

Annual S175/157 Safeguarding Self-Assessment 2024

Completion and return deadline - 14th May 2024

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. In 2023, we received 100% returns from all schools including academies and independents. Thank you for showing your dedication to a whole-system approach to safeguarding.

We continue to work with the Suffolk Safeguarding Partnership (SSP) and 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: Working Together to Safeguard Children (2023) states that 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.

2. Scoring Classification

In line with [Expectations of the Independent Chair of the Suffolk Safeguarding Partnership](#) , 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 met' 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

The requirement does not apply to the operation of this school due to phase, site or other specific factor – please state reason in text box.

Not met

Urgent action to be identified and taken.

Where the expectations for the question subject are not met.

Partially met

Consider the extent to which expectations are not fully met, and state actions that could be taken to meet fully.

Fully met

Consider how you know this, and your evidence base to demonstrate this.

How will you continue to ensure expectations are fully met?

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 Local Authority (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 due to the phase or type of provision.

Academies – Please ensure that where your school is part of an academy trust, each school submits their own school specific self-assessment. While some policies and procedures will be the same across the trust, it is important for individual school settings to self-assess their safeguarding processes to answers the questions based on their own school. This also enables an accurate action plan for each to school to develop, rather than trust wide.

3. School\Settings details

1. Name of School *

2. If you are part of an Academy Trust, please give the name here

3. DfE Number *

4. Postcode Area

- CB8
- CB9
- CO6
- CO7
- CO8
- CO10
- CO11
- IP1
- IP2
- IP3
- IP4
- IP5
- IP6
- IP7
- IP8
- IP9
- IP10
- IP11
- IP12
- IP13
- IP14

- IP15
- IP16
- IP17
- IP18
- IP19
- IP20
- IP21
- IP22
- IP22
- IP23
- IP24
- IP27
- IP28
- IP29
- IP30
- IP31
- IP33
- NR32
- NR34
- NR35
- Other (please specify):

5. Phase of School *

- Nursery/Early Years
- Primary
- Secondary
- Mixed Phases
- Post-16/College
- Other (please specify)

Please provide detail if you have selected "other"

6. Type of School

- LA Maintained
- Academy
- Independent
- Special
- Post-16 / College
- Alternative provider
- Other (please specify):

Please provide further detail

7. Name and role of person completing assessment *

8. School contact email address *

9. School website address *

10. Headteacher/Principal (name) *

11. Designated Safeguarding Lead/s (name) *

12. Lead Safeguarding Governor/Trustee (name) *

4. 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)

N/A

The requirement does not apply to the operation of this school due to phase, site or other specific factor – please state reason in text box.

Not met

Urgent action to be identified and taken.

Where the expectations for the question subject are not met.

Partially met

Consider the extent to which expectations are not fully met, and state actions that could be taken to meet fully.

Fully met

Consider how you know this, and your evidence base to demonstrate this.

How will you continue to ensure expectations are fully met?

13. Child protection and safeguarding policy is in place which has been agreed with the governing body and is updated annually (as a minimum) in line with Keeping Children Safe in Education (KCSiE).

Please ensure the policy is published on the school's website. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

14. The child protection and safeguarding policy includes the Schools or settings approach to online safety which should include, amongst other areas, filtering and monitoring on school devices and networks. *

- Not met
- Partially met
- Fully met

Please add further detail in relation to your response

15. The DSL role is undertaken by a member of the senior leadership team, with a job description and deputy/deputies identified. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

16. The DSL and any deputies undertake DSL training every 2 years. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

17. A member of the senior leadership team has received safer recruitment training within the last 3 years

(SCC expectation). *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

18. At least one governor and/or trustee has received safer recruitment training *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

19. Safeguarding is a standing agenda item at every governing body meeting. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

20. A nominated safeguarding governor (preferably not the Chair of Governors) has received appropriate training and provides challenge to the school/setting. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

21. Staff are aware of the whistleblowing policy and how to raise concerns about a member of staff, even where

they are low level. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

22. Procedures are in place for dealing with allegations against staff. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

23. An Acceptable Use Policy (AUP) is in place for use of digital technology and communication for both pupils and staff, including volunteers.

This should include the use of computers, social networking sites, mobile phones, cameras and memory sticks. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

24. Filtering and monitoring of school devices and systems are in place informed by the risk assessment required by the Prevent Duty and the filtering and monitoring standards from the DfE

Prevent Duty Guidance

DfE Monitoring Standards *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

25. The Single Central Record (SCR) for all staff and volunteers is accurate and up to date, following the current template.

*

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

26. Anti-bullying/Behaviour Policy is in place, which staff are aware of and put into practice. Students are also aware of the expectations of behaviour in line with the policy.

This should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

27. A written coordinated offer of Early Help that is fully accessible and available on the school's website. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

28. 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. *

- Not met
- Partially met
- Fully met

If score is 'Not met' please provide further detail below

29. Is your signing in system *

- Electronic
- Paper based

30. Where there are extra-curricular activities that take place in the school building, not directly supervised by school or college staff, all required safeguarding checks are made in line with paragraph 167 of KCSiE 2023. This includes the hire of the school premises.

- Not met
- Partially met
- Fully Met

Please add further details in relation to your response

31. Regular site security checks are undertaken. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

32. A Health & Safety policy is in place and known to all staff and volunteers *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

33. Fire drills are held regularly, at least termly. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

34. A Critical Incident management plan is in place, including a lockdown plan which is known to all staff. This has been practised by the whole school/setting. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

35. Appropriate First Aid arrangements are in place, with sufficient trained First Aiders appointed *

- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

36. 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 *

- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

37. 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 *

- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

38. Effective arrangements are in place to ensure the safeguarding and child protection (CP) of pupils attending alternative provisions *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

5. Section 2 - Quality Assurance

(Where you have proprietors/trustees in place, please answer these questions based on them)

6. Scoring Classification

N/A

The requirement does not apply to the operation of this school due to phase, site or other specific factor – please state reason in text box.

Not met

Urgent action to be identified and taken.

Where the expectations for the question subject are not met.

Partially met

Consider the extent to which expectations are not fully met, and state actions that could be taken to meet fully.

Fully met

Consider how you know this, and your evidence base to demonstrate this.

How will you continue to ensure expectations are fully met?

39. The DSL meets on a regular basis (at least termly) with the Nominated Safeguarding Governor. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

40. 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. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

41. The full governing body receive a CP/safeguarding report on a termly basis detailing the following:

- The number of pupils on CP plans, Child in Need (CiN) plans, Common Assessment Framework (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 *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

42. The Nominated Governor or Chair of Governors 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 *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

43. The governing body oversees staff training, ensuring that all staff receiving mandatory safeguarding and child protection training at least annually. Training should be in line with the requirements from the Suffolk Safeguarding Partnership.

- Not met
- Partially met
- Fully Met

Please add further details in relation to your response

44. Governors ensure that pupils are taught about safeguarding, including online safety *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

45. Governors ensure there are appropriate filtering and monitoring systems in place and regularly review their effectiveness *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

46. There is a governor who is responsible for Looked After Children

Please note, Schools Choice provide training for this *

- Not met
- Partially met
- Fully met

47. Governors are involved in monitoring exclusion data and analysing whether any pupil groups are over-represented in the figures *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

48. Residential settings only:

Governors monitor compliance with the National Minimum Standards

If your school is not a Residential Setting, please select N/A) *

- N/A
- Not met

Partially met

Fully met

Please add further details in relation to your responses

49. Residential settings only:

Pupils have access to a person independent of the school staff group if they wish to raise any concerns

If your school is not a Residential Setting, please select N/A) *

N/A

Not met

Partially met

Fully met

Please add further details in relation to your response

8. Section 3 - Safer Working Practice

9. Scoring Classification

N/A

The requirement does not apply to the operation of this school due to phase, site or other specific factor – please state reason in text box.

Not met

Urgent action to be identified and taken.

Where the expectations for the question subject are not met.

Partially met

Consider the extent to which expectations are not fully met, and state actions that could be taken to meet fully.

Fully met

Consider how you know this, and your evidence base to demonstrate this.

How will you continue to ensure expectations are fully met?

50. All staff have received, read and signed to confirm they understand the school's staff behaviour policy/code of conduct *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

51. 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' *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

52. 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 *

- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

53. 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 *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

54. 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 *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

11. Section 4 - Contextual Safeguarding

12. Scoring Classification

N/A

The requirement does not apply to the operation of this school due to phase, site or other specific factor – please state reason in text box.

Not met

Urgent action to be identified and taken.

Where the expectations for the question subject are not met.

Partially met

Consider the extent to which expectations are not fully met, and state actions that could be taken to meet fully.

Fully met

Consider how you know this, and your evidence base to demonstrate this.

How will you continue to ensure expectations are fully met?

55. Child-on-child abuse - The child protection policy and safeguarding policy includes clear processes and procedures to minimise the risk of child-on-child abuse including risk assessments for supporting victims. *

- N/A
- Not met
- Partially met
- Fully met

Please add further details in relation to your response

56. 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 *

- N/A
- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

57. If 'Fully Met' is response in Q56, please give examples of partner agencies that can support or referrals that can be made

58. 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 *

- N/A
- Not met
- Partially met
- Fully met

Please add further details in relation to your response

59. If 'Fully Met' is response in Q58, please give examples to share best practice

60. Knife crime and serious violence.

The school ensures that pupils understand the risks and harms caused by knife crime and serious violence at a level appropriate to the phase of the school. This includes primary settings. *

- N/A
- Not met
- Partially met
- Fully met

Please add further details in relation to your response

61. If 'Fully Met' is response in Q60 please give examples to share best practice

62. 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. This includes communications with parents/carers to promote a tripod approach to online safety *

- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

63. If 'Fully Met' is response in Q62, please give examples to share best practice

64. The everyday use of misogynistic language (such as sexual objectification, image-based sexual abuse, misogynistic comments, rape jokes, offensive memes, body shaming, unwanted sexual advances, leering, groping) is actively challenged and not

accepted, creating a safe environment for staff and students.

This should be considered as relevant to your setting, adapted to the phase and answered as such *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

65. If 'Fully Met' is response in Q64, please give examples to share best practice

66. The school is confident in addressing misogyny, toxic masculinity and peer-group, social media and mainstream influences which perpetuate harmful attitudes and behaviours towards women and girls (within the RSHE curriculum and throughout the school).

This should be considered as relevant to your setting, adapted to the phase and answered as such. *

- Not Met
- Fully Met
- Partially Met

67. If 'Fully Met' is response in Q66, please give examples to share best practice

68. 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 *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

69. If 'Fully Met' is response in Q68, please give examples to share best practice

70. The school is taking steps to apply trauma-informed understanding within their approach to learning, relationships, procedures and policies

- Not met
- Partially met
- Fully met

71. If "Fully met" is the response to Q70, please give examples of best practice

14. Section 5 - Child's Voice

15. Scoring Classification

N/A

The requirement does not apply to the operation of this school due to phase, site or other specific factor – please state reason in text box.

Not met

Urgent action to be identified and taken.

Where the expectations for the question subject are not met.

Partially met

Consider the extent to which expectations are not fully met, and state actions that could be taken to meet fully.

Fully met

Consider how you know this, and your evidence base to demonstrate this.

How will you continue to ensure expectations are fully met?

72. Pupil voice is always prioritised, heard, and responded to, despite the current pressures *

- Not met

Partially met

Fully met

Please add further details in relation to your responses

73. If 'Fully Met' is response in Q72, please give examples to share best practice

74. The school know how to support vulnerable pupils to share their concerns where there may be additional barriers faced by them in communicating these.

This includes pupils with additional needs such as being non-verbal or requiring a trauma-informed approach. *

Not met

Partially met

Fully met

Please add further details in relation to your response

75. If 'Fully Met' is response in Q74, please give examples to share best practice

76. The school ensures pupils are confident that school is a 'safe space' for all pupils including those in minority groups to feel confident to share any concerns they may have with staff.

Minority groups include LGBTQIA+, race, religion and gender identity. *

Not met

Partially met

Fully met

Please add further details in relation to your responses

77. If 'Fully Met' is response in Q76, please give examples to share best practice

78. 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 *

- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

79. If 'Fully Met' is response in Q78, please give examples to share best practice

17. Section 6 - Attendance

18. Scoring Classification

Not met

Urgent action to be identified and taken.

Where the expectations for the question subject are not met.

Partially met

Consider the extent to which expectations are not fully met, and state actions that could be taken to meet fully.

Fully met

Consider how you know this, and your evidence base to demonstrate this.

How will you continue to ensure expectations are fully met?

80. Absences from school and late arrivals to school are consistently monitored with processes that staff are confident to follow *

- Not met

Partially met

Fully met

Please add further details in relation to your response

81. Absences from lessons/sessions during the day are quickly and consistently followed up.

Please answer appropriate to your phase setting. E.g. if a primary school, ensure systems are in place for an incident where a pupil is noticed to be missing from a lesson.

See Suffolk Safeguarding Partnership's website for Missing and CE guidance for schools - Education & Homelearning — Suffolk Safeguarding Partnership (suffolksp.org.uk) *

Not met

Partially met

Fully met

Please add further details in relation to your response

82. Contextual safeguarding issues are considered if a pupil misses lessons or goes missing from school on more than one occasion. *

Not met

Partially met

Fully met

Please add further details in relation to your response

83. Consideration is given to potential safeguarding issues where a pupil is absent from school for a long period of time and/or or repeat occasions. The school is proactive when problems first emerge to avoid the pupil becoming a Child Missing in Education in the future.

As in paragraph 175 of the KCSiE *

- Not met
- Partially met
- Fully met

84. The school routinely seeks attendance information whenever pupils are educated off site, for example, in alternative provision. *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

85. Where children are persistently absent due to an illness that is related to wellbeing, including anxiety, or SEND issues, the school collects medical evidence that is reviewed regularly *

- Not met
- Partially met
- Fully met

Please add further details in relation to your response

86. The school mitigates the safeguarding risks associated with part-time timetables.

All part-time timetable should be submitted through the Suffolk portal - Part-time timetables – Suffolk Learning *

- N/A
- Not met
- Partially met
- Fully met

Please add further details in relation to your responses

20. Section 7: Multi-agency working

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 and areas for development in each of the following aspects?

87. Communication between Partners - Social Care.

What works well? *

88. What ideas and suggestions for improvements in Social Care do you have? *

89. Communication between Partners - Early Help

What works well? *

90. What ideas and suggestions for improvements in Early Help do you have? *

91. Communication between Partners - Multi-Agency Safeguarding Hub (MASH)

What works well? *

92. What ideas and suggestions for improvements in MASH do you have? *

93. Communication between Partners - LADO

What works well? *

94. What ideas and suggestions for improvements in LADO do you have?

95. Communication between Partners - Police

What works well? *

96. What ideas and suggestions for improvements in the Police do you have? *

97. Communication between Partners - Health

What works well? *

98. What ideas and suggestions for improvements in the Health do you have? *

99. Communication between Partners - Suffolk Safeguarding Partnership

What works well? *

100. What ideas and suggestions for improvements in the Suffolk Safeguarding Partnership do you have?

21. Section 8 : Strengths, Weaknesses or challenges, feedback

101. What challenges are you currently facing in your school / setting? *

102. Are there any areas of safeguarding which you feel you need more support or guidance on?

103. Do you have enough resources to deliver an effective safeguarding culture in your school / setting, and if not what resources would help you?

104. Following on from last year's S175/157 self-assessment, please let us know what impact and changes you have seen. Particularly following the submission of multi-agency feedback for their action.

