

Keeping Children Safe in Education
S175 School Safeguarding Audit 2021/2022
Assessment and Action Plan

School Name: **Hartington C of E Primary School**

Address: **The Dale, Hartington, Nr Buxton, Derbyshire, SK17 0AS**

Head teacher/Principal: **Tracy Blackwell**

Senior Safeguarding Designated Lead: **Tracy Blackwell**

Deputy Safeguarding Designated Lead: **Judith Flower**

Head teacher/ Principal Email Address: **Headteacher@hartington.derbyshire.sch.uk**

Safeguarding Governor: **Alison Ivins**

Version Control	
Version	Updated May 2021
Completed	22nd July 2021

1 . Updated **May 2021** When completed and approved by your School Governors please return a copy to CS.CPMSchools@derbyshire.gov.uk

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20/05/2021

School as stated in this guidance refers to Primary, Secondary, Colleges, Private Independent, Special and Alternative Providers. Some questions and sections may not be relevant for Post 16 Provision.

This audit has been distributed to all schools including Pre-schools, Academies, Independent, Free, Special, Alternative Provision and Colleges within Derbyshire. This is a self-assessment tool and for 2020/21 has been reformatted and reviewed for 2020/2021 to include:

- The role of the Derby and Derbyshire Safeguarding Children Partnership (DDSCP);
- An enhanced role surrounding Early Help.
- Child Sexual abuse in the family (interfamilial CSA)
- Reporting on certain vulnerabilities numbers for records and audit purposes.

This audit is carried out under Section 175 of the Education Act 2002, along with DfE Guidance on Safeguarding Children, Safer Recruitment and Keeping Children Safe in Education. The S175 section requires School Governing bodies to carry out an annual review of their School's Safeguarding practice and to provide information to their Local Authority regarding how the duties set out in the guidance have been discharged.

Under the current OFSTED Inspection Framework safeguarding is judged overall effective, based on gathering a range of evidence that is evaluated against an inspection framework and takes full account of our policies and relevant legislation in areas such as safeguarding, equality and diversity, and includes:

Behaviour and Attitudes

- The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- Learners have high attendance and are punctual
- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do

Personal development

- The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- At each stage of education, the provider prepares learners for future success in their next steps
- The provider prepares learners for life in modern Britain by:
- Equipping them to be responsible, respectful, active citizens who contribute positively to society
- Developing their understanding of fundamental British values
- Developing their understanding and appreciation of diversity
- Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

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This audit enables you to:

- Assess your School's Safeguarding practice, identify any gaps, and develop an Action Plan to address any outstanding issues and future learning
- Ensure that key people within the school (including the Governing Body/trustees) are aware and how the school is working to keep children safe as defined by current DfE Guidance
- How the school can demonstrate effective safeguarding in all that they undertake
- Report to the Governing Body/Trustees, Local Authority and DDSCP as required
- Assemble your evidence of 'Impact of Practice' for any Ofsted inspection.

This audit has a model template Action Plan which assists with identifying gaps, targets to remedy and when by. Use this as a working tool and review on a regular basis. Present this alongside your audit to demonstrate progress and impact.

Using the Audit

- You report on the current academic year
- The H/T, Designated Safeguarding Lead and ideally with the Link Safeguarding Governor completes this audit June/July; this will reflect your current school safeguarding scoring and help you have an action plan identifying key targets for the forthcoming academic year
- It is completed or reviewed at any time during the course of an academic year by a Designated Safeguarding Lead appointed to complete this
- That it is presented to the Governing body/trustees as a standalone item and the activity is discussed and recorded in the minutes
- A copy is placed with the schools safeguarding portfolio of evidence and is used in any inspection.
- Copies should be kept of at least the 3 previous years of this audit. This is a good way of demonstrating progression at an OFSTED Inspection.

Terminology:

- All staff - includes volunteers, governors, and all those in the school/college who have regular contact with children
- Non- teaching staff - lunch time supervisors, care takers, grounds support and any other non-teaching role where a pupil could potentially make a disclosure to
- The school - the whole school used in the context of safeguarding as everyone's responsibility
- The Designated Safeguarding Lead - where the role and responsibility is specifically for the Designated Safeguarding Lead
- Pupils - children and young people as defined by the Children Act

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Where to find key information and training:

- [Working Together to Safeguarding Children](#)
- [Keeping Children safe in Education Statutory Guidance](#)
- [Derbyshire SchoolsNet - Keeping Children Safe in Education.](#)
- [The Derby and Derbyshire Safeguarding Children Partnership](#)
(Including: Threshold document, Multi-agency Dispute Resolution and Escalation policy, Information Sharing Guidance for Practitioners, Early Help Assessment documentation, safeguarding report forms ad templates and partnership assessment tools such as the Graded Care Profile (Neglect), CRE Risk Assessment Toolkit and Domestic Violence Risk Identification Matrix (DVRIM))
- [Government/DfE statutory guidance's and advice](#)
- [Disclosure and Barring, DBS, Safer Recruitment](#)
- [DBS on line](#)
- <https://www.services.derbyshire.gov.uk/Enquiry/SignUp>
- [Online training Prevent](#)
- [Online training and resources FGM](#)
- [Online information Breast Ironing/flattening](#)
- [Multi-Agency/partnership training and resources](#)
- [DSL and Safer Recruitment Training](#)- Derbyshire 01629 5319933
- [Record keeping, Retention and Transfer of Child Welfare Records](#)

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Part One

The following set of questions in sections 1, 2, 3, 4 and 5 helps identify:

- If you are in compliance according to the DfE Guidance Keeping Children Safe in Education and other key safeguarding guidance's policies and procedures.
- That you are working within the framework set out by the Safeguarding Partnership and the Partnerships Policies and Procedures
- Evidence of meeting both mandatory requirements, compliances and recommended good practices
- Meeting the Health, Safety and Wellbeing needs of pupils who attend the school and meeting their needs based on current national and local safeguarding concerns.

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1 - Leadership and Management of Safeguarding	Yes	No
The Designated Lead/s/SMT and Governors are aware of the latest edition of the ' Keeping Children Safe In Education ' Guidance, ensuring that all staff have had sight of and read the relevant parts in relation to their role. Staff have signed to confirm they have read the information and a record is kept on file.		X Staff to sign & File
The Designated Safeguarding Lead and Dep Designated Safeguarding Lead have their roles made explicit in the job description, are suitable and regularly trained to fulfil the role	X	
The DSL/ Deputy DSL understand their responsibilities relating to the protection of children, and the safeguarding of all learners, and how they act as a point of contact with the partners in the new multi-agency agreements (LA, Police and Heath)	X	
The school can demonstrate fulfilling all aspects of the Prevent Duty and have a Designated Lead where advice is sought and referrals are made.	X	
The School has a Single Central HR record system with a nominated member of staff who is the custodian of the records. The SCR is checked and verified by the Designated Safeguarding Lead which is reviewed at least termly to input updates and check compliances with all DfE / Ofsted current requirements.	X	
The Designated Safeguarding Lead/s provides support to staff in all matters of safeguarding pupils, assisting in promoting pupil's health, safety and wellbeing	X	
The school has a Designated Safeguarding Lead on site at all times; if in any event they are not available a contingency plan is in place whereby all other staff can obtain advice	X	
The school has a Designated Safeguarding Lead who has attended the Safer Recruitment training; and to which they attend all staff interviews. Their training is regularly updated (2 yearly top up - the NSPCC Safer Recruitment online training is endorsed by the DDSCP, new to the role should undertake a face to face training programme)		X Due to be update 2021/22
There is an appointed Designated Safeguarding Link Governor for Anti-Bullying who ensures that the School acts to prevent and tackle all forms of bullying.	X	
The school has a Designated Teacher who is responsible for the educational achievement and care of Looked After Pupils. The lead will be trained and qualified being a central point of contact for LAC whilst they are onsite and offsite experienced (transfer out of care)	X	
The Designated Safeguarding Lead/s use the advice and support of the local Virtual School for looked after children	X	
The school has a Designated Teacher appointed for SEND who has received the relevant training	X	

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1 - Leadership and Management of Safeguarding (cont.)	Yes	No
There is an up to date complaints procedure and one easily accessible for parents on the School website and with a child friendly version for pupils		X
Designated Safeguarding Lead training and refresher training is maintained in line with the recommendations of the latest KCSIE and the DDSCP for all staff nominated as DSL / Dep DSL.	X	
That all Designated Safeguarding Leads in the school including the link Safeguarding Governor has undertaken Prevent/WRAP training	X	
That all staff including governors, volunteers and non-teaching staff employed by the school undertake annual safeguarding training	X	
The school has set up a Safeguarding Portfolio to evidence policy, procedures and safeguarding activity		X Memory pen to be updated
The school has set up a Staff Safeguarding Training Portfolio which is kept up to date (which includes version control). This includes original certification and evidence of attendance	X	
The school has created a Staff Induction Portfolio which has the schools safeguarding information and appropriate policies and procedures for supply, agency and frequent visitors who have contact with children within the school		X
The school includes on their website a specific area which celebrates safeguarding in the school and keeps pupils, parents and the local community up to date with information and activities to help children keep safe, and this includes a report abuse online icon (CEOP/Internet Watch Foundation)	X	
Notes (evidence of/ In what records/ location of in the school)		

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2 - Safeguarding Governance	Yes	No
There is evidence that all Governors in their role receive annual safeguarding training including Managing Allegations, which is kept up to date		X New Gov to receive training
The Governing body are aware of local Safeguarding arrangements initiated by the Derby & Derbyshire Safeguarding Children Partnership (DDSCP), this includes an understanding of Local Safeguarding Procedures, and key guidance's, i.e. Threshold Document, Multi-Agency Dispute Resolution and Escalation Policy and the Information Sharing Guidance.		X
The Governors/Trustees have ensured there are up to date Safeguarding Policies and Procedures within the school and regularly oversee that activity. This includes the endorsement of Policies such as CP Policy, Staff Code of Conduct, and any others relevant to Safeguarding within the school.	X	
The Governors/Trustees ensure they have a policy and system of safer recruitment which is recorded, and the location of these records are known	X	
The Governors/Trustees are familiar with information sharing, GDPR and the boundaries of confidentiality in matters of safeguarding, consideration is given to this when appointing governors who take a role in safeguarding	X	
The Governors/Trustees have appointed a Designated Safeguarding Lead in post who is a member of the School Senior Management Team and is suitably qualified and experienced	X	
The Governors/Trustees have an appointed Deputy Designated Safeguarding Lead in post and that role is included within their job description.	X	
Where the school has other Designated Safeguarding Leads in post, they are trained in that role	N/A	N/A
The Governors/trustees ensure there is an annual whole school update on safeguarding to keep all staff including non-teaching staff abreast with national and local procedures, reporting procedures in the school, emerging safeguarding themes and local issues facing their community		X New Caretaker
The Governors/Trustees ensures the Designated Safeguarding Lead/s are supported in their role, and get regular safeguarding updates, training, time and resources to fulfil the role	X See note	
The school has a nominated Link Safeguarding Governor in post	X	
The nominated Link Safeguarding Governor has completed safeguarding training to help fulfil the requirements of the post	X	

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2 - Safeguarding Governance (cont.)	Yes	No
The Link Safeguarding Governor plays an active role in the school to QA, review and audit.	X	
The Link Safeguarding Governor along with the other Governors assist with school questionnaires and surveys to evidence pupil safety and feeling safe (pupil voice) and includes parents views	X	
There is regular communication to the school Governing Body/Trustees about safeguarding matters and reports of activity presented to the Governing Body/Trustees	X	
That Governors / Trustees are aware of the numbers of fixed term exclusions; that the school is working within any prescribed measures/restrictions around this, and are maintaining an oversight (pre 16 provision)	X None AT PRESENT	
When considering permanent exclusions Governors / Trustees ensure that all avenues have been looked at, including with supportive evidence before a decision is made (pre 16 provision)	X None AT PRESENT	
That the Governors / Trustees use the data of both fixed term and permanent exclusions to inform them of current practice in the school, including those around quality assurances (pre 16 provision)	X None AT PRESENT	
<p>Notes (evidence of/ In what records/ location of in the school)</p> <p>The Governors/Trustees ensures the Designated Safeguarding Lead/s are supported in their role, and get regular safeguarding updates, training, time and resources to fulfil the role. - <i>The governor designated safeguarding leads have responsibilities within their chosen profession to ensure the content of the role is fulfilled.</i></p>		

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3 - Partnership Working and Training	Yes	No
The relevant Senior Leads are familiar with Working Together 2018 , Local Safeguarding arrangements, Multi-Agency Safeguarding Children Procedures and the role schools/colleges play in their organisational responsibilities.	X	
The relevant staff in the school know about and use Children Missing Education 2016 to inform their safeguarding CME Policy, practice and procedure.	X	
All staff including governors and volunteers know about the mandatory reporting of Female Genital Mutilation 2015	X	
The Designated Safeguarding Lead/s and Senior Managers including the Link Safeguarding Governor are aware of the Government Prevent Duty and have completed or are enrolled onto the Prevent/ WRAP training. All other staff are either completing an online prevent training course or an available Channel online course. All certificates for the completed training are printed and made available in the staff safeguarding training portfolio record.	X	
The Designated Safeguarding Lead is receiving and retrieving Domestic Abuse Notifications , following the protocol and guidance developed ensuring appropriate staff are made aware to support pupils experiencing and exposed to domestic abuse	X	
The relevant senior leads are aware of LADO (Local Authority Designated Officer for allegations against staff, carers, volunteers) are familiar with the Allegations Against Staff, Carers and Volunteers Procedure and know how to make a referral	X	
All staff within the school understand the role of LADO and how to raise concerns	X	
There is/are nominated staff who have received Paediatric First Aid Training which is kept up to date	X	
The School is aware and has access to the Derby and Derbyshire Safeguarding Children's Partnership Website including access to the Derby and Derbyshire Safeguarding Multi-Agency Online Procedures	X	
The relevant Senior Leads are aware of the current Derby and Derbyshire Safeguarding Children Partnership Threshold Document : They can demonstrate use of this when considering referrals into Childrens social care	X	
The relevant Senior Leads and the Link Safeguarding Governor have received information/ training on the Derby and Derbyshire Safeguarding Children Partnership Threshold Document and know how to apply this:	X	
The relevant Senior Leads and DSL in the school monitors attendance, picks up issues early on and can demonstrate using available national and local procedures available to them when children are not in school/have not returned to school	X	
The Designated Safeguarding Lead(s) / Headteacher / Link Governor are aware on how to access Derbyshire SchoolsNet - Keeping Children Safe in Education .	X	

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3 - Partnership Working and Training (cont.)	Yes	No
There is evidence in the use of a variety of training methods including: face to face (importantly for the DSL), online, updates through research, and cascading of relevant and critical changes /updates in Safeguarding to the whole school	X	
There's is evidence that the Designated Safeguarding Lead/s, pastoral staff attend multi / inter agency training, at least once every 2 years (training which has a mix of other professionals)	X See note	
The school engages with national and local Safeguarding initiatives e.g. - Black History week, LGBT, events which celebrate diversity	Partial see note	
The school uses external contributors to inform and educate pupils about keeping safe including external organisations and support groups e.g. - NSPCC, the police, public health	X	
The school uses questionnaires and surveys with pupils and parents e.g.- anti- bullying, feeling safe, online safety in the school.	X	
<p>Notes (evidence of/ In what records/ location of in the school)</p> <p><i>There's is evidence that the Designated Safeguarding Lead/s, pastoral staff attend multi / inter agency training, at least once every 2 years (training which has a mix of other professionals)</i></p> <p>Due to the current pandemic the school has been unable to attend multi / inter agency training so the recommended 2 year cycle is has not been adhered to.</p> <p><i>The school engages with national and local Safeguarding initiatives e.g. - Black History week, LGBT, events which celebrate diversity.</i></p> <p>As part of the development of the new whole school curriculum for September 2021 the National and local safeguarding initiatives that celebrate diversity will be integrated to help promote context where possible and help children to understand the relevance of past events within today's society and the impact they have made and are still making.</p>		

4 – Early Help	Yes	No
The Leadership Team / Designated Safeguarding Leads are aware of and can describe the duties around supporting pupils within the school in Early Help and the school has a mechanism for identifying individual emerging needs	X	
The Leadership Team / Designated Safeguarding Leads have been clear about their Schools Early Help offer and display this on their website for parents/carers/ and their local community	X	
The school is using the recommended <u>Early Help Assessments</u> and available tools	X	
There are regular Pastoral Safeguarding / Pastoral meetings where vulnerable pupils are discussed, and arrangements made for how they can be supported	X	
That any appointed person undertaking the role of Early Help has received the appropriate Safeguarding training in Early Help, reports to the Schools Leadership Team, and receives supervisory support	X	
That the mechanisms for step up / escalation into Children’s Services are known about and linked to the current <u>DDSCP Threshold Document</u> :	X See Note	
That the school maintains regular general contact with other agencies, as appropriate, especially Children’s Social Care and the Local Authority Early Help Teams	X	
Where a school is undertaking Early Help Assessments there is a record of the numbers of assessments that have been undertaken. These records can identify those currently open to the service, that there is a mechanism for regular review / closure, and evidence can be provided in writing of the rationale for closures on those cases.	None at present time	
Where a school is providing Early Help, the school has made reference to this in their Complaints Policy, to enable young people/ parents/carers to raise issues and have their complaints listened to around the service and delivery of Early Help		X
That the Governors / Trustees have an understanding and an oversight of Early Help activity	X	
<p>Notes (evidence of/ In what records/ location of in the school)</p> <p><i>That the mechanisms for step up / escalation into Children’s Services are known about and linked to the current <u>DDSCP Threshold Document</u>:</i></p> <p>TB/JF & MT all undertook training regarding the DDSCP Threshold document and its completion. Due to this taking place prior to the pandemic the DSL will contact the Early Help Team because of the updates to the KCSIE documentation to enquire if the training requires refreshing.</p>		

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5 – On Site and Off-Site Safety	Yes	No
The school has a clear and visible system / procedure for the arrival of pupils at the beginning and during the school day	X	
The school has a clear and visible system / procedure for the safe handover of pupils to the authorised parent/carer at the end of the school day	X	
The Designated Safeguarding Lead knows about hot spots (where pupils don't feel safe) on school premises and the surrounding area. Is working to address and review this by using pupil voice feeding back to staff and parents	X	
The school makes use of <u>District and Community Profiles</u> along with <u>Police Data</u> to be aware of the wider contractual Safeguarding issues.		X
Reasonable force, including restraint is only used in line with statutory expectations and all incidents of restraint are recorded including the pupil's views and consultations with parents	X	
Non- teaching staff are made familiar with the safeguarding procedures of the school/college, they are aware of who the Designated Safeguarding Lead/s are and who to report concerns to. They have been provided with safeguarding training relevant to their role	X	
The use of School Transport, Bus Companies, Taxis and Escorts is part of the safeguarding activity of the Designated Safeguarding Lead which is quality assured, and outcomes reported to the Senior Management Team / Governing Body / Trustees	X	
The school has signing in and out for all visitors and contractors with information on expectations made available and visible on reception	X	
Reassurances are sought by the Designated Safeguarding Lead on those not centrally employed, regular visitors and contractors to the premises. Details are recorded as supporting evidence to the SCR. Where relevant evidence is included of separate mechanisms when needing contractors need to be on site (building and maintenance)	X	
The Designated Safeguarding Lead seeks advice on safeguarding matters relating to external contracting	X	
There is an emergency contact to a Designated Safeguarding Lead when off site with pupils	X	
There is more than one emergency contact for all pupils whether onsite and off-site and those details identify who has parental responsibility and other care arrangements that may be in place	X	
The school uses pre planning risk assessment tools in any off-site activity and complies with risk assessment and planning of offsite activity and in a timely way on submission for approval	X	

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5 – On Site and Off-Site Safety (cont.)	Yes	No
All staff in school planning off site activity have sought the advice and support of the Designated Safeguarding Lead in matters of safeguarding; in particular when booking rooms for sleeping arrangements and the caring / supervision of more vulnerable pupils	X	
When using external speakers and contributors a risk assessment and / or policy is used clarifying the expectations of them when on site and in the classroom	X	
The use of school premises to Contractors, groups, clubs etc- is regularly reviewed and the school is reassured of their Safeguarding (employment checks, insurance, public, liability training etc.)	X See Note	
When pupils are engaged in offsite educational provision this is overseen and reviewed with robust records kept including showing evidence of reassurances that their recruitment of staff and the safeguarding of pupils in provision is checked and addressed at regular intervals	X	
There is a student / work experience policy / agreement in place where relevant to age in the setting which is made available to pupils and parents	X	
There is / are nominated staff with up to date Paediatric First Aid Training and a First Aid kit which meets requirements under the Health and Safety Act.	X	
There is an up to date Medicines Policy and made available to parents	X	
There is a where appropriate a Personal Care Policy and Intimate Care Policy where appropriate which is made available to parents	X	
<p>Notes (evidence of/ In what records/ location of in the school)</p> <p><i>The use of school premises to Contractors, groups, clubs etc- is regularly reviewed and the school is reassured of their Safeguarding (Employment checks, insurance, public, liability training etc.)</i></p> <p>Copies of insurance documentation, risk assessments, etc need to be on file in school for any groups that use the school premises.</p>		

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Part Two

Policy and Procedures, Promoting the Welfare of Pupils, Safer Working Practices and Recruitment, Safeguarding and the Curriculum, Online Safety, Specific Safeguarding Issues

Self-assessment scoring

Work through the statements and score according to what currently describes your school at the moment.

Level 4

There is very little or no knowledge of this area in the school or amongst the staff

Level 3

There is knowledge of this area within the school/college; however, it is not fully effective in that not all staff are aware, understand or apply. A policy or details are being developed

Level 2

Knowledge is effective and a policy or details is developed and due to be implemented within the school. Some staff training is still required

Level 1

This area is well embedded within the school and school Curriculum (where required). There is evidence of positive work and practice and this can be evidenced

Effective Safeguarding - Striving to Achieve Best Practice

A. Policy, Procedures and Recording	Level 4	Level 3	Level 2	Level 1
The school has a current Child Protection and Safeguarding Policy which is consistent with DDSCP multi-agency safeguarding procedures and has been reviewed and approved by the governing body. The policy has its own statement reflecting the local community, local pupil's needs and the vision and ethos is made clear. The policy is known to everyone in the school including the Governing Body and is in consultation with pupils; it is fully understood and applied including reference to an annual Child Protection Audit. It is easily accessible to parents/carers. The Policy is also available on the school website.			X	
The school has developed a Safeguarding Information Leaflet for pupils/parents/carers/visitors. Best practice is one developed with pupils and one which explains who's who in the school and safeguarding information for new pupils			X	
The school has reviewed all policies and identified those that should be consistent with the Child Protection/Safeguarding Policy. All Policies have a version control which are aligned and merged where relevant. An Action Plan is produced to ensure that policies are consistent and cross-referenced appropriately.			X	
There is evidence of quality assurance and ratification by the Governing Body/Trustees before implementation of a policy. Staff have confirmed they have received, read (and understood) and signed copies where relevant to their role; a detailed log is kept on file of this activity			X	
The school is following recommended national GDPR (General Data Protection Act 2018) and LA guidance's on access to, sharing and retention of CP / Safeguarding records on children			X	
The school has the current guidance on recording, retaining, and transfer of child protection records which is evidenced and uses the recommended guidance for Derbyshire schools and settings			X	
The Designated Safeguarding Lead keeps separate records, comprising of one file per child on child protection concerns and those that are deemed vulnerable in the school.			X	
The school has a system of tracking transfer in and transfer out of child protection records which is maintained and audited (as per the DCC Child Protection Record Keeping Guidance for Schools -Transfer, Storage and Retention).			X	
There is a system of safe storage of CP/safeguarding files which have restricted access applied and staff who have access are justified in their role to have that access			X	

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A. Policy, Procedures and Recording (cont.)	Level 4	Level 3	Level 2	Level 1
The school has a pro-forma for reporting and recording child protection concerns which can be evidenced as acted upon, this includes:- a record of actions taken; outcomes, and the use of a specific CP/ Safeguarding chronology for each child where there are concerns			X	
Evidence is recorded where advice has been sought from external agencies, which includes the step up/step down with preventative and social care partners. Evidence is recorded of tracking, contacts and referrals made.			X	
The school has an Anti-Bullying Policy which includes online bullying and complies with Section 89 of the Education and Inspections Act 2006. This policy is displayed on the school website and is known to all staff, non-teaching staff and the local community.			X	
The Anti-Bullying Policy has been produced in participation with the whole school community, with a child friendly version produced for pupils			X - to be updated	
There are separate records of bullying incidents and evidence that incidents are analysed for patterns, trends, and hot spots. This includes strategies/models to prevent and intervene.			X	
Notes - development/ progress on/ evidence /location				

B. Promoting the Welfare of Pupils - children are protected and feel safe	Level 4	Level 3	Level 2	Level 1
All staff, including non-teaching staff are aware of the Child Protection and Reporting Procedures within the school, these are made accessible and are fully understood and applied.			X	
The school can demonstrate clear lines of communication on safeguarding matters and there is evidence of regular meetings and structures with Designated Safeguarding Lead/s and or pastoral staff which also allows for discussion, reflection and reviews of pupils who are deemed as vulnerable, records are kept of this activity			X	
Where a child is currently receiving services or support from Childrens Social Care and / or is subject to a Multi-Agency Plan, or where a child has been referred into services by the setting. The school can show participation in partnership with external agencies with an aim of improving the child's situation, following up and challenging decisions where they feel a child is at risk, where necessary using the Dispute Resolution and Escalation policy.			X	
Early indicators of pupils experiencing living with Domestic Abuse are identified, are acted upon and referrals and services are sought for victims and alleged abusers			X	
Early indicators of unhealthy, problematic use of the internet and social media is acted upon, this may mean additional information provided in the curriculum for all pupils			X	
Notes - development/ progress on/ evidence /location				

C. Managing Allegations - Safer Working Practices and Recruitment	Level 4	Level 3	Level 2	Level 1
There is a Code of Conduct for Behaviour and Safer Working practice, which applies to and is known to all Staff and all those who regularly come into school. All have signed to confirm that they have read the Code of Conduct.		X		
Section 128 for Governors / Prohibition- Academies and Barring checks for relevant staff are completed and full evidenced on the SCR and in personnel files.			X	
The Disqualification Under Child Care Act 2006 (2018) is applied and adhered to			X	
The DfE guidance ' Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2019 ' is referred to and used within the school and there is activity evidenced through practice			X	
The Designated Safeguarding Lead/s has undertaken training on safer recruitment and understands safer working practice. This includes providing information to all staff and pupils around acceptable use of IT, use of mobile phones and social media. It is part of a rolling programme of updates and is included in staff induction, including non-teaching staff.			X <i>Written record is required</i>	
There is a continuous programme of induction in the school for all new staff including supply, temporary, agency and students which fully informs all new staff of their role in safer working practices and expectations around professional and personal boundaries			X	
All members of staff including non-teaching staff are aware of the school procedure for responding to and managing allegations against staff, with clear procedures on how to report any concerns they may have. This includes the process for whistle blowing			X	
All members of the senior leadership, including governors and DSL are aware of the DDSCP Procedures on Managing Allegations against Staff			X	
The LADO Referral Form and Whistle Blowing processes are accessible and displayed in the school.			X	
When a LADO referral is made, the threshold criteria has been considered			X	

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C. Managing Allegations - Safer Working Practices and Recruitment (cont.)	Level 4	Level 3	Level 2	Level 1
When the threshold criteria is considered and an LADO referral has not been made. You have records of this, and any actions undertaken to manage this			X	
All records are clear, in detail and are fully recorded in line with the KCSIE guidance			X	
If advice/a referral is made to LADO these are retained in compliance with the current LA record retention policy			X	
Where relevant following a LADO enquiry staff are referred to the DBS and Teacher Regulation Agency			X	
There is a policy/guidance in place for the supervision of volunteers where a risk assessment is undertaken and recorded of the role of the volunteer/s within school; this includes frequent visitors / contractors to the school site			X	
Recruitment and Selection processes are regularly reviewed to ensure that they are in line with DFE/ KCSIE Guidance. DBS checks are rigorous including overseas checks. References are pursued and retained. There are other measures in place including the use of declarations and risk assessments. The school office has a clear and accessible system for monitoring and recording recruitment outcomes.			X	
Notes - development/ progress on/ evidence /location				

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D. Safeguarding and the curriculum	Level 4	Level 3	Level 2	Level 1
There is evidence of preparing pupils for the transition onto a school / post 16 which incorporates safeguarding information for pupils and parents.			X	
There is evidence of all teaching, mentoring and support staff contributing to safeguarding in the curriculum and this can be evidenced in planning and continuous review			X	
The school is aware of the statutory requirements and expectations for effective the delivery of Relationships and Health Education (Primary) and Relationships, Sex and Health Education (Secondary).			X	
Through PSHE or similar approaches in the curriculum, pupils are able to explore how to keep themselves safe, understand risks and harmful behaviours. Pupils are encouraged to express how they feel and are given a variety of coping strategies and support.			X	
Pupils are able to explore healthy and safe relationships and understanding consent. The school can demonstrate a commitment to Relationship, Sex and Health Education, as part of a Whole Schools Approach, relevant to their pupil's needs, age and understanding.			X	
Pupils clearly know who a trusted adult within the school is and can share worries and concerns with. This about being able to share worries in the school, out of school and about their local community			X	
Pupils are able to articulate what is keeping safe, how to keep themselves safe, how they can report any concerns when in the community, when online and when using social media			X	
Notes - development/ progress on/ evidence /location				

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E. Online Safety	Level 4	Level 3	Level 2	Level 1
The school has an Online Safety Policy/Guidance which has been developed in consultation with a wide range of staff and pupils. Questionnaires and the pupil voice has been used ensuring there is a whole school ownership. The Policy is displayed on the school's website. It is evidenced that the policy is reviewed on an annual regular basis to consider new and specific Safeguarding concerns			X	
The school is using an electronic communications and social media policy to support the work of online safety in the school			X	
The school is aware of Cyber Crime, its issues, impact and what to do should cybercrime be suspected. Including early identification of vulnerable pupils/ students and providing appropriate support / interventions.			X	
Pupils are made aware of Cybercrime and risks around this			X	
The school can demonstrate effective use of the national guidance 'Sexting (youth generated images) Guidance for Schools/Colleges and are aware on how to apply this in the school. They have taken advice from preventative and child protection agencies (including the Police) in making appropriate referrals as and when required. https://www.gov.uk/government/publications/sexting-in-schools-and-colleges			X	
The school attempts to inform/engage pupils and their parents in taking a shared responsibility in keeping safe. It is effective in the education and protection of vulnerable children who may be put at particular risk from their own and others' actions whilst online. The school regularly evaluates the effectiveness and impact of the programmes and uses national and local initiatives			X	
The school has a policy aligned with national, LA and DDSCP policies on acceptable use of the internet/social media/ video, mobiles and cameras			X	
The school has appropriate filtering and monitoring systems and leaders and governors receive regular monitoring reports			X	
Notes- development/ progress on/ evidence /location				

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Specific Safeguarding Issues

F. Children Missing from Education (Pre 16 provision)	Level 4	Level 3	Level 2	Level 1
The school has clear CME processes which is communicated to parents. All staff in school are aware of the policy and local procedures.			X	
Parents are asked for key information which is pursued when children move out of the area, go abroad or when families arrive from another area at school to obtain a place			X	
The school have a CME lead who regularly makes checks to ensure the systems are robust and effective. Clear plans are in place to support vulnerable learners who go missing or who are regularly absent or late. This lead is aware on how to seek advice from the LA when CME is suspected or known.			X	

G. Parental Responsibility and Private Fostering	Level 4	Level 3	Level 2	Level 1
Parental Responsibility is asked about and routinely recorded, and included as a question on consent forms			X	
Where possible the school holds more than one emergency contact for each pupil, and this is regularly reviewed and kept up to date			X	
The Designated Safeguarding Lead/s has received information/training on this issue and knows how to identify and that they must report any such possible arrangement to the LA.			X	
The DSL is aware on how to seek further advice from Children's Services to clarify any arrangement(s). The school is aware of the multi-agency services that are available to support Private Fostering arrangements (pre 16 only)			X	
All staff including non- teaching staff are familiar with Private Fostering and can discuss and report concerns (pre 16 provision only)			X	
The school has implemented a Private Fostering Policy/statement which is accessible to parents and on the website (pre 16 provision only)			X	

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H. Elective Home Education	Level 4	Level 3	Level 2	Level 1
All staff can demonstrate a clear knowledge/understanding of the responsibilities and implications of parents/carers electing to home educate their children. Staff are aware of the implications talking to parents about EHE.			X	
All relevant staff can show that every effort is made to keep parents engaged and have exhausted all efforts to help keep the child in school, where it is believed the home education intended may be unsuitable and or unsafe.			X	
All discussions and information are clearly recorded. The DSL and Governing Body are kept informed of any cases within the school where there are any safeguarding concerns ensuring the threshold document is referred and safeguarding procedures are followed			X	
The school can demonstrate by their recording where appropriate advice has been sought from the LA and can demonstrate how/what advice has been given to parents/carers and any discussion around the implications if such a decision			X	

I. FGM, Honour Based Violence (HBV), Forced Marriage, Breast Ironing/Flattening	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead/s has read, understood the applicable Multi-Agency Safeguarding Children Procedures completed the relevant training and undertaken any online courses available.		X		
All Staff including non-teaching have a working knowledge of these specific issues including guidance, regulations, and statutory requirements. They can identify the signs, know how to report and who to. Staff are kept up to date on emerging issues, like these on the annual whole school training. Pupils are aware of the issues and know who to report any concerns relevant to age and understanding.		X		

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J. Child Exploitation and Trafficking (CRE)	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding of Child Sexual Exploitation, Exploitation and Trafficking and is familiar with the relevant CRE Multi-Agency Safeguarding Children Procedures. The DSL knows how to identify the signs, seek advice and make a referral on concerns regarding pupils who are suspected of; or, who may be a victim.			X	
A planned teaching programme on this specific issue takes place through PHSE and through similar approaches in the curriculum. This is a continuous activity which also includes grooming and trafficking. Pupils are aware of the issues and know who to report any concerns to which is relevant to their age and understanding. Appropriate resources are being used which may include national and local campaigns / initiatives			X	
The school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their own and other actions. The school can also demonstrate knowledge in how they have taken advice, are using local mechanisms (local partnership groups), are using the CSE toolkit and or made a referral using safeguarding procedures			X	

K. Child Sexual Abuse within the family (Interfamilial CSA)	Level 4	Level 3	Level 2	Level 1
The school is working to help increase the knowledge of CSA in order to identify indicators		X		
The school understands the impact of interfamilial abuse on a child/ren in a family and will act upon all suspicions of		X		
Safeguarding school training and updates includes CSA		X		

L. Gangs and County Lines	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding and knowledge on how to identify the signs of pupils involved in Gangs and County Lines issues and CRE Procedures.			X	
All Staff have a working knowledge of these issues. Staff can identify concerns, seek advice and make an appropriate referral on pupils suspected of; or, who may be a victim			X	
A DSL in the school is familiar with existing processes in the LA and where they can refer children of concern e.g.- their Local Partnership meetings, their local Early Help Manager			X	
Pupils are provided with information on CRE and understand the dangers of being involved in gangs relevant to their age and understanding and are made aware as to who to report any concerns to.		X		

M. Sexual Violence and Harassment, Peer on Peer Abuse	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding and is aware of the current Gov.Uk guidance's on managing sexual violence and harassment in schools https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges		X		
A Designated Safeguarding Lead has developed an understanding and is aware of the current DDSCP procedures on Children who Present a Risk of Harm to Others		X		
A Designated Safeguarding Lead has developed an understanding and is aware of the current Derbyshire school guidance updated and accessible for schools to use Harmful sexual behaviours in children and young people (derbyshire.gov.uk)		X		

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All staff including non-teaching staff have an awareness and understanding of the differences between healthy, problematic and harmful behaviours, in the context of promoting a safe and secure school environment			X	
All staff including non-teaching staff promote positive behaviours, respond with clear and consistent boundaries. They understand the triggers for problematic and harmful behaviour and alternative strategies e.g.- teaching in the curriculum around Misogyny, gender hate and crime			X	

N. Extremism and Prevent	Level 4	Level 3	Level 2	Level 1
All Staff including non-teaching staff have a working knowledge of the issues and available support for pupils through Channel and Police Prevent.			X	
The school is aware about its Prevent duties including the local protocol of referring in all possible cases of to the local Police Prevent Team			X	
The school provides information and education in the curriculum on British Values for pupils including access to online websites, approved organizations and speakers. The school can evidence proactive challenge of views using filtering and monitoring systems to protect pupils			X	

Final Self-Assessed Level

4		3		2 x		1	
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If you have identified a score of 4, 3, 2. There needs to be an Action Plan with targets and priorities to work on. The action plan needs to be reviewed with details of how the school will achieve the targets, within what timescale, and who has the responsibility to ensure completion.

If you have identified a score of 1. You should be asking yourselves the following questions:

- How does your school sustain this score?
- How does the school continue to enhance the breadth and depth of learning and the whole school approach to Safeguarding?

It makes sense to have an action(s) of how to achieve and sustain your score.

Part Three
2021/22
The S175 Action Plan

School: Hartington C of E Primary School

Completed by: Tracy Blackwell

Date: July 2021/2022

(Academic Year)

Part One
Compliances

	Lead Person	Target date to Rectify	Success Criteria
Section 1 - Leadership and Management of Safeguarding	Tracy Blackwell	Autumn term	All staff have read the relevant parts in relation to their role in the KCSIEG. They know where to access it in the school and they have signed to confirm they have read the information. A record is kept on file and update accordingly.
	Tracy Blackwell	Autumn term	NSPCC Safer Recruitment training to be completed for key governors and log updated.
	Tracy Blackwell	Autumn term	The successful compilation of a child friendly version of the schools complaints procedure approved by the FGB and placed on the school web site to be accessed by parents/carers.
	Tracy Blackwell	Autumn term	The current Safeguarding Portfolio is to be updated with current guidance and practices. These are to be uploaded onto an encrypted memory pen and staff made aware of the content.
	Tracy Blackwell	Autumn term	Staff induction portfolio to be updated with safeguarding

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			information and appropriate policies and procedures.
Section 2 Safeguarding Governance	Tracy Blackwell & SBO	Determined by availability of training	For governors new to their role to attend annual safeguarding training including managing allegations
	Tracy Blackwell Alison Ivins HR	Determined by information received and acted upon.	Deputy designated Safeguarding lead to be identified from the current teaching staff. Only one contracted teacher in post currently (Teaching head). DDSL role is to be included/added to their job description.
	Tracy Blackwell	Determined by availability of training	Whole school teaching, non-teaching staff and governors to attend refresher safeguarding training
Section 3 - Partnership Working and Training	Tracy Blackwell	Autumn term	To upload the Derby and Derbyshire Safeguarding Children Partnership Threshold document and designated senior and deputy safeguarding leads are to read and become familiar with content.
	Tracy Blackwell	Autumn term	Training to be identified and attended by senior and deputy safeguarding leads to ensure the content can be applied appropriately
	Tracy Blackwell	Autumn term	The National and Local safeguarding initiatives are to be integrated into the development of the new school curriculum to allow layering opportunities to take place (Sticky curriculum)
Section 4 - Early Help	Tracy Blackwell	Autumn Term	The school is to update the current Complaints policy and include reference to the Early Help Offer initiative
	Tracy Blackwell	Autumn Term	To contact the Early Help Team regarding the Derby and Derbyshire Safeguarding Children Partnership - DDSCP threshold document and how it is linked to the mechanisms for step up/escalation into children's services. To attend relevant training if offered for SLT

Section 5 - On Site and Off Site Safety	Tracy Blackwell	Determined by availability of the community police officer and the receiving of the I-Vengers scheme	To make contact again with the community police and re-introduce their presence within the school (dependant on Covid guidelines). To liaise with the community police regarding how to use police data to support and be aware of the wider contractual safeguarding issues. To make use of the I-Vengers (online safety scheme – fully funded and endorsed by Derbyshire Police and Crime Commissioner and DCC) and introduce into the school curriculum. The school has signed up to the safeguarding email early alerts from the Local police.

Policy and Procedures, Promoting the Welfare of Pupils, Safer Working Practices and Recruitment, Safeguarding and the Curriculum, Online Safety, Specific Safeguarding Issues

Highlight Priorities	
Red	High
Amber	Medium
Green	Low

Area for Improvement: Policy, Procedures and Recording

Success Criteria: Long Term Aim - Robust procedures which are fully recognised and applied in order to provide a safe environment for pupils

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To develop a Safeguarding leaflet for pupils	TB	October 2021	Safeguarding Governor/ Head teacher	Formulation of leaflet, Leaflet sent out to pupils (parents/carers). Pupil voice/school council. Report to Governors, add to website	None required
To update and cross reference policies in line with Child protection/Safeguarding/GDPR	TB/JF	December 2021	Head teacher & SLT	Spread sheet, reporting to Governors. Completed policies uploaded to web site. All staff and governors to read and sign key documentation. Detailed log in GDPR file.	DCC schools net / Audit matters. Supply costs 4 full days
To ensure current guidance on recording, retaining and transfer of child protection records is available and accessible	TB/JF	October 2021	Safeguarding Governor/ Head teacher	To download current guidance, flow charts etc. and ensure all staff members are made aware of the content and adhere to its content. To continue to develop current practice of evidencing the transfer of child protection records in line with LA guidance and ensure the school has a coherent system of transfer in	DCC schools net / Audit matters. Expertise of Safeguarding governor's KW/AI

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				and transfer out of CP records.	
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Area for Improvement: Promoting the Welfare of Pupils, Children are protected and feel safe

Success Criteria: Long term aim- pupils are happy and safe in school and are equipped for later life and living and working in modern Britain

Evidence

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To ensure that there is a system in place within the school to identify, problematic use of the internet and social media is acted upon	TB /AI	December 2021	Safeguarding Governor/ Head teacher	To ensure the PSHE LifeWise scheme of work is introduced and becomes embedded in the curriculum. Online safety is revisited each term and a layered approach of delivery is in place. Ensure online use policies are updated. Training for parents/carers is to be sourced and delivered to highlight possible treats/dangers for when pupils engage with the internet.	Outside provider delivering on line safety training – NSPCC, Derby University and community police. Identification of suitable date to be delivered. Possible virtual/face to face

Area for Improvement: Managing Allegations, Safer Working Practices and Recruitment

Success Criteria: Long term aim - the reduction of harm and prevention of adults who are unsafe and unsuitable working with pupils

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To update the current Code of Conduct and Safer Working Practice and ensure that all staff and those that regularly come into school have	Head teacher	December 2021	Safeguarding Governor/ Head teacher	To update the Code of Conduct and Safer Working Practice in line with policy from Derbyshire	DCC/S4S

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signed to confirm they have read this document.				Schools net. For all staff to read and sign when they have done so.	
To ensure that all designated safeguarding leads (staff & Governors) have undertaken recent training on safer recruitment and understand safer working practice.	Head teacher SBO	When suitable training is available	Safeguarding Governor/ Head teacher	To ensure the designated personnel have received updated safer recruitment training.	Training budget DCC/ S4S/ National College SLT / Governors. NSPCC online safer recruitment training
To ensure all staff including non-teaching have read the acceptable use of IT policy and sign a written log as evidence	Head teacher	December 2021	Safeguarding Governor/ Head teacher	Written log is to be created regarding the reading of The Acceptable use of IT policy. To ensure policy has been updated and in line with current guidance.	DCC log or Excel sheet
To display Whistle Blowing process with LADO referral form and ensure it is accessible for all staff	Head teacher / SBO	October 2021	Head teacher	To download the Whistle Blowing process and display with the LADO referral form and flow chart in the school office. All staff including Non-teaching are to be made aware of its location.	DCC
When the threshold criteria has been considered but a LADO referral has not been made a record of these incidents is to be made and all actions taken recorded in line with KCSIE	Head teacher	December 2021	Head teacher & safe guarding governors	Written log is to be created regarding the consideration of a LADO referral but no LA intervention requested.	DCC log or Excel sheet or cluster school log format ensuring continuity between all school.

Area for Improvement: Safeguarding and the Curriculum

Success Criteria: Long term aim - an embedded and enriching continuum curriculum which helps keep pupils safe

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To review/refine and evidence the preparation of	TB / MT /CmCG	July/Sept 2022	TB/Curriculum/ safeguarding governors	To include within the new curriculum plan reference to	DCC/ S4S/ Cornerstones.

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pupils for transition internally and externally. To demonstrate consideration for the National crisis regarding the pandemic ie: to create a refined transition process which includes a flexible entry for pupils new to the school. The creation and implementation of an entry booklet which includes information about the school processes and staff.				transition activities and planned changeover periods. This will help to ensure relevance and cohesion for pupils. To ensure the school has a transition policy which all staff are familiar with including non-teaching. Scheduled visits for pupils and staff to help ensure a smooth transition for all including vulnerable and send pupils. To seek pupils views Questionnaire/school council.	
To purchase then introduce a revised RSE programme which is in line with current statutory requirements and expectations, making links to current practice	TB/JF/AI	June/July 2021	TB/Curriculum/safeguarding governors/Class teachers	The RSE curriculum is to be interwoven with the long term curriculum planning grid to help promote layered learning and optimum impact in children's knowledge and learning is achieved. This will be monitored through children's work and reports to governors.	Life Wise/ Archbishop of York Young Leaders Award/ NSPCC/ Speak out Stay Safe/ Nurture Group

Area for Improvement: Online Safety

Success Criteria: Long term aim - Knowledge, Skills and confidence of pupils when online and in a digital world to keep themselves safe

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To continue to review and update online safety policy and guidance in line with statutory guide lines.	TB	Autumn term 2021	Head teacher, SLT	To update present policy and include opportunities for staff/parents/ pupils and governors to voice opinions	NSPCC, DCC, Expertise within governing body, Community PC

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				through questionnaire, school council, sharing of information	
To inform and train parents/ carers on how to help keep their child/children safe when using social media/chat rooms/ phone apps etc.	SLT / TB / JF /	20 th Dec 2018	Head teacher, SLT	To continue to update the school web site for parents/ carers/ staff to access relevant up to date information regarding how to keep safe on line including social media and mobile phones. To become part of the I-Vengers initiative as promoted by the police which makes links with KCSiE Ofsted inspection framework and the teaching of Online Safety in schools.	Resources, scheduled Anti Bullying week NSPCC, DCC, Expertise within governing body, Community PC, Derbyshire Health Care support. British Values – relevant resources to support debate (consequence of actions)
Pupils are to be made aware of Cyber Crime and the risks surrounding it. Staff are to undertake appropriate training so they understand the issues, impact and what to do should cyber-crime be suspected.	TB/ JF / MT/ CMcM	By Autum 2022	TB / AI & KW	As part of the schools rolling programme regarding online safety to arrange a parent/governor interactive (Q & A/ sharing of information) workshop (to use National & local initiatives – Anti bullying week) To ensure pupils have a developing understanding of the role British Values has within the school and the local and national communities.	National College - Prevent programme, DCC

Area for Improvement: Children Missing from Education

Success Criteria: Long term aim - all pupils are robustly monitored and any missing are acted upon

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To update the CME policy which will include the naming of the CME lead and ensure that the school has the current flow chart of procedures to ensure the systems are robust and effective. References to be made within the policy – Pupils who are home schooled and self-isolating and clear guidance included within an updated flow chart (DCC)	TB/JF safeguarding Gov	Spring term 2022	Head teacher & SLT	Updated CME policy, approved by governing body and read by all staff and governors. To be placed on the web site for parents/carers to access. To download/ access the current flowchart of procedures and make accessible for reference for teaching staff in registers and safeguarding file.	LA, staff meetings. DCC / S4S / Derbyshire Net
To ensure that within the CME policy reference is made to vulnerable learners who are regularly absent or late/ missing in education and how to seek advice from the LA and if appropriate this time is to be made up.	TB / JF	Autumn 2021	Head teacher & SLT	To ensure reference is made within the CME policy and included in the flow chart, action of the process the school is to put in place when CME is suspected or known. All staff are to know who the CME is within the school.	LA, staff meetings. DCC / S4S / Derbyshire Net

Area for Improvement: Parental Responsibility and Private Fostering

Success Criteria: Long term aim - all staff have the knowledge and skills to safeguarding pupils who are not living at home

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To identify on line Private Fostering E learning training for all staff including the safeguarding lead to complete. To ensure all staff including non- teaching are familiar with how to raise and report any concerns regarding a foster child.	TB, safeguarding gov.	Autumn term 2021	Head teacher and SLT	The completion of online Private Fostering E-learning training by the safeguarding lead. Familiarisation for all staff including non-teaching,	LA, staff meetings, CPD

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				regarding protocols for identifying & raising concerns – flow chart. Copy to be placed on file.	

Area for Improvement: Elective Home Education

Success Criteria: Long term aim - procedures and practice in the school reflect the best interests and outcomes for pupils and their families

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To review and update Remote Learning policy and place on school website. Make links to LA/government guidelines regarding EHE for parents/carers to access. To ensure all staff have knowledge of the contents of the policy and LA guidelines and protocols regarding EHE including the reporting of any safeguarding concerns.	TB and safeguarding Governor	Spring term 2022	Head teacher & SLT	Updated Remote Learning policy, approved by governing body and read by all staff and governors. To be placed on the web site for parents/carers to access. To ensure all staff are aware of policy content and LA/government guidelines and if there are any cases within the school conversations are clearly evidenced, recorded and kept on file. A clear distinction between pupils self-isolating, enforced lock down and flexi learning needs to be included within the policy and appropriate procedures identified for each scenario.	LA, staff/ governor meetings.
To review the provision provided on the learning platform regarding engaging parents when enforced learning at home due to severe weather/lock downs, periods of isolation occur and the planned home education is classed unsuitable.	TB & JF & safeguarding governor, IT coordinator	Autumn 2021	Head teacher & SLT	To develop a questionnaire for parents and children regarding the home learning provision and identifying barriers to on line learning taking place at home. Survey responses to be analysed and an action plan devised	In set training, finance regarding purchasing apps.

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Area for Improvement: FGM, Honour Based Violence (HBV), Forced Marriage, Breast Ironing/Flattening

Success Criteria: Long term aim - all staff are fully aware and all cases known or suspected are acted upon

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To update relevant training for DSL and cascade back to staff including non-teaching, via staff meetings. To ensure safeguarding file is relevant and updated regarding emerging issues and know the protocols to follow in line with statutory requirements.	TB and safeguarding Governor	Autumn term 2021	Head teacher + SLT	Update training for DSL and report to governing body. All updates to be printed and read by all staff and governors (recorded). Flow chart of procedures to follow as recommended by the LA is to be placed in the safeguarding file for all to access.	LA, staff meetings.

Area for Improvement: Child Exploitation and Trafficking - Children at Risk of Exploitation (CRE)

Success Criteria: Long term aim - all staff are fully aware and all cases known or suspected are acted upon

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To ensure the DSL has an up to date knowledge of Child Exploitation and Trafficking and knows how to identify signs, seek advice from and make a referral regarding any concerns.	TB/ DSL	Autumn 2021	Head teacher/ Governing body	To identify and undertake relevant and up to date training (can be on line if available) for the DSL to attend. To cascade key information back to all staff. To download the CSE tool Kit and referral sheets to place in safeguarding file and make all staff aware of the content and its accessibility. To update safeguarding policies. To include in safeguarding Agenda for Governors.	DfE web site, On line training costs

To ensure a planned teaching program on this specific issue takes place through PSHE and links made to other curriculum areas	TB, CMcG & MT	Autumn term 2021	Head teacher class teachers safeguarding and curriculum governor	To purchase a whole school PSHE scheme of work which includes the specific issue of child exploitation. To identify and name a member of staff to be lead for PSHE and ensure opportunities for this curriculum to be delivered on a three year rolling program to allow layered/'sticky learning' to occur.	£2000 to be placed in school budget to cover the cost of the scheme. CPD opportunities to be provided ie: content cascaded to all staff.
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Area for Improvement: Child Sexual abuse in the Family (Interfamilial CSA)

Success Criteria: Long term aim - all staff can identify indicators, are fully aware of the impact on the child/ren of interfamilial CSA and all cases known or suspected are acted upon

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To ensure all teaching, non-teaching and governors of the school attend relevant safeguarding training to enable them to identify indicators of CSA and be familiar with the process of reporting interfamilial abuse	TB	Spring 2022	TB Safeguarding governor	Updating of safeguarding training register. Display of process to be followed if interfamilial abuse is suspected and key indicators identified and relevant action taken by the DSL	Cost of training, LA, Derbyshire Net, S4S,
To empower and educate pupils in reporting to a trusted adult behaviour made towards themselves that makes them feel unsafe, uncomfortable or they know is against their rights as a child.	All staff PSHE co-ordinator	Autumn 2021	DSL Safeguarding governor	Rolling programme of RSE to be delivered to all key stages within the academic year. This is to include the NSPCC 'Speak Out, Stay Safe' programme and follow up activities through Twinkl, Life Wise scheme of work, PSHE activities, National and local initiatives and events etc. To display child line posters throughout the school and ensure children know where they are.	NSPCC (Speak Out – Stay Safe' Twinkl, 'Life Wise'

Area for Improvement: Gangs and County Lines

Success Criteria: Long term aim- the approaches by the school and by all staff reflect a robustness and is embedded as an approach in the wider framework of safeguarding in the school

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To ensure the DSL has an up to date knowledge of Gangs & County Lines issues and knows how to identify signs, seek advice from and make a referral regarding any concerns.	TB/ DSL	Autumn 2021	Head teacher/ Governing body	To update knowledge for DSL and complete current training (can be on line if available). DSL to cascade key information back to all staff. To update safeguarding policies. To include in safeguarding Agenda for Governors. To contact the LA Early Help manager regarding current practice for referrals to be made and if able a flow chart of actions to be downloaded and displayed in office.	DfE web site, On line training costs

Area for Improvement: Sexual Violence and Harassment, Peer on Peer Abuse

Success Criteria: Long term aim - the approaches by the school and by all staff reflect a robustness and is embedded as an approach in the wider framework of safeguarding in the school

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To update the understanding and awareness of the current guidance for the DSL through level 3 safeguarding training. To source and identify safeguarding training within local cluster for all members of teaching, non-	TB	Spring 2022	SLT / Head teacher	To update school policy and include a guidance details (Governors and all staff to read). To identify and attend current training for the DSL. To cascade content of training to all staff including non-teaching. The identification of Hot-Spots within the school where problematic and harmful	DCC - LA policies and guidance.

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teaching staff and governors to attend				behaviours can occur. To report and monitor behaviours in staff/Governor and school council meetings.	
SLT to develop staff confidence and help enable them in using de-escalation techniques when dealing with harmful and problematic behaviour, ie: cascade relevant material from safeguarding training.	TB	Spring 2022	SLT / Head teacher	For all staff to attend relevant training regarding the development of using de-escalation techniques. Ensure PSHE activities/ tasks/ systems are in place eg: buddies, monitoring of Hot-Spots by staff, educating the children\ parents\ carers about appropriate behaviour and its consequences.	DCC - LA policies and guidance.

Area for Improvement: Extremism and Prevent

Success Criteria: Long term aim - tackling extremism, educating all pupils and protecting those vulnerable to extremism is seen as part of the wider safeguarding in the school

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
To ensure all staff including non-teaching are aware of how to report and respond to any concerns regarding prevent.	TB/ SLT	Summer 2020	SLT/ Head teacher / Safe-guarding governor	To ensure all staff (including non-teaching and safeguarding governors) have a working knowledge of prevent through the updating/completion of the relevant free online training courses. Making enquiries regarding cluster group safeguarding training for staff and governors. Ensure the availability of the prevent risk indicator check list and DCC/police report forms. Liaising between school and community police officer to ensure the correct information is being cascaded to all parties and the raising of confidence and capability to identify and report any concerns. Opportunities to take part in any new relevant programmes – 'I-Vengers'	Community Police Officer, Online Prevent training, Safeguarding cluster training.
To provide information and education in the curriculum on British Values to promote a greater	TB	Spring term 2022	Head teacher/ Foundation Governor and safe guarding governor	For the whole school to undertake a dedicated British Value's week where the lessons are centred on the five values. To show the creation of an up to date display	LA resources/ Espresso/ Twinkle Picture News

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depth of knowledge regarding the UK being a multi-faith society.				evidencing the children's understanding of the core values and their impact on themselves as part of a more diverse community.	
To be aware of how different views can impact behaviour and prejudices between individuals from different faiths and cultures.	CMcG	Summer term 2022	Head teacher/ Foundation Governor and safe guarding governor	As part of the whole school RE Curriculum, Collective Worship and revised school curriculum, the inclusion of opportunities which can be exploited to expose pupils to current and past issues, events and outcomes.	Diocese Open Centre Picture News

Part Four

Required Information

Please provide the following information relating to the current Academic Year, and evidence that it is presented to the governing body to demonstrate the Safeguarding Activity of the school, and as a tool for analysis:

Vulnerable Children (have a current active school safeguarding/welfare file on)

- How many vulnerable children have you identified in your school? 3
- How many children are subject to a Child Protection Plan? 0
- How many children have a child in need plan in partnership with Children's Social Care? 0
- How many children are Looked After? 0
- How many children have been previously Looked After? 0
- How many children have become Elective Home Educated (EHE) and you have informed the LA about this? 0
- How many children are subject to part time or alternative provision? 0

Referrals

- How many referrals have you made into Childrens Social Care (front door service), excluding Early Help 0
- How many of those are a) Significant Harm, b) Safeguarding Concerns, c) Child in Need N/A
- How many of those involved indicators of Child Exploitation? N/A
- How many Children at Risk of Exploitation (CRE) tool kits have you completed? N/A
- How many of these referrals to/involved SEND/Disabilities? N/A
- How many involved FGM / Forced Marriage / Modern Slavery? N/A
- How many Police Prevent Referrals have you completed? N/A

Early Help

- How many families are Early Help and are currently open to your Early Help service? 0
- How many have a plan in place? N/A

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- How many EHA's have you undertaken? N/A
- How many Early Help Assessments have you stepped into Childrens Services? N/A
- How many EHA's has been declined following step up? N/A
- Have you your own a) Early Help Practitioner b) shared Cluster Practitioner c) A MAT employed practitioner working across the MAT schools? d) Other - explain

The school uses the Early Help Funding to purchase the DCC Nurture Group. For all advice regarding Early Help Assessment the school contacts Samantha Jones, Team Lead -Specialist Community Adviser Team, Buxton CAMHS and Sara Atherton, Early Help Advisor, Transition Team, High Peak North Dales.

Managing Attendance

- How many pupils are you actively managing their attendance? 0
- How many of these are regularly in touch with parents/carers and you ask them to attend meetings? 0
- How many do you have safeguarding concerns for e.g.- CRE, Neglect etc? 0
- Can you show when you have sought advice from CME/EWO and other partners to help improve engagement and attendance? 0
- Where do you keep these records? N/A
- How do you use these records? N/A

Dissent and Escalation

- For how many children have you pursued dissent or an escalation process on? 0
- How many are a) Childrens services b) health c) other- explain N/A

Audit and Action Plan 2021 - 2022 has been completed and reviewed by

Designated Safeguarding Lead: Tracy Blackwell Date: 22-07-2021

Print Name: Tracy Blackwell Job title: Head teacher

Deputy Designated Safeguarding Lead: Judith Flower Date: 22-07-2021

Print Name: Judith Flower Job title: SBO and Senior SENTA

Link Safeguarding Governor: Alison Ivins & Katherine Webley Date: 22-07-2021

Print Name: Alison Ivins & Katherine Webley

**Named School Governor for Anti- Bullying: Alison Ivins & Katherine Webley
Date 22-07-2021**

Print Name: Alison Ivins & Katherine Webley

Named Appointed Teacher for SEND: Tracy Blackwell Date: 22-07-2021

Print Name: Tracy Blackwell

Named Appointed Teacher for Looked after Children/Previous looked after Children:

Tracy Blackwell Date: 22-07-2021

Print Name: Tracy Blackwell