

Keeping Children Safe in Education

S175 School Safeguarding Audit 2023/24

Assessment & Action Plan

School Name: Charlesworth Voluntary Controlled Primary School

Address: Long Lane, Charlesworth, Glossop, Derbyshire, SK13 5ET

Head teacher/Principal: Mr Philip Whiston

Senior Safeguarding Designated Lead: Mr Philip Whiston/ Miss Kathryn Barton

Head teacher/ Principal Email Address: headteacher@charlesworth.derbyshire.sch.uk

Safeguarding Governor / Trustee: Mrs Dorothy Phillips

Version Control	
Version	One
Written	May 2024

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 & Colleges within Derbyshire. This is a self-assessment tool & for 2020/21 has been reformatted & reviewed for 20/21 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.

2 . Updated May 2020 When completed & approved by your School Governors please return a copy to Ruth Hunter, by email (ruth.hunter@derbyshire.gov.uk) or post to CPM Schools / Education, Derbyshire County Council, Room 136, Godkin House, Park Road, Ripley, Derbyshire DE5 3EF.

Controlled upon completion

This audit enables you to:

- Assess your School's Safeguarding practice, identify any gaps, & develop an Action Plan to address any outstanding issues & future learning;
- Ensure that key people within the school (including the Governing Body/trustees) are aware & 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 & 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 & the activity is discussed & recorded in the minutes;
- A copy is placed with the schools safeguarding portfolio of evidence & 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, & all those in the school/college who have regular contact with children
- Non- teaching staff - lunch time supervisors, care takers, grounds support & 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 & responsibility is specifically for the Designated Safeguarding Lead
- Pupils - children & young people as defined by the Children Act

Where to find key information & 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 & advice](#)
- [Disclosure & Barring, DBS, Safer Recruitment](#)
- [DBS online](#)
- [Online training private fostering & introduction to safeguarding](#) (create an account)
- [Online training Prevent](#)
- [Online training Channel](#)
- [Online training & resources FGM](#)
- [Online information breast ironing/flattening](#)
- [Multi-Agency/partnership training and resources](#)
- DSL & Safer Recruitment training - Derbyshire 01629 5319933
- [Record keeping, Retention & Transfer of Child Welfare Records](#)

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 & other key safeguarding guidance's policies & 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.

1 - Leadership & Management of Safeguarding	Yes	No
The Designated Lead/s/SMT & 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.	✓	
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	✓	
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 Health)	✓	
The school can demonstrate fulfilling all aspects of the Prevent Duty, & have a Designated Lead where advice is sought & referrals are made.	✓	
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 & check compliances with all DfE / Ofsted current requirements.	✓	
The Designated Safeguarding Lead/s provides support to staff in all matters of safeguarding pupils, assisting in promoting pupils health, safety & wellbeing	✓	
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	✓	
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 (<i>2 yearly top up - the NSPCC Safer Recruitment on-line training is endorsed by the DDSCP, new to the role should undertake a face to face training programme</i>)	✓	
There is an appointed Designated Safeguarding Link Governor for Anti-Bullying who ensures that the School acts to prevent & tackle all forms of bullying.	✓	
The school has a Designated Teacher who is responsible for the educational achievement & 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)	✓	
The Designated Safeguarding Lead/s use the advice and support of the local Virtual School for looked after children	✓	
The school has a Designated Teacher appointed for SEND who has received the relevant training	✓	

1 - Leadership & Management of Safeguarding (Cont.)		Yes	No
There is an up to date complaints procedure & one easily accessible for parents on the School website and with a child friendly version for pupils		✓	
Designated Safeguarding Lead training & refresher training is maintained in line with the recommendations of the latest KCSIE and the DDSCP for all staff nominated as DSL / Dep DSL.		✓	
That all Designated Safeguarding Leads in the school including the link Safeguarding Governor has undertaken Prevent/WRAP training		✓	
That all staff including governors, volunteers & non-teaching staff employed by the school undertake annual safeguarding training		✓	
The school has set up a Safeguarding Portfolio to evidence policy, procedures & safeguarding activity		✓	
The school has set up a Staff Safeguarding Training Portfolio which is kept up to date (which includes version control). This includes original certification & evidence of attendance		✓	
The school has created a Staff Induction Portfolio which has the schools safeguarding information & appropriate policies & procedures for supply, agency & frequent visitors who have contact with children within the school		✓	
The school includes on their website a specific area which celebrates safeguarding in the school & keeps pupils, parents & the local community up to date with information & activities to help children keep safe, and this includes a report abuse on line icon (CEOP/Internet Watch Foundation)		✓	
Notes/ evidence of		In what records/ location of in the school	
<p>Policies and updates are sent to staff using Parentmail which enables an electronic record of staff receiving information – this also creates an electronic signature record.</p> <p>DSL Safeguarding training updated.</p> <p>Updated guidance regarding aspects of the Prevent Duty are kept in the Safeguarding portfolio and the DSL has indepth knowledge of advice regarding referrals.</p> <p>New PREVENT Training was undertaken by staff and Governors in September 2022.</p> <p>Single Central Record system is monitored for compliance by the headteacher and reviewed on a termly basis with the DSL.</p> <p>Ongoing support for staff through weekly item on the staff meeting agenda – recorded on the Staff meeting minutes.</p> <p>Timetables monitored to ensure that a DSL is on site at all times – staff timetables.</p> <p>Termly meetings between the DSL/ SENDCO and the Designated Safeguarding Governor supports the needs of LAC and are trained to be the central point of contact.</p> <p>Guidance regarding Virtual schools – monitored for updates and kept in Safeguarding portfolio.</p> <p>DSL for SEND designated and ongoing training continued.</p> <p>Policies and procedures are linked to the Safeguarding page of the website.</p> <p>Staff Induction includes staff handbook, which is accessible for supply staff and visitors.</p>		<p>Parentmail</p> <p>Safeguarding Portfolio</p> <p>Single Central Record – secure Office shared area</p> <p>Staff meeting minutes</p> <p>Termly Inclusion report – D. Phillips. Recorded in Governor meeting minutes.</p> <p>School website</p> <p>Administrator secure network</p>	

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	✓	
The Governing body are aware of local Safeguarding arrangements initiated by the 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.	✓	
The Governors/Trustees have ensured there are up to date Safeguarding Policies & 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.	✓	
The Governors/Trustees ensure they have a policy & system of safer recruitment which is recorded, and the location of these records are known	✓	
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	✓	
The Governors/Trustees have appointed a Designated Safeguarding Lead in post who is a member of the School Senior Management Team & is suitably qualified & experienced	✓	
The Governors/Trustees have an appointed Deputy Designated Safeguarding Lead in post & that role is included within their job description	✓	
Where the school has other Designated Safeguarding Leads in post they are trained in that role	✓	
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	✓	
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	✓	
The school has a nominated Link Safeguarding Governor in post	✓	
The nominated Link Safeguarding Governor has completed safeguarding training to help fulfil the requirements of the post	✓	

2 - Safeguarding Governance		Yes	No
The Link Safeguarding Governor plays an active role in the school to QA, review and audit.		✓	
The Link Safeguarding Governor along with the other Governors assist with school questionnaires & surveys to evidence pupil safety and feeling safe (pupil voice) and includes parents views		✓	
There is regular communication to the school Governing Body/Trustees about safeguarding matters and reports of activity presented to the Governing Body/Trustees		✓	
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)		✓	
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)		✓	
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)		✓	
Notes/ evidence of	In what records/ location of in the school		
<p>Policies are reviewed as part of a 3-year cycle.</p> <p>'Safer Recruitment' policies are monitored and adhered to – training needs to be updated.</p> <p>The school buy into the DCC Service of monitoring GDPR.</p> <p>All DSL's have appropriate training and this is updated annually.</p> <p>The Governing body have an overview of the training and experience of the DSL, shared through meetings with the HT.</p> <p>The nominated safeguarding Governor works closely with the HT/ SENDCO/ DSL's and is appropriately trained to take on the role.</p> <p>The Governing body plans an annual questionnaire, review and audit of parents and children's views – they work together to monitor for any issues and to support school in addressing them. The Governing body has a working group of 2-3 Governors that monitor parents views.</p> <p>Communications with the Governing body regarding safeguarding matters are on the agenda for the Teaching and Learning committee and the FGB meetings. Major safeguarding concerns are discussed and minuted. Ongoing communications between the HT/ SENDCO (DSL's) occur immediately when raised.</p> <p>Fixed term and permanent exclusions are reported to the GB and a rigorous system is in place to ensure this process is clear and focuses on the best interests of all children. The need for fixed-term/ permanent exclusions is minimal at Charlesworth School.</p>	<p>Governing Body meeting minutes</p> <p>Policy Review Cycle – Secure Office Shared area</p> <p>Inclusion report – termly</p> <p>Parent/ pupil questionnaire's</p> <p>Minutes of working groups</p>		

3 - Partnership Working & 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.	✓	
The relevant staff in the school know about & use Children Missing Education 2016 to inform their safeguarding CME Policy, practice and procedure.	✓	
All staff including governors & volunteers know about the mandatory reporting of Female Genital Mutilation 2015	✓	
The Designated Safeguarding Lead/s & 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 on-line prevent training course or an available Channel on-line course. All certificates for the completed training are printed and made available in the staff safeguarding training portfolio record.	✓	
The Designated Safeguarding Lead is receiving & retrieving Domestic Abuse Notifications , following the protocol & guidance developed ensuring appropriate staff are made aware to support pupils experiencing and exposed to domestic abuse	✓	
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 & Volunteers Procedure and know how to make a referral	✓	
All staff within the school understand the role of LADO and how to raise concerns	✓	
There is/are nominated staff who have received Paediatric First Aid Training which is kept up to date	✓	
The School is aware & has access to the Derby and Derbyshire Safeguarding Children's Partnership Website including access to the Derby & Derbyshire Safeguarding Multi-Agency Online Procedures	✓	
The relevant Senior Leads are aware of the current Derby & Derbyshire Safeguarding Children Partnership Threshold Document :	✓	
The relevant Senior Leads and the Link Safeguarding Governor have received information/ training on the Derby & Derbyshire Safeguarding Children Partnership Threshold Document and know how to apply this:	✓	

The Designated Safeguarding Lead(s) / Headteacher / Link Governor are aware on how to access Derbyshire SchoolsNet - Keeping Children Safe in Education .	✓	
3 - Partnership Working & 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, & cascading of relevant & critical changes /updates in Safeguarding to the whole school	✓	
There's is evidence that the Designated Safeguarding Lead/s, pastoral staff attend multi / inter agency training (training which has a mix of other professionals)	✓	
The school engages with national & local Safeguarding initiatives e.g.- Black History week, LGBT, events which celebrate diversity	✓	
The school uses external contributors to inform & educate pupils about keeping safe including external organisations & support groups e.g. - NSPCC, the police, public health	✓	
The school uses questionnaires & surveys with pupils & parents e.g.- anti- bullying, feeling safe, on line safety in the school.	✓	
Notes/ evidence of	In what records/ location of in the school	
<p>Relevant documents such as 'Working Together 2018' and 'Children Missing in Education 2016' are used to inform policies, procedures and practise. DSL's take the lead in supporting staff's understanding of these relevant documents and in understanding mandatory reporting mechanisms, such as for 'Female Genital Mutilation 2015'.</p> <p>Prevent/ WRAP training completed by all staff and led by the DSL's – All staff/ Governors have undertake PREVENT Training in September 2022.</p> <p>Relevant information regarding the LADO is kept in the Safeguarding portfolio.</p> <p>A minimum of 2 staff members complete Paediatric first aid training and this is monitored for review and renewal.</p> <p>HT/ SENDCO (DSL's) are aware of ongoing changes and updates in all areas of Safeguarding.</p>	<p>Staff Meeting notes</p> <p>Staff training resources – Safeguarding portfolio</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	✓	
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	✓	
The school is using the recommended Early Help Assessments and available tools	✓	
There are regular Pastoral Safeguarding / Pastoral meetings where vulnerable pupils are discussed and arrangements made for how they can be supported	✓	
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	✓	
That the mechanisms for step up / escalation into Children's Services are known about and linked to the current DDSCP Threshold Document :	✓	
That the school maintains regular general contact with other agencies, as appropriate, especially Children's Social Care and the Local Authority Early Help Teams	✓	
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.	✓	
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	✓	

That the Governors / Trustees have an understanding and an oversight of Early Help activity		✓	
Notes/ evidence of		In what records/ location of in the school	
<p>Clear structure for identifying emerging needs and supporting through Early Help.</p> <p>The new school website will provide information to parents/ carers on the Early help process and will be updated following guidelines.</p> <p>Recommended EHA's used.</p> <p>Safeguarding discussions form part of the weekly staff meeting and comments recorded in the minutes.</p> <p>Termly staff meetings also focus on vulnerable children/ SEND and how ongoing support arrangements are made.</p> <p>Ongoing contact with Social care and other agencies form part of discussions.</p> <p>EHA monitored and supported by SENCO/ DSL and information monitored for review and support. EHA not yet referenced in the Complaints policy but forms part of the action plan.</p>		<p>School website</p> <p>Staff meeting minutes and SEND training resources</p>	

5 – On Site & 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	✓	
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	✓	
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 & review this by using pupil voice feeding back to staff & parents	✓	
The school makes use of <u>District & Community Profiles</u> along with <u>Police Data</u> to be aware of the wider contractual Safeguarding issues.	✓	
Reasonable force, including restraint is only used in line with statutory expectations & all incidents of restraint are recorded including the pupils views & consultations with parents	✓	
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 & who to report concerns to. They have been provided with safeguarding training relevant to their role	✓	
The use of School Transport, Bus Companies, Taxis & Escorts is part of the safeguarding activity of the Designated Safeguarding Lead which is quality assured & outcomes reported to the Senior Management Team / Governing Body / Trustees	✓	
The school has signing in and out for all visitors & contractors with information on expectations made available & visible on reception	✓	
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 & maintenance)	✓	
The Designated Safeguarding Lead seeks advice on safeguarding matters relating to external contracting	✓	
There is an emergency contact to a Designated Safeguarding Lead when off site with pupils	✓	
There is more than one emergency contact for all pupils whether onsite & off site and those details identify who has parental responsibility and other care arrangements that may be in place	✓	

The school uses pre planning risk assessment tools in any off site activity and complies with risk assessment and planning of offsite activity & in a timely way on submission for approval	✓	
5 – On Site & Off Site Safety (Cont.)	Yes	No
All staff in school planning off site activity have sought the advice & 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	✓	
When using external speakers & contributors a risk assessment and / or policy is used clarifying the expectations of them when on site & in the classroom	✓	
The use of school premises to Contractors, groups, clubs etc. - is regularly reviewed & the school is reassured of their Safeguarding (employment checks, insurance, public, liability training etc.)	✓	
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 & addressed at regular intervals	✓	
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	n/a	
There is / are nominated staff with up to date Paediatric First Aid Training & a First Aid kit which meets requirements under the Health and Safety Act.	✓	
There is an up to date Medicines Policy & made available to parents	✓	
There is a where appropriate a Personal Care Policy and Intimate Care Policy where appropriate which is made available to parents	✓	
Notes/ evidence of	In what records/ location of in the school	
<p>Clear systems in place for arrival at the beginning of the school day and hand over at the end of the day. All staff are made aware of routines and expectations. These are also clearly indicated to parents through ongoing communications – Parentmail/ email. This information is also clearly identified on our website.</p> <p>Through pupil voice feedback, DSL's are aware of any concerns they have regarding their safety. Questionnaire to be reviewed annually</p> <p>Restraint is not usually used but any incidents are recorded onto C-POMS.</p> <p>All staff are aware of DSL's and who to report to. Annual safeguarding training is undertaken.</p> <p>Transport is monitored and quality assured through the EVOLVE risk assessment process and the relevant information kept in a central record with administration.</p> <p>All visitors sign in and out at the main entrance.</p> <p>Emergency contacts for DSL's always identified when off site and a rigorous approach to emergency contacts is explicit on all trips/ off site activities.</p>	Parentmail School website Data from questionnaire's EVOLVE Visitors book	

Part Two

Policy & Procedures, Promoting the Welfare of Pupils, Safer Working Practices & Recruitment, Safeguarding & 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 & a policy or details is developed & due to be implemented within the school. Some staff training is still required

Level 1

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

Effective Safeguarding - Striving to Achieve Best Practice

A. Policy, Procedures & Recording	Level 4	Level 3	Level 2	Level 1
The school has a current Child Protection & Safeguarding Policy which is consistent with DDSCP multi-agency safeguarding procedures and has been reviewed & approved by the governing body. The policy has its own statement reflecting the local community, local pupil's needs & the vision and ethos is made clear. The policy is known to everyone in the school including the Governing Body & 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.				
The school has developed a Safeguarding Information Leaflet for pupils/parents/carers/visitors. Best practice is one developed with pupils & one which explains who is who in the school & safeguarding information for new pupils				
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.				
There is evidence of quality assurance & rectification 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				
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				
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				
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.				
The school has a system of tracking transfer in and transfer out of child protection records which is maintained & audited (as per the DCC Child Protection Record Keeping Guidance for Schools -Transfer, Storage & Retention).				

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				
A. Policy, Procedures & 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				
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.				
The school has an Anti-Bullying Policy which includes online bullying, and complies with Section 89 of the Education & Inspections Act 2006. This policy is displayed on the school website and is known to all staff, non-teaching staff and the local community.				
The Anti- Bullying Policy has been produced in participation with the whole school community, with a child friendly version produced for pupils				
There are separate records of bullying incidents & evidence that incidents are analysed for patterns, trends, and hot spots. This includes strategies/models to prevent and intervene.				
Notes/ evidence of	In what records/ location of in the school			
<p>Current CP and Safeguarding policy has been reviewed and approved by the GB. Updates are to involve the School council/ church council for pupil input.</p> <p>Safeguarding information leaflet to be developed – action plan</p> <p>Policies are reviewed and monitored following a 3-year review cycle and are consistent with the CP/ Safeguarding policy.</p> <p>Policies and updates are sent to staff using Parentmail which enables an electronic record of staff receiving information – this also creates an electronic signature record.</p> <p>GDPR guidelines are adhered to at all times when sharing safeguarding information and CPOMS records are shared with appropriate members of staff.</p> <p>All child protection and safeguarding records are updated on the CPOMS system and these are monitored by the HT/ SENDCO (DSL's).</p> <p>SENDCO also maintains additional records of ongoing support for vulnerable children.</p> <p>CPOMS provides a robust system for tracking and monitoring CP records.</p> <p>Anti-bullying policy complies with Government policy (section 89 of the Education and Inspections act 2006) and is accessible on the school website. A child friendly version of the policy to be produced – School council to do.</p> <p>Bullying concerns/ incidents are logged onto CPOMS and monitored by the DSL's for patterns, or concerns – these also include actions for how to prevent/ intervene in these incidents.</p>	<p>Policies</p> <p>Church council/ school council meetings</p> <p>Policy review cycle</p> <p>Parentmail</p> <p>CPOMS record system</p> <p>SENCO report mechanisms plus Inclusion folder/ register.</p> <p>School website</p>			

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 & Reporting Procedures within the school, these are made accessible & are fully understood and applied.				
The school can demonstrate clear lines of communication on safeguarding matters & there is evidence of regular meetings & 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				
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.				
Early indicators of pupils experiencing living with Domestic Abuse are identified, are acted upon and referrals and services are sought for victims and alleged perpetrators.				
Notes/ evidence of	In what records/ location of in the school			
<p>All staff are confident in reporting CP concerns and report immediately to the DSL's. Systems show that staff fully understand these processes.</p> <p>Safeguarding is included on the agenda for all Staff meetings and staff are able to have open discussions and reflections about pupils they are concerned about and are supported to reflect on these concerns. DSL's then provide support to monitor and review these concerns.</p> <p>HT/ SENCO (DSL's) engage with all CP/ CIN/ EH meetings and provide ongoing communications with these agencies in order to support vulnerable children.</p> <p>Introduce a screening tool for identifying early indicators of Domestic abuse so that the system is rigorous and ensures support for all victims/ perpetrators. Incidents recorded onto CPOMS.</p>	<p>Staff meeting minutes</p> <p>CPOMS records/ emails</p>			
C. Managing Allegations- Safer Working Practices & Recruitment	Level 4	Level 3	Level 2	Level 1
There is a Code of Conduct for Behaviour & Safer Working practice, which applies to & 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.				

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Section 128 for Governors / Prohibition and Barring checks for relevant staff are completed and full evidenced on the SCR and in personnel files.				
The Disqualification Under Child Care Act 2006 (2018) is applied and adhered to				
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 & there is activity evidenced through practice				
The Designated Safeguarding Lead/s has undertaken Safer Working Practice training which has been discussed in staff meetings. This includes staff and pupil acceptable use of IT, use of mobile phones & social media. It is part of a rolling programme of staff training and is also part of the staff induction for all staff including non-teaching staff.				
There is a continuous induction in the school for all new staff including supply, temporary, agency & students which fully informs all new staff of their role in safer working practices & expectations around professional and personal boundaries				
All members of staff including non-teaching staff are aware of the school procedure for responding to & managing allegations against staff, with clear procedures on how to report any concerns they may have. This includes the process for whistle blowing				
All members of the senior leadership, including governors and DSL are aware of the DDSCP Procedures on Managing Allegations against Staff				
The LADO Referral Form & Whistle Blowing processes are accessible and displayed in the school.				
C – (Cont.) Managing Allegations- Safer Working Practices & Recruitment	Level 4	Level 3	Level 2	Level 1
If advice/a referral is made to LADO these are retained in compliance with the current LA record retention policy				
Where relevant following an LADO enquiry staff are referred to the DBS and Teacher Regulation Agency				

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				
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 & retained. There are other measures in place including the use of declarations and risk assessments. The school office has a clear & accessible system for monitoring & recording recruitment outcomes.				
Notes/ evidence of	In what records/ location of in the school			
<p>Code of conduct for Behaviour and Safer working practice are shared with and known to staff. HT to monitor ongoing updates of this and that all staff have signed to confirm.</p> <p>Robust record systems are kept for staff monitoring and are on personnel files – section 128 (Prohibition/ Barring checks) and 'Disqualification under Child care Act 2006' (2018).</p> <p>Practise within school demonstrates an understanding of 'Safer working practices for adults who work with children and YP in Education settings 2019'.</p> <p>Safer working Practice training – headteacher completed Summer 2022.</p> <p>Induction training for all new staff includes information on safer working practices and expectations.</p> <p>Staff understand and have access to the 'Whistleblowing' policy and are secure in understanding how to manage allegations.</p> <p>LADO referral form/ whistleblowing processes to be accessible/ displayed in school.</p> <p>Policy in place for the supervision of volunteers and clear guidance in place to monitor visitors and contractors on the school site. All visitors/ contractors to also sign in the visitors book in the main entrance.</p> <p>Recruitment and selection processes are reviewed regularly by the HT and GB. References always obtained and relevant checks carried out. Administration has clear record systems for this.</p>	<p>Policy records</p> <p>Secure personnel files</p> <p>Learning walks</p> <p>New staff induction training</p> <p>Safeguarding/ well being display board.</p> <p>Visitors book</p> <p>Administration recording systems.</p>			
D. Safeguarding & 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 & parents.				
There is evidence of all teaching, mentoring & support staff contributing to safeguarding in the curriculum and this can be evidenced in planning & continuous review				
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).				
Through PSHE or similar approaches in the curriculum, pupils are able to explore how to keep themselves safe, understand risks & harmful behaviours. Pupils are encouraged to express how they feel and are given a variety of coping strategies and support.				

Pupils are able to explore healthy & safe relationships and understanding consent. <i>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.</i>				
Pupils clearly know who is a trusted adult within the school who they can share worries & concerns with. This about being able to share worries in the school, out of school & about their local community				
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 on line & when using social media				
Notes/ evidence of	In what records/ location of in the school			
<i>Transitions are carefully planned for moving from the Infants to the Juniors (split site) and to Secondary school. Individual transition plans are created for vulnerable/ SEND children. Staff meetings clearly evidence discussions of safeguarding concerns and how best to support children in the curriculum. Differentiation is clearly identified on planning and reviews provision for vulnerable children, which contributes to safeguarding being identified. Updated information on SRE education (HT March 2021) and is shared with staff. PSHE caters for children understanding how to keep themselves safe and healthy relationships are explored. Pupils are confident to recognise trusted adults within school and know who they can share their worries and concerns with. Pupils are confident to articulate their understanding of how to be safe, how to keep themselves safe and who they can report their concerns to – linked to online/ social media.</i>	Examples of transition timetables (SENCO) Examples of differentiation in planning SIAMS form Discussions with children and parents – Class Dojo messages/ comments. E-learning curriculum			
E. Online Safety	Level 4	Level 3	Level 2	Level 1
The school has an On-Line Safety Policy/Guidance which has been developed in consultation with a wide range of staff & pupils. Questionnaires & the pupil voice has been used ensuring there is a whole school ownership. The Policy is displayed on the schools website. It is evidenced that the policy is reviewed on an annual regular basis to take into account new & specific Safeguarding concerns				
The school is using an electronic communications & social media policy to support the work of online safety in the school				
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.				
Pupils are made aware of Cybercrime and risks around this				
The school can demonstrate effective use of the national guidance 'Sexting (youth generated images) Guidance for Schools/Colleges & are aware on how to apply this in the school. They have taken advice from preventative & 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				
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 on-line. The school regularly evaluates the effectiveness and impact of the programmes and uses national and local initiatives				
The school has a policy aligned with national, LA and DDSCP policies on acceptable use of the internet/social media/ video, mobiles and cameras				
The school has appropriate filtering and monitoring systems and leaders and governors receive regular monitoring reports				
Notes/ evidence of	In what records/ location of in the school			
Online safety/ social media policy developed in consultation with all stakeholders. Pupil voice to be updated to reflect the current children and develop whole school ownership. Policies support the work of online safety in the school and reflect practise. Overall awareness of Cyber crime and how to be able to identify early issues that may arise for vulnerable pupils. Cybercrime discussed as part of E-safety curriculum and through discussions in PSHE. School staff aware of national guidance on 'Sexting' and the guidance is available for all staff to access. Knowledge of how to make referrals is clear to DSL's. School engages all pupils in understanding how to keep themselves safe on line – we engage with additional initiatives such as those run by CEOP and 'Think U Know' as well as from the NSPCC. Acceptable use policy available on the school website and all parents are sent a copy (and asked to sign) when they begin school. IT support (SAASAGE) provide ongoing support for filtering and monitoring of content.	Policies E-safety curriculum, PSHE curriculum Evidence of the use of initiatives – Class Dojo, planning.			
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.				
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				
The school have a CME lead who regularly makes checks to ensure the systems are robust & 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.				

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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				
Where possible the school holds more than one emergency contact for each pupil and this is regularly reviewed and kept up to date				
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.				
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)				
All staff including non- teaching staff are familiar with Private Fostering and can discuss and report concerns (pre 16 provision only)				
The school has implemented a Private Fostering Policy/statement which is accessible to parents and on the website (pre 16 provision only)				
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. All discussions and information is clearly recorded. The DSL and Governing Body are kept informed of any cases within the school where there are any safeguarding concerns ensuring procedures are adhered to.				
The school can demonstrate by their recording where appropriate advice has been sought from the LA & can demonstrate how/what advice has been given to parents/carers and any discussion around the implications if such a decision				

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I. FGM, 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 on-line courses available.				
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.				

J. Child Exploitation & Trafficking (CRE)	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding of Child Sexual Exploitation, Exploitation & 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.				
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 & 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				
The school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their own and others 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 & or made a referral using safeguarding procedures				

K. Child Sexual Abuse in 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				
The school understands the impact of interfamilial abuse on a child/ren in a family and will act upon all suspicions of				
Safeguarding school training and updates includes CSA				

L. Gangs & County Lines	Level 4	Level 3	Level 2	Level 1
A Designated Safeguarding Lead has developed an understanding & knowledge on how to identify the signs of pupils involved in Gangs & County Lines issues & CRE Procedures. They are aware on how to identify issues, seek advice and make an appropriate referral on pupils suspected of; or, who may be a victim				
All Staff have a working knowledge of these issues. They can identify the signs, and are aware of the process in who to make a report to in the school. They are kept up to date with any ongoing issues / concerns.				
Pupils understand the dangers of being involved in gangs relevant to their age and understanding and are aware as to who to report any concerns to.				

M. Sexual Violence & Harassment , Peer on Peer Abuse	Level 4	Level 3	Level 2	Level 1
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A Designated Safeguarding Lead has developed an understanding & is aware of the current Guidance on Sexual Violence & Sexual Harassment between children in schools & colleges (Dec 2017) and the DDSCP procedures on Children who Present a Risk of Harm to Others				
All staff including non-teaching staff have an awareness & understanding of the differences between healthy, problematic & harmful behaviours, in the context of promoting a safe & secure school environment				
All staff including non-teaching staff promote positive behaviours, respond with clear and consistent boundaries. They understand the triggers for problematic & harmful behaviour and using de-escalation techniques are able to create alternative strategies.				

N. Extremism & 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 .				
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				
The school provides information & education in the curriculum on British Values for pupils including access to on line websites, approved organizations and speakers. The school can evidence proactive challenge of views using filtering & monitoring systems to protect pupils				

Final Self-Assessed Level

4		3		2		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

2023/24

The S175 Action Plan

School: Charlesworth Voluntary Controlled Primary School

Completed by: Kathryn Barton and Philip Whiston

Date: May 2024 (2023/24)

Part One

Compliances

	Lead Person	Target date to Rectify	Success Criteria
Section 1 - Leadership & Management of Safeguarding			
Website to promote and celebrate Safeguarding in school and which ensures clear links for parents.	Philip Whiston/ Kathryn Barton	Autumn Term 2024	Parents and other members of the community demonstrate confidence in accessing Safeguarding policies, procedures and support.
Child friendly versions of policies (Complaints, Anti-bullying, Safeguarding) are accessible on the website	Philip Whiston/ Kathryn Barton Safeguarding Committee	Autumn term 2024	Children will gain an understanding of important policies which keep them safe.
Section 2 Safeguarding Governance			
Governors to access annual safeguarding training.	Philip Whiston Governors	Autumn Term 2024	Governors will be confident in their role and in understanding safeguarding implications for a wider school view.
Annual questionnaire to parents, pupils and staff to be monitored and agreed, before sending out.	Governor working party Philip Whiston/ Kathryn Barton	Autumn Term 2024	Inclusion of parent/ pupil/ staff voice in the ongoing review of Charlesworth School. Development of key areas.
Section 3 - Partnership Working & Training			
All staff and Governors to attend updated Prevent/ WRAP training.	Philip Whiston Kathryn Barton	September 2024	Broader understanding of implications for school. Refresher cascade training for all staff

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Section 4 - Early Help			
Early help offer to be displayed on the website for parents/ carers to access.	Philip Whiston/ Kathryn Barton	Autumn Term 2024	Parents feel confident in being able to access appropriate EH support.
School to reference EH in the Complaints policy to enable young people/ parents/ carers to raise issues and have their complaints listened to around the service and delivery of EH.	Philip Whiston/ Kathryn Barton	Autumn Term 2024	Parents/ carers/ young people feel confident in raising concerns.
Section 5 - On Site & Off Site Safety			
Risk assessments for volunteers/ visitors are updated annually.	Philip Whiston Kathryn Barton	Autumn Term 2024	Reviewed and clear process for ensuring safety of children when volunteers/ visitors are on site

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

Highlight Priorities	
Red	High
Amber	Medium
Green	Low

Area for Improvement: Policy, Procedures & Recording					
Success Criteria: Long Term Aim - Robust procedures which are fully recognised & 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
Church/ School council to be consulted in the review of the Safeguarding policy.	Kathryn Barton	Autumn 2024	Philip Whiston	Review of pupil voice	Leadership Time

Develop safeguarding leaflet for pupils as part of Anti-Bullying Policy review	Kathryn Barton	Autumn 2024	Philip Whiston	Documents Agreed	Leadership Time
Child friendly version of the Anti-Bullying policy created and introduced by the Church/school council.	Kathryn Barton	Autumn 2024	Philip Whiston	Document Agreed	Leadership Time

Area for Improvement: Promoting the Welfare of Pupils, **Children are protected and feel safe**

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

Evidence

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Screening tool to be introduced to support staff in recognising early indicators of pupils experiencing living with Domestic abuse.	Philip Whiston	Autumn 2024	Governing Body	Sharing of screening tool	Cost of purchase (?)

Area for Improvement: **Managing Allegations**, Safer Working Practices & Recruitment

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

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
DSL's to undertake annual 'Safer Working Practice' training	Philip Whiston Kathryn Barton	Spring 2025	All staff	Training deseminated to staff	Leadership Time Staff Meeting
LADO information and process displayed on both sites	Kathryn Barton	July 2024	All Staff	Visual display	None

Area for Improvement: Safeguarding & the Curriculum

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

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training
Update of guidance for SRE curriculum	Philip Whiston	July 2024	All staff	Introduction into planning	Staff training

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Area for Improvement: On-Line Safety

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

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: Children Missing from Education

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

Evidence:

ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: **Parental Responsibility** and Private Fostering

Success Criteria: Long term aim- all staff have the knowledge & 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

Area for Improvement: Elective Home Education					
Success Criteria: Long term aim- procedures & practice in the school reflect the best interests & outcomes for pupils & their families					
Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: FGM, HBV, Forced Marriage, Breast Ironing/Flattening					
Success Criteria: Long term aim- all staff are fully aware & 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 pupils are aware of the issues of FGM, HBV, Forced Marriage, Breast ironing/ flattening	Philip Whiston	2025	Governing Body	Overview presented to Governors	None

Area for Improvement: Child Exploitation & Trafficking (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
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					

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Evidence:					
ACTION	Lead Person	Target Dates	Monitored by	Method of monitoring	Resources/ Finance/ INSET/training

Area for Improvement: Gangs & County Lines					
Success Criteria: Long term aim- the approaches by the school & by all staff reflect a robustness & 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

Area for Improvement: Sexual Violence & Harassment, Peer on Peer Abuse					
Success Criteria: Long term aim- the approaches by the school & by all staff reflect a robustness & 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

Area for Improvement: Extremism & Prevent					
Success Criteria: Long term aim- tackling extremism, educating all pupils & 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
All staff and Governors to attend updated Prevent/ WRAP training.	Philip Whiston Kathryn Barton	Autumn Term 2024	Governing Body Staff	Training shared for Governors and staff	Cost of training (?)

Part Four Mandatory 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? Three children
- How many children are subject to a Child Protection Plan? Two children
- How many children have a child in need plan in partnership with Children's Social Care? No children
- How many children are Looked After? No children
- How many children have been previously Looked After? 3 children
- How many children have become EHE and you have informed the LA about this? No children
- How many children are subject to part time or alternative provision? No children

Referrals

- How many referrals have you made into Childrens Social Care (front door service), excluding Early Help Five
- How many of those are a) Significant Harm, b) Safeguarding Concerns, c) Child In Need Three
- How many of those involved indicators of Child Exploitation? None
- How many CRE tool kits have you completed? None
- How many of these referrals to/involved SEND/Disabilities? One
- How many involved FGM / Forced Marriage / Modern Slavery? None
- How many Police Prevent Referrals have you completed? None

Early Help

- How many families are Early Help and are currently open to your Early Help service? One
- How many have a plan in place? One
- How many EHA's have you undertaken? Two
- How many Early Help Assessments have you stepped into Childrens Services? One
- How many EHA's has been declined following step up? None
- 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 No

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Dissent and Escalation

- For how many children have you pursued dissent or an escalation process on? None
- How many are a) Childrens services b) health c) other- explain None

Audit & Action Plan 2023-2024 has been completed and reviewed by

Designated Safeguarding Lead: Miss Kathryn Barton
Mr Philip Whiston

Date: May 2024

Print Name: KATHRYN BARTON

Job title: Deputy/ SENDCO

Print Name: PHILIP WHISTON

Job title: Headteacher

Designated Safeguarding Lead: Mr Philip Whiston
Miss Kathryn Barton

Date:

Print Name:

Job title:

Print Name:

Job title:

Link Safeguarding Governor: Dorothy Phillips

Date:

Print Name:

Named School Governor for Anti- Bullying: Dorothy Phillips

Date:

Print Name:

Named Appointed Teacher for SEND: Kathryn Barton

Date: May 2024

Print Name: KATHRYN BARTON

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

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Controlled upon completion

Kathryn Barton

Date: May 2024

Print Name: KATHRYN BARTON