key pastoral staff have been trained in 'Signs of Safety' and lead on embedding the use this approach in 'mapping/exploring' children's and young people's circumstances, assessing risks and needs, identifying positive and protective factors and considering next steps in a proactive manner.
- Referrals are generated by a well-trained staff team who are 'professionally curious' where safeguarding is concerned.
- Referrals are of a high quality, including all relevant contextual safeguarding information and demonstrating a culture of owning concerns and a high level of responsibility felt for all children and young people on the school's roll, even if that affects the school's reputation.
- Continuous review of safeguarding policy and practice.
- Local Authority Children's Services and other partners agencies such as the police are used as critical friends in policy and procedure development and implementation.

High quality proactive engagement in safeguarding and child protection meetings, as evidenced by:

- Timely, well prepared case notes based on rigorous and accurate chronological records that identify the school's actions to date, plus the strategies to support the child or young person and the intervention/s undertaken by the school.
- Tangible care from the school for the well-being of the young person seen in the range of approaches and actions to provide support
- Evidence of approaches to support a child or young person, both pastoral and learning, even when these may not have been successful, or families have not been supportive. A culture of continuously working

to support children and young people, especially those in complex family circumstances.

- Evidence of the use of a wide range of assessment, including the use of cognitive assessment to gain insights and early indications of children and young people who might be vulnerable and at risk.
- Robust staff recruitment based upon due diligence, supervision and ongoing policy review processes.

Open and transparent attendance policy and practice, as evidenced by:

- There is a strong culture of school being a protective space, particularly for children and young people at risk of harm.
- School attendance is a priority without use of covert exclusion strategies.
- Effective use of broad and scaled use of attendance strategies including legal interventions if required.
- Pupils on the school roll attend regularly, fast and co-ordinated approaches to secure good attendance quickly if attendance becomes an issue.
- Low numbers of part-time timetables and these are time limited, only children with specialist paediatric diagnosis are not in school on medical grounds and there is a clear medical evidence base for this.

Preventative approaches to managing the risk of children and young people being exploited, as evidenced by:

- Safeguarding is central to the expectations of all staff.
- Supervision of the school site/s is proactive with staff supervision duty having a clear set of expectations about activity, intervention, monitoring and recording.
- School entrances and boundaries are well supervised at key times, through proactive approaches to supervision.
- Evidence gathering is followed by analysis that informs pupil level planning as well as a culture of early referral where appropriate
- School assessment procedures identify those children and young people at risk because of attendance, SEND, other family or community related vulnerability.

Whole school ownership of children's safeguarding as evidenced by:

- All senior leaders are vigilant in ensuring a culture of safeguarding regarding the expectations for school and college staff set out in
- Keeping Children Safe in Education and the Teachers Standards
- Any staff member interviewed would know the school's policy and practice and would know the core elements of 'Keeping Children Safe in Education'.
- Regular CPD for all staff with a team approach to safeguarding led by the DSL, and not the sole domain of the DSL.
- Regular engagement in area networks and training events.
- Children's services would refer other school DSLs to the setting in order to see effective practice in action.
- Governors/Trust Board members are aware of the range of

safeguarding issues. This aspect of the school's work is a feature of governor monitoring. Governors share the ownership of keeping children safe and meeting records and minutes reflect their strong engagement in keeping pupils safe.

- Governors/Trust Board members review the school's annual safeguarding self-assessment to satisfy themselves that the school can evidence it follows the principles set out in these expectations.