

Appendix 3 - 175 Audit Template

Whilst the audit **must** be completed online, it is recommended that Head teachers oversee the completion of this word document first and support an admin officer to enter the information online.

This **175 Audit Template** provides this *additional* optional opportunity.

Please **do not** email this word document to us.

For your information, amendments to the 2019-20 audit are highlighted in green to enable you to clearly see the changes from the 2018-19 document.

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| Section 1: Basic Information |
| 1.1 Name of School |
| Abbot's Lea School |
| School phone number |
| 0151 428 1161 |
| 1.2 Name of Head teacher |
| Ania Hildrey |
| Please enter the 24/7 major incident mobile phone contact number for the Head teacher |
| 07903 185696 |
| Please enter the email address for the Head teacher |
| headteacher@abbotsleaschool.co.uk |
| 1.3 Name of the Designated Safeguarding Lead (DSL) |
| Alison Twomey |
| Please enter the email address for Designated Safeguarding Lead |
| alison.twomey@abbotsleaschool.co.uk |
| 1.4 Name(s) of the deputy Designated Safeguarding Lead(s) |
| Ania Hildrey Maria O' Neill Lisa Walker Richard Hodgson Ryan Mason Katie Dallas Lisa Sharpe Claire Caddick |
| Please enter the email address for the safeguarding team e.g. safeguarding@schooldomain safeguarding@abbotsleaschool.co.uk |

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| alison.twomey@abbotsleaschool.co.uk headteacher@abbotsleaschool.co.uk lisa.sharpe@abbotsleaschool.co.uk claire.caddick@abbotsleaschool.co.uk maria.oneill@abbotsleaschool.co.uk lisa.walker@abbotsleaschool.co.uk richard.hodgson@abbotsleaschool.co.uk ryan.mason@abbotsleaschool.co.uk katie.dallas@abbotsleaschool.co.uk |
| 1.5 Name of the school's designated teacher for children who are looked after |
| Alison Twomey |
| Please enter the email address of the designated teacher for children who are looked after |
| alison.twomey@abbotsleaschool.co.uk |
| 1.6 Name of the Chair of Governors |
| Rohit Ramesh |
| Please enter the email address for Chair of Governors |
| Rohit.ramesh@abbotsleaschool.co.uk |
| 1.7 Name of the Link Governor for Safeguarding |
| Sarah Powell |
| 1.8 What type of provider are you? |
| Multiple choice response Please select one of the following: maintained or non-maintained (including Academies, Free Schools, Studio, AEP or Independent School) |
| 1.9 What type of setting are you? |
| Multiple choice response Please select one of the following: Mainstream, Special , PRU, Alternative Education Provider |
| 1.10 What type of age range do you provide for? |
| Multiple choice response Please select one of the following: Nursery only, Primary (including Infant and Junior Schools), Secondary or Cross-Phase |

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| Section 2: LSCP Priorities, Key Data Collection |
| 2.1 How many EHATs did your school 'open' in the last academic year (2018-19)? |
| Guidance note: All EHATs should be sent to the Early Help Hubs to be registered. Support is available from the Early Help Hubs to support you to raise an EHAT. |
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| 2.2 How many EHATs are currently open to children in your school/setting? |

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| 2.3 How many EHATs does your school act as the lead professional for currently? |
| Guidance note: Schools are able to commission the Schools' Family Support Service to undertake work on their behalf. Please include any EHATs led by the Schools' Family Support Service within your reported figures. |
| 13 |
| 2.4 What was the total number of Level 4 referrals made by your school to Careline in in the last academic year (2018-19)? |
| Guidance note: Colleagues are reminded that the LSCP levels of needs guidance was revised in 2018. Schools should draw upon this guidance when determining whether an 'Early Help' or a 'Referral to Children's Services' is needed. All referrals to Children's Services (Careline) are now made on-line on the multi-agency referral form (MARF). Child Protection concerns should always be rung in first and followed up using the online MARF. A request (referral) for a Child in Need Assessment requires parental consent before the MARF is completed online. |
| 9 2 x S47 7 x S17 |
| 2.5 How many times in the last academic year (2018-19) have you needed to formally escalate your concerns with another agency in keeping with the LSCP escalation procedures? |
| Guidance note: Schools should refer to the LSCP Escalation and Resolution policy for guidance around escalation concerns. The School Improvement Liverpool Schools' Safeguarding Handbook provides further guidance. |
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| 2.6 How many referrals to the Local Authority Designated Officer (LADO) have school made in the last academic year (2018-19)? |
| Guidance note: Keeping Children Safe in Education sets out a clear protocol for managing allegations against professionals who work with children, and at what point the case manager would be required to make a referral to LADO. The School's Safeguarding Handbook provides additional guidance and model policies relating to this. Schools can also reference the "Haringey Children & Young People's Service LADO Referrals Indicator Matrix" to aid them in the decision of when they meet the threshold to refer to LADO. |
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| 2.7 How many children have been removed from the school roll during the last academic year (2018-19) as a result of parents choosing to Electively Home Educate their child? |
| Guidance note: Schools should formally notify the Local Authority when a child is being Electively Home Educated. In addition if the child is known to other services (e.g. CAMHS, Children's Services, etc.), there should be a process in place for advising those agencies of the decision to Electively Home Educate. |
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| 2.8 How many children have been removed from the school roll in the last academic year (2018-19) as a result of becoming Children Missing Education? |
| Guidance note: Some children attend school irregularly and are therefore frequently 'missing from school'. However CME (Child Missing Education) is when a child's whereabouts is not known and for example, the family have moved house or left the country and the school do not if the child is registered with another school. A statutory CME referral is made to the Local Authority Officer for CME. In addition if the child is known to other services (e.g. CAMHS, Children's Services, etc.), there should be a process in place for advising those agencies of the fact the child has becoming a Child Missing Education. |

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| 2.9 How many children have been identified as being Privately Fostered within the last academic year (2018-19)? |
| <p>Guidance note: Private Fostering is defined by the Children Act 2004 and the Children (Private Arrangements for Fostering) Regulations 2005 as being:</p> <p><i>“A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.”</i></p> <p>Schools should have a system in place for identifying potential Private Fostering arrangements and referring such arrangements to Children’s Services.</p> |
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| 2.10 How many Graded Care Profiles have school completed within the last academic year (2018-19)? |
| <p>Guidance note: In Liverpool, it has been agreed that the Graded Care Profile will be the standard tool used by multi agency professionals where there may be concerns about Neglect. The Graded Care Profile is tool designed to provide an objective measure of the care of children. It can be used across the safeguarding continuum from Early Help through to children becoming Looked After. Referrals to Careline regarding issues of Neglect which are deemed to sit at Level 4 should be accompanied by a completed Graded Care Profile (v2) tool.</p> <p>Liverpool Safeguarding Children Partnership have developed a training team of multi-agency professionals who are currently delivering a program of one day Graded Care profile training and this can be accessed via the Early Help Directory http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page.</p> <p>Schools should aim to have at least one member of staff who is trained to use the Graded Care Profile (v2) tool. The Graded Care Profile tool is licensed by the NSPCC and as such can only be used by professionals who have attended a free one day training course.</p> |
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| 2.11 How many children do you currently have who are identified as Young Carers? |
| <p>Guidance note: A young carer is defined in law as a “person under 18 who provides or intends to provide care to another person”. This includes “providing practical or emotional support” (Children and Families act 2014). The young carer may provide care or support to someone with a physical illness/disability, including mental ill health, sensory disability or has problematic use of drugs or alcohol. Young Carers are a vulnerable and disadvantaged group, who often experience difficulties in their education. They can often go unnoticed. Without support, they can struggle to attend school and make good progress. Identifying and supporting young carers is an effective way of improving the attainment and attendance of this pupil group. Schools should be proactive in identifying and supporting young carers. Further information and support can be obtained via Barnardo’s Action with Young Carers.</p> |
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| Section 3: Policies and procedures |
| 3.1 The child protection policy follows LSCP procedures and DfE statutory guidance (Keeping Children Safe in Education) and is made available publicly. Governors' minutes show the policy is reviewed, at least, annually by the full governing body. |
| Guidance note: School Improvement Liverpool provides a Schools' Safeguarding Handbook with model Child Protection Policy for schools to personalise. You should make sure your policy is compliant with the most recent version of the DfE statutory guidance: Keeping Children Safe in Education. School should ensure that this policy is amended and personalised to adequately reflect the risks and needs of the school community. The most up to date version of the child protection policy should be made available publicly, usually via the school website. |
| Select from: in place or action required |
| Provide evidence of how the statement is met (Schools should provide the date of the governors' minutes ratifying the child protection policy and confirm that it is made available publicly usually via the school website). |
| The policy was updated to include the new KCSiE guidance and is fully compliant will all legislation. The policy is available on the school website. The policy was ratified by the Governing Body on 16/10/2019 http://www.abbotsleaschool.co.uk/wp-content/uploads/2017/04/4-Child-Protection-Policy.pdf |
| Action Plan Tasks: |
| 3.2 The CP policy includes the school's approach to exploitation; 'peer to peer' abuse; sexual violence & harassment, mandatory reporting of FGM; online safety & sexting; use of mobile phones; the Prevent Duty; children missing & children with SEND. |
| Guidance note: School Improvement Liverpool provides a Schools' Safeguarding Handbook containing a model Child Protection Policy for schools to personalise. You should make sure your policy is compliant with the most recent version of the DfE statutory guidance: Keeping Children Safe in Education. School should ensure that this policy is amended and personalised to adequately reflect the risks and needs of the school community. |
| Select from: in place or action required |
| Action Plan Tasks: |
| 3.3 The Designated Safeguarding Lead is a member of the school leadership team and takes lead responsibility for safeguarding and child protection. The role (appendix B of Keeping Children Safe in Education) is explicit in their job description. |
| Select from: in place or action required |
| Action Plan Tasks: |
| 3.4 The school has a member/s of staff who are named to provide cover for the Designated Safeguarding Lead. The role is explicit in their job description (appendix B of Keeping Children Safe in Education) |
| Select from: in place or action required |
| Action Plan Tasks: |
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| <p>3.5 During term time, the Designated Safeguarding Lead and or a deputy should always be available (during school or college hours) for staff to discuss any concerns. There are cover arrangements for any out of hours/out of term activities.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met (The school should set out its arrangements).</p> |
| <p>DSL is appointed on a 52-week contract and is therefore available during a large proportion of the school holidays. They are contactable via email or mobile phone when not on site. DSL is available to attend safeguarding meetings during the school holidays (including LAC and CETR reviews).</p> <p>Headteacher is contactable by email or mobile phone outside of term time.</p> <p>DSL and Deputies are all available from 8.30am – 4pm during term time.</p> <p>DSL contact details have been made available to the MASH and Early Help Hubs</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.6 The school has nominated an additional Link Safeguarding Governor to meet at least termly with the Designated Safeguarding Lead. Governors’ minutes reflect that a termly safeguarding report is scrutinised by the governing body.</p> |
| <p>Guidance note: It is expected that the Link Safeguarding Governor will be different to the chair of governors in order to increase capacity and scrutiny. School Improvement Liverpool provide a termly reporting to governors’ template which can be found in the Schools’ Safeguarding Handbook.</p> |
| <p>Select from: in place or action required</p> |
| <p>Nominated Governor is Sarah Powell who meets with the DSL at least termly. Following each meeting, a written report is sent to the Headteacher identifying points of discussion and actions arising. The nominated governor has quality assured the school’s safeguarding practice and will continue to hold the DSL to account and ensure all processes are robust and embedded by all staff.</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.7 The school has a staff behaviour policy/code of conduct/safer working practices guidance that is understood by staff and volunteers and references whistle blowing procedures.</p> |
| <p>Guidance note: The Schools’ Safeguarding Handbook provides a brief model Code of Conduct for staff and volunteers. In addition, schools can utilise the Safer Recruitment Consortium Guidance: ‘Safer Working Practices for Adults Working with Young People’ 2019.</p> <p>The DfE state:</p> <p><i>Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:</i></p> <ul style="list-style-type: none"> • <i>General guidance can be found at- Advice on whistleblowing</i> • <i>The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk</i> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met (Schools should set out how they ensure their staff understand and follow the Code of Conduct.)</p> |
| <p>Annual refresher training on 12.12.2019 explicitly covered staff behaviour, code of conduct and whistleblowing.</p> |

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| <p>http://www.abbotsleaschool.co.uk/wp-content/uploads/2019/07/2-Employee-Code-of-Conduct.pdf</p> <p>Whistleblowing processes have been raised with staff on numerous occasions. Most recently via a whole staff email on 27 February 2020</p> <p>All staff have read part 1 of KCSiE (September 2019)</p> <p>Whistleblowing is a standing item on the Safeguarding team meeting agenda.</p> <p>http://www.abbotsleaschool.co.uk/wp-content/uploads/2017/04/5-Whistleblowing-Policy.pdf</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.8 The school has made readily available ‘managing allegations against staff and volunteers procedures’ which include a nominated governor to act as the ‘case manager’ for allegations against the head teacher.</p> |
| <p>Guidance note: The Schools’ Safeguarding Handbook provides model allegations against staff procedures.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met (Schools should set out how they make their managing allegations against staff and whistle blowing procedures available to their staff and who their nominated governor is.)</p> |
| <p>The Dealing with Allegations against School Personnel policy is publicly available on the school website. This document was shared with all staff via email by the Head of C&S.</p> <p>http://www.abbotsleaschool.co.uk/wp-content/uploads/2019/07/Dealing-with-Allegations-Against-School-Personnel.pdf</p> <p>The nominated Governor for managing allegations against the Headteacher is Rohit Ramesh, Chair of Governors.</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.9 The school’s safeguarding framework covers further policies or procedures including the school’s emergency management plan; medications; first aid; equality objectives and accessibility plan; educational visits and trips and health and safety.</p> |
| <p>Guidance note: The Schools’ Safeguarding Handbook provides a model child protection policy which sets out a broad safeguarding framework.</p> |
| <p>Select from: in place or action required</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.10 The school provides appropriate written safeguarding guidance to visitors. Visitors without DBS checks are risk assessed and supervised. Reasonable checks, for example for links with extremism, are made on all visiting speakers.</p> |
| <p>Guidance note: The Schools’ Safeguarding Handbook provides model guidance for visitors for schools to personalise. The DfE guidance Keeping Children Safe in Education part 3 provides guidance on checks required on volunteers.</p> |

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| <p>School Improvement Liverpool offers Safer Recruitment training for school leaders and governors and separately for Business Managers and Admin Officers: Course dates: http://www.schoolimprovementliverpool.co.uk</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met</p> |
| <p>All SLT have completed NSPCC Safer Recruitment Training</p> <p>Safeguarding leaflet for all visitors outlining protocols is provided on arrival at reception.</p> <p>All staff subject to statutory DBS checks</p> <p>All volunteers, visitors and guest speakers are checked for their suitability.</p> <p>Visitors are supervised if they are not DBS checked.</p> <p>Visitors sign in at reception and wear photographic ID.</p> <p>Volunteers' Protocol has been developed to strengthen practice and is used to ensure volunteers adhere to the school's philosophy of safe working.</p> <p>Parents and carers attending school events are informed that they cannot photograph or video record any pupil for safeguarding reasons. School staff observe and intervene if any breach occurs.</p> <p>Safeguarding Team photo board is available in Reception</p> <p>Head's Weekly Newsletter addresses issues of safeguarding each Friday</p> <p>Additional guidance to staff is issued verbally in Monday morning briefings and via email, if needed</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.11 The school has a behaviour policy for children which is shared with parents referencing situations where physical contact may be required. Risk assessments and a 'safe handling' policy should be in place when required to manage specific children.</p> |
| <p>Guidance note: Learning walks including those undertaken by governors/school leaders should confirm there is adequate supervision of pupils before, during and after school including as they arrive at school and leave school. Particular attention should be given to the handover arrangements for the youngest children.</p> <p>Leadership Teams should make unannounced visits to all areas of the school including outside of lesson times. Risk assessments should be in place to manage students who require regular restraint or physical intervention or exhibit sexually harmful or problematic behaviour. Staff should have appropriate training if they are regularly engaged in physical intervention. Incidents requiring physical intervention should be recorded and parents informed.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met</p> |
| <p>If needed, pupils have Team Teach plan which indicates their banding level and calming strategies to be used. Gradient of support signed and agreed by Team Teach instructors and parents</p> <p>Use of Physical Interventions highlighted within Team Teach plan</p> |

Individual Risk Assessments for pupils in place as required

All activities external to school risk assessed

Behaviour Support Policy was consulted and reviewed in July 2019. This policy is publicly available on the school's website.

<http://www.abbotsleaschool.co.uk/wp-content/uploads/2019/07/Behaviour-Support-Policy.pdf>

During our NAS visit (13 – 15 January 2020), 33 sessions were observed by Assessors over a total of 12 hours.

They reported that throughout observations staff demonstrated a good understanding of Positive Behaviour Support which was reinforced by person-centred planning and the new positive behaviour support system.

CPOMS introduced in September 2017. This system records all behaviour interventions and is monitored by Key Stage Leaders and Care and Safeguarding department.

Team Teach training is currently being delivered to school staff as part of a rolling CPD programme.

Students mainly arrive by school transport. They are collected from their vehicle in a safe manner at the start of each day. Students are then escorted to their transport by a member of staff at the end of the day.

No student is allowed to leave school site on their own unless there is a protocol in place for such practice. School staff ensure students have got on the correct bus or have been collected by their designated person (such as a family member).

Quality Assurance walks by members of the Senior Leadership Team and Key Stage Leaders have highlighted exceptional behaviour interventions across the school.

Action Plan Tasks:

3.12 The school has a clear approach to implementing the Prevent Duty and keeping children safe from extremism and radicalisation. The school has appropriate filters and monitoring systems in place to protect children from harmful online materials.

Guidance note: The Schools' Safeguarding Handbook provides additional guidance to be shared with all staff. In addition, Keeping Children Safe in Education and the DfE guidance in respect of the Prevent Duty provided detailed guidance:

- Has your Designated Safeguarding Lead completed Prevent Awareness Training?
Prevent Training for staff can be found online at:
<https://www.elearning.prevent.homeoffice.gov.uk/>
- Does your school IT system prevent children from accessing inappropriate sites and detect inappropriate use (filtering and monitoring)?
- Does your child protection and safeguarding policies make reference to your responsibilities under the Prevent Duty?
- Do you have clear procedures in place for protecting children at risk of radicalisation?
- Can your staff recognise children who may be at risk of being radicalised and know how to support them including when to make a referral?
- Have they had additional Prevent guidance or training?
- Do you provide a safe environment where children can explore sensitive and controversial issues?
- Does your school support children to stay safe online in school and outside?

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| <ul style="list-style-type: none"> • Do you build children’s resilience to radicalisation? • Appropriate vetting/checks of guest speakers/visitors? |
| Select from: in place or action required |
| Provide evidence of how the statement is met |
| <p>Joanna Fitzsimmons, Prevent Education Officer, delivered whole school training on 3 Sept 2018.</p> <p>Further Prevent training was delivered by the DSL to all staff on 12 December 2019</p> <p>DSL has completed Prevent training and WRAP.</p> <p>IT systems prevent students from accessing inappropriate content. When breaches occur, action is taken to block sites and investigate.</p> <p>E-safety is covered in the curriculum. Safer internet day activities and collapsed curriculum. Assemblies, particularly in the Secondary Department also address the issue of safety online.</p> <p>Prevent is referred to in the CP policy. Signs and indicators of radicalised behaviour are known and understood by all staff.</p> <p>Prevent training delivered to staff in CPD</p> <p>Student concerns are immediately recorded via CPOMS.</p> <p>Fundamental British values such as democracy, rule of law, individual liberty and respect and tolerance are delivered across the curriculum throughout the school via lessons and assemblies. Students are encouraged to explore issues and develop critical thinking skills</p> |
| Action Plan Tasks: |
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| 3.13 The school has clear and well understood procedures for monitoring attendance and those regularly missing from school and informs the local authority including when a pupil is going to be deleted from role or is missing from education. |
| <p>Guidance note: The school must follow the DfE’s statutory guidance re attendance ensuring a child who is ‘missing from education’ is reported to the LA. Monitoring patterns of attendance (unexplained, irregular, lateness, regularly missing school) for all students and especially vulnerable students is key to identifying whether they are being exploited/harmed/neglected. The attendance team should know which students are vulnerable but not necessarily the detailed reasons. The school ensures the B attendance code is used on when a child actually attends a session at an AEP provider and not when the child is absent from the AEP setting. Schools should be mindful of any professional drift in particular when attendance is poor. The school or other agencies should regularly see all children and if necessary make further home visits to check a child is safe and well.</p> |
| Select from: in place or action required |
| Provide evidence of how the statement is met |
| <p>Electronic registers completed twice daily using SIMS</p> <p>Daily phone calls from school receptionist to check on absences</p> |

Teaching Assistants contact home after each absence to communicate class work that has been missed, planned learning for the next day and inform parents how their child will be supported to catch up

Daily record of student absences is sent to the Safeguarding Team by 10am

Attendance is a key PM focus for teaching staff

Weekly attendance reports produced by school receptionist which is then shared with the Leadership team

No term time holidays are authorised

PA students have key actions in place to improve attendance

Class attendance is celebrated in assembly

Fortnightly meetings with the students requiring interventions are identified and action plans developed.

'Safe and well' checks when students are absent for longer than 5 school days or sooner if the student is known to be vulnerable.

Family Adviser supports families to improve attendance.

Attendance targets are recorded on EHATs if the pupil is PA

Action Plan Tasks:

3.14 The school's attendance policy and procedures appropriately reflect the link between attendance and safeguarding. The school's admission procedures gather key information to support attendance and safeguarding.

Guidance note: The school must follow the DfE's statutory guidance re attendance but should also ensure there is an adequate focus within their policy on safeguarding as well as attainment. Admission processes should gather information regarding emergency contact information for each child (at least 3 separate contacts), known access restrictions to properties and any health conditions or other significant information relating to parents which may be a concern should a child be absent from school.

Select from: **in place** or action required

Provide evidence of how the statement is met

The link between attendance and safeguarding is regularly discussed in Safeguarding Supervision meetings.

A list of students requiring first day 'safe and well' checks has been established.

Safe and well checks are carried out as appropriate if there are concerns about a student's wellbeing. These continue during school holidays if necessary.

<http://www.abbotsleaschool.co.uk/wp-content/uploads/2019/09/2.-Attendance-Policy.pdf>

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| Action Plan Tasks: |
| The Care and Safeguarding department continue to make contact with all families to ensure each student has at least 3 contacts recorded on SIMS |
| 3.15 The school should ensure all children attending alternative education are effectively safeguarded and that their attendance, progress, outcomes, voice and welfare is monitored as effectively as for all children. |
| <p>Guidance note: The school should ensure it monitors daily the attendance of those at AEP and ensure any absences are effectively followed up. The school should ensure children are supported and where necessary by Early Help Assessments, child in need plans or child protection plans and that there are improved outcomes for the child. Schools should be mindful of any professional drift in particular when attendance is poor. The school or other agencies should regularly see all children and if necessary make further home visits to check a child is safe and well.</p> <p>DfE guidance states: <i>“Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil.”</i></p> <p>Schools can utilise the AEP quality assurance template, available in the Schools’ Safeguarding Handbook.</p> |
| Select from: in place or action required |
| Provide evidence of how the statement is met |
| <p>No students attended AEP during the 2018-19 academic year.</p> <p>Since January 2020, one student has attended AEP and the following procedures are in place:</p> <p>Daily correspondence between school and AEP to confirm student’s attendance.</p> <p>Head of Care & Safeguarding met with Director on 27/01/2020 to quality assure the provision.</p> <p>Head of Care and Safeguarding has met with the student at the provision to record student voice</p> <p>Weekly curriculum maps are provided by the provision</p> <p>Written confirmation received that pre-employment checks have been carried out on all AEP staff.</p> <p>The setting has a safeguarding lead and all staff have received safeguarding training.</p> <p>Safeguarding lead has completed the same safeguarding training from SIL that is delivered to school settings.</p> <p>Provider also completes 175 audit and is fully compliant with this document.</p> <p>AEP is a registered centre for Functional Skills.</p> |
| Action Plan Tasks: |
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| 3.16 The school has written recruitment and selection procedures that informs its practice to ensure all DfE pre-employment checks are undertaken appropriately for their staff and, where appropriate, checks on volunteers. |
| <p>Guidance note: The School’s Safeguarding Handbook provides model Safer Recruitment procedures. Section 3 of the DfE guidance Keeping Children Safe in Education sets out clear guidance including:</p> |

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools and colleges must (subject to paragraph 138):

- *verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;*
- *obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);*
- *obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;*
- *verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;*
- *verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;*
- *if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see paragraph 156);*
- *verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation;*

In addition:

- *schools must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State (see footnote 55 for college requirements), or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012; and*
- *independent schools, including academies and free schools, must check that a person taking up a management position as described at paragraph 129 is not subject to a section 128 direction made by the Secretary of State.*

In addition, references must be taken up that comment on someone's suitability to work with children.

The School's Safeguarding Handbook provides a personnel check list which can be used to aid with the pre-employment checks required by schools and colleges.

School Improvement Liverpool offers safer recruitment training for school leaders and governors and separately for Business Managers and Admin Officers:

Course dates: <http://www.school.improvementliverpool.co.uk>

Select from: **in place** or action required

Provide evidence of how the statement is met (Schools should set out if they have recruitment procedures and policies and how practice is quality assured.)

<http://www.abbotsleaschool.co.uk/wp-content/uploads/2019/07/Safer-Recruitment-and-Employment-Policy.pdf>

Any staff involved in the interview process have completed 'Safer Recruitment Training' provided by NSPCC.

All appointments are made subject to necessary pre-employment checks (including a DBS check), we have a pre-employment check list (copy available on request) which is completed by our HR officer and once complete signed off by our Head of HR.

We ensure that staff have had at least two references (including one from previous employment) returned and scrutinised before commencement of employment.

Additional checks are carried out for candidates who have worked abroad.

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| <p>All staff complete a pre-employment health declaration as well as a disqualification declaration.</p> <p>Any staff who have QTS will have additional checks such as a Prohibition Order Check even if they are not in a teaching role. All teachers' qualifications are sighted by school and checked on DofE website.</p> <p>Staff are required to provide their passport as evidence of the right to work in the UK.</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.17 The school undertakes and records a formal risk assessment on all volunteers to determine the level of DBS check required.</p> |
| <p>Guidance note: Additional guidance is available in Section 3 of DfE guidance Keeping Children Safe in Education. DfE guidance states:</p> <p><i>“The school or college should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:</i></p> <ul style="list-style-type: none"> • <i>the nature of the work with children;</i> • <i>what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;</i> • <i>whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;</i> • <i>whether the role is eligible for an enhanced DBS check.</i> <p><i>Details of the risk assessment should be recorded”</i></p> <p>Schools can utilise the volunteer risk assessment template, available in the Schools' Safeguarding Handbook.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met (Schools should set out the risk assessment activity undertaken and how practice is quality assured.)</p> |
| <p>We do not currently have any volunteers in school. DBS checks would be carried out on volunteers as a matter of course.</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.18 The school seeks written confirmation that appropriate checks are made by supply agencies, third parties and contractors.</p> |
| <p>Guidance note: Additional guidance is available in Section 3 of the DfE guidance Keeping Children Safe in Education.</p> <p>School Improvement Liverpool provide exemplar written confirmation statements for supply agencies, third parties and contractors.</p> |
| <p>Select from: in place or action required</p> <p>Any staff supplied by agencies, third parties or contractors are required to provide DBS details. We will accept official letters from the company to confirm they have carried out the required checks on our behalf (copies of those are also available on request).</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.19 The school seeks written confirmation from any Alternative Education Providers that they have undertaken the same level of pre-employment checks on their staff as school would undertake on their own.</p> |

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| <p>Guidance note: Additional guidance is available in Section 3 of the DfE guidance Keeping Children Safe in Education. DfE guidance states: <i>“Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.”</i></p> |
| <p>Select from: in place or action required</p> |
| <p>Head of Care & Safeguarding ensures that written confirmation is received confirming that pre-employment checks have been carried out on all AEP staff.</p> |
| <p>Action Plan Tasks:</p> |
| <p>3.20 The school understands it has a legal duty to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.</p> |
| <p>Guidance note: In addition, in the case of a teacher the school understands the requirement to refer appropriate concerns to the TRA (Teacher Regulation Agency) to consider prohibiting the individual from teaching.</p> <p>The DfE are clear a settlement agreement should not be used if a person fails to cooperate with an investigation or the agreement precludes the school from sharing information with the DBS or TRA. The school should always conclude its investigation in order to give the DBS appropriate information.</p> <p>References including agreed references should always include substantiated allegations and a statement about someone’s suitability to work with children.</p> |
| <p>Select from: Choose ‘We confirm we understand our legal responsibility’ or ‘we do NOT understand’</p> |
| <p>Action Plan Tasks:</p> |

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| <p>Section 4: Training</p> |
| <p>4.1 The Designated Safeguarding Lead has undertaken training specific to the role and updated this training at least every two years. In addition, the Designated Safeguarding Lead has kept updated at regular intervals, but at least annually.</p> |
| <p>Guidance note: In a addition, the DfE state: ‘The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.</p> <p>In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.’</p> <p>Locally Head teachers and Designated Safeguarding Leads are urged to attend School Improvement Liverpool’s Annual Head teachers’ Briefings and separate Refresher Training for Designated Safeguarding Leads’.</p> |
| <p>Select from: in place or action required</p> |

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| <p>Provide evidence of how the statement is met (Evidence should include details and dates of training attended, along with who delivered and provided the training).</p> <p>Headteacher attended refresher training at School Improvement Liverpool on 24/09/2019 DSL attended refresher training at School Improvement Liverpool on 03/10/2019</p> <p>DSL has received extensive training in all aspects of safeguarding and has undertaken refresher training on an annual basis for the past 17 years.</p> <p>DSL has delivered specialist safeguarding training for school staff</p> <p>DSL has delivered specialist training with other partners including the Sheffield SCB, Sheffield Sexual Exploitation Service, Sexual Health Sheffield, Fruitbowl LGBT and The Corner (young persons' drugs and alcohol service).</p> <p>Headteacher attended the annual Headteachers' Briefing at School Improvement Liverpool on 17 September 2019.</p> |
| <p>Action Plan Tasks:</p> |
| <p>4.2 The school has at least one deputy Designated Safeguarding Lead trained to the same standard as the Designated Safeguarding Lead.</p> |
| <p>Guidance note: Please list these details separately for each member of staff who is a Deputy Designated Safeguarding Lead and part of the safeguarding team providing cover for the Designated Safeguarding Lead.</p> <p>In addition, the DfE state: 'The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.</p> <p>In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.'</p> <p>Locally Head teachers and Designated Safeguarding Leads and deputies are urged to attend School Improvement Liverpool's Annual Head teachers' Briefings and separate Refresher Training for Designated Safeguarding Leads'. It is recommended that all members of the safeguarding team attend this training.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met. Please list these details separately for each member of staff who is a Deputy Designated Safeguarding Lead and/or part of the safeguarding team providing cover for the Designated Safeguarding Lead. (Evidence should include details and dates of training attended for each member of the team, along with who delivered and provided the training).</p> |
| <p>All Deputies received annual safeguarding training on 12/12/2019 including the updated KCSiE guidance and Prevent.</p> |
| <p>Action Plan Tasks:</p> |

4.3 Having attended School Improvement Liverpool's Head teachers' Safeguarding Briefings what has been the impact on your practice and what actions you have taken?

Guidance note:

- How have these sessions strengthened your understanding of key local safeguarding practices including issues around child criminal exploitation and mental wellbeing?
- How have you disseminated and embedded staff understanding of key local priorities, such as Adverse Childhood Experiences?
- What changes or developments have you made in relation to the key changes to the Ofsted Education Inspection framework?
- How have you developed your quality assurance of Alternative Education Provision and off-site learning?
- Have you used the Quality Assurance of AP by Schools checklist?
- Have you drawn upon the Reporting to Governors template?
- How have you utilised Safeguarding-Mate with your staff and volunteers?
- How have you drawn upon The Safeguarding Resource Hub?
- How have you utilised the "It's Cool to be Kind" and "ThinkB4UClick" resources?
- How have you developed your quality assurance of your safeguarding systems and procedures?
- Have you used the Head teachers' Summary Safeguarding Quality Assurance Checklist?
- How has your curriculum for children developed?
- What aspects of your practice have you revisited/strengthened?

Provide evidence of the impact

Our school is totally committed to safeguarding children; as result, we know our students well and have comprehensive records tracking our safe practice

The Safeguarding Team has been expanded further to include Job Coach who assures safeguarding in work places; as a result, we are confident that no matter where the students learn, we have done all that we can to risk assess and assure their wellbeing

The Team meets regularly each month for a group supervision with minutes of meetings held; as a result, we maintain continuum of focus on our safeguarding duty

Annual all staff training for all staff – employed and volunteers, including GB, as a result, we have workforce which is knowledgeable, up-to-date and supported to deal with the complexities of many of our students' lives

Discussion regarding knife crime and ALS population; as a result, we have a greater awareness of ASD and criminal vulnerability and are better prepared to support our students

A metal detector wand was purchased; as a result, we are able to respond to any concerns raised regarding potential weapons in school. It is now used mainly to support detection of self-harming tools. Used when required for one student in particular

Specialist therapeutic team work closely with the Head of Care and Safeguarding and escalate concerns, some of which result in S47 referrals or other joint working input to safeguard children; as a result, we have a good commissioning of specialist support with excellent communication between the external therapists and internal staff. This strengthens our input's effectiveness

All staff have been issued with a copy of the Keeping Children Safe in Education and Working Together to Safeguard Children; the Head of Care and Safeguarding ensures 100% have read and understood the guidance; as a result, we have workforce issued with clear expectations regarding safe practice and duties to safeguard children and young people in our care

Leaders and those responsible as DSLs/Deputy DSLs have read the whole guidance; as a result, we have a strong distributed model of safeguarding leadership which provides support in a continuous way, without over-relying on one or two people alone

Termly Quality Assurance of Safeguarding takes place by Head of Care and Safeguarding, supervised by the Headteacher (using Summary Safeguarding Quality Assurance Checklist) and quality assured by the Safeguarding Governor; as a result, the leadership and management of the school has a good grasp on the issues at hand and is able to lead workforce development, deployment of funds and any operational support as needed to further enhance the school's safeguarding work

- The Safeguarding Governors has been recruited specifically to enhance GB's safeguarding acumen and improve its accountability; as a result, several GB visits took place, with reports evidencing observations and positive quality assurance of the school's leadership work is in place
- CPOMS system is used to record, track and monitor individuals' wellbeing and concerning trends and adjust focus based on the emerging demand for interventions; as a result, we use data to drive support and to reflect on its effectiveness over time. This, in turn, means we are working SMARTly and are able to show impact of actions.
- ASD Model of the curriculum allows for promotion of Safeguarding across the curriculum – a mapping exercise shows key areas features in each Key Stage; a range of new themes identified as missing has been planned for and gradually introduced; as a result, we teach what students need, revisit it to add new content, as needed and evaluate impact of education in a holistic way (including development of Life Skills)
- Staff development and training in SCERTS, mental health and effective pastoral support has enhanced our staff' understanding of the complexities of students' needs, family and wider social circumstances and the links between those and access to, and progress in, learning. As a result, we have a better prepared workforce and students whose needs are better understood. As a result, students learn well, attend well and are never excluded from school.
- Family engagement RAG rating used termly to focus work on "hard to reach" families; as a result, we are able to use contextual information to engage families in their children's learning or engage other agencies where non-engagement is related to wider family circumstances.

4.4 Having attended School Improvement Liverpool's Refresher Training for Designated Safeguarding Leads what has been the impact on your practice and what actions you have taken?

- Guidance note:
- How have you reflected upon, developed systems and implemented learning from the Signs of Safety workshop? (Please provide specific examples)
 - How have these sessions strengthened your understanding of key local safeguarding practices including completing a M.A.R.F, matching concerns to the Levels of Need or escalating concerns?
 - How have you reflected upon and developed your systems in relation to the issues raised relating to Criminal Exploitation, Forced Marriage, Domestic Abuse and Operation Encompass?
 - What key learning have you disseminated to staff?
 - How have you embedded staff understanding of key local priorities, such as Adverse Childhood Experiences?
 - How have you shared and embedded Safeguarding-Mate with your staff and volunteers?
 - How have you drawn upon The Safeguarding Resource Hub to support children, parents and colleagues?
 - Have your supervision arrangements been strengthened?
 - How have you developed your quality assurance of your safeguarding systems and procedures?
 - What aspects of your practice have you revisited/strengthened?
 - Have you identified and addressed any further training needs?

Provide evidence of the impact

Safeguarding Team supervision is fully embedded

Signs of Safety approach is being utilised by the Safeguarding Team

'Voice of the child' has been prioritised as an area for development

Designated Deputy refresher training will focus on case studies/scenarios, risk assessing thresholds and producing good MARF referrals (demonstrating impact)

All members of the safeguarding team will then use appropriate frameworks to risk assess specific issues (hidden harm, domestic abuse, sexually harmful behaviour etc)

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| <p>All members of the safeguarding team would be confident to escalate their concerns if necessary</p> <p>Quality Assurance walks by the Head of Care and Safeguarding have demonstrated high levels of safeguarding practice across the school. Early intervention is a priority for all school staff.</p> |
| <p>4.5 At least one person on every appointment panel has undertaken Safer Recruitment Training.</p> |
| <p>Guidance note: Whilst there is now no statutory requirement to refresh this training at specified intervals schools would be advised to ensure their understanding is regularly updated.</p> <p>School Improvement Liverpool offers Safer Recruitment training for school leaders and governors and separately for Business Managers and Admin Officers:</p> <p>Course dates: http://www.schoolimprovementliverpool.co.uk</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met (Schools should set out who has attended this training, the date the course was completed, the date of any refresher training and who delivered and provided the training).</p> |
| <p>All members of SLT have undertaken NSPCC Online Safer recruitment training.</p> |
| <p>Action Plan Tasks:</p> |
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| <p>4.6 All staff and volunteers have received appropriate safeguarding and child protection induction training which is then regularly updated and at least annually. All staff should receive further updates via staff meetings, emails or e-bulletins.</p> |
| <p>Guidance note: Schools should ensure that face to face safeguarding training is part of a colleague's mandatory safeguarding induction and regular on-going training. School Improvement Liverpool provides colleagues trained to deliver in-service training at your school. In addition we offer a 'Train the Trainer' course providing all the resources and guidance for schools to deliver their own training in-house.</p> <p>Through this training, all staff and volunteers are clear regarding their roles and responsibilities, understand what constitutes a concern and how and when concerns should be reported, know who the key staff are, and have a working knowledge of Safeguarding-Mate to support them escalate their concerns.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met (Schools should provide the dates and content of the training and who delivered the training)</p> |
| <p>Whole school safeguarding training was delivered on 12 December 2019 by Alison Twomey (DSL) which included Part 1 of KCSiE, identifying and responding to neglect and whistleblowing.</p> <p>Regular safeguarding briefings and emails are provided to all staff</p> <p>All new staff or regular volunteers are given induction training within a week of starting. This includes Part 1 of KCSiE, the school Code of Conduct and Whistleblowing</p> |
| <p>Action Plan Tasks:</p> |
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| <p>4.7 The school is committed to working with other agencies to provide Early Help. It has ensured a member of staff is trained to carry out Early Help Assessments. All staff are aware of the early help process and their role in it.</p> |

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| <p>Guidance note: Considerable support and advice is available from the Early Help Hubs. Revised EHAT training is available via the LCC website. Schools can seek further information from the Early Help Directory. Additional information is available in the School's Safeguarding Handbook.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met (Schools should state who has completed EHAT training and when).</p> |
| <p>Family Adviser has taken on the role of school EHAT lead. Their skills and knowledge has been strengthened.</p> <p>EHAT's are quality assured by the Head of Care and Safeguarding</p> <p>New EHAT's are only opened if appropriate and needs are not being met via the EHCP</p> |
| <p>Action Plan Tasks:</p> |
| <p>4.8 The induction of staff & volunteers includes Part 1 of KCSiE, the school's child protection procedures & policy, staff code of conduct, behaviour policy for children, the school's response to those who go missing from education & the role of the DSL.</p> |
| <p>Guidance note: All new staff are clear regarding their role and responsibilities, understand the need inform school of any changes to their personal circumstances which may impact on their role and are able to identify the key members of staff.</p> <p>School Improvement Liverpool has provided a training impact questionnaire to do with staff. Schools are urged to have a safeguarding noticeboard in the staffroom. Schools should draw upon the resources in section 1 of the Schools' Safeguarding Handbook to support the induction and training of staff, including a safeguarding induction checklist.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met</p> |
| <p>All new staff, student teachers, nursing students and volunteers will receive a safeguarding induction within a week of starting.</p> <p>The induction includes Part 1 of KCsiE, code of conduct and whistleblowing</p> <p>New members of staff are provided with an electronic copy of Part 1 KCSiE and they have to confirm in writing that they have read the guidance and will implement it in their daily duties.</p> |
| <p>Action Plan Tasks:</p> |
| <p>4.9 Governors have received guidance and training to enable them to provide support and scrutiny in order to ensure the school is discharging its statutory responsibilities in respect of safeguarding.</p> |
| <p>Guidance note: School Improvement Liverpool provides courses for governors. In addition, Head teachers / Designated Safeguarding Leads can draw upon the resources from the Safeguarding Briefings to deliver their own in-house training.</p> <p>School Improvement Liverpool provides termly e-briefings.</p> <p>Course dates: http://www.schoolimprovementliverpool.co.uk</p> |
| <p>Select from: in place or action required</p> |

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| <p>Provide evidence of how the statement is met, including dates and content of training</p> <p>Governors have completed online NSPCC training:</p> <p>Rohit Ramesh - 01.10.2018 - chair Rob Lowe - 15.09.2018 – vice chair Tom Drost - 03.09.2018 Alicea Thompson - 05.09.2018 Eileen Walsh - 04.10.2018 Jim North – 22.01.2019 Sarah Powell – completed SIL DSL training in September 2018 Ania Hildrey - completed SIL DSL training in September 2018</p> <p>Head of Care and Safeguarding has provided additional safeguarding training sessions for governors on specific issues relating to ALS</p> <p>Head of Care and Safeguarding provides termly SEF reports to the governing body</p> <p>Head of Care and Safeguarding meets at least termly with the nominated governor for safeguarding</p> |
| <p>Action Plan Tasks:</p> |
| <p>Governors will benefit from updated training to be delivered by Head of Care & Safeguarding by Dec 2020</p> |
| <p>4.10 The school has appointed an appropriately trained designated teacher to promote the educational achievement of children who are looked after & are previously looked after.</p> |
| <p>Guidance note: The designated teacher for children looked after should meet the following requirements of the role:</p> <ul style="list-style-type: none"> • Has Qualified Teacher Status with appropriate seniority • The role is explicit within their job / role description • Is allocated time, off their timetable to carry out and fulfil the statutory duty and responsibilities of the role and undertake appropriate training • Has undertaken relevant training in the past 2 years (please provide details) • Participates fully in the care planning process • Submits education reports to the looked after children reviewing process • Ensures that all Personal Education Plans are of a high quality, relevant and up to date with measurable outcomes • Ensures that Pupil Premium funding is allocated to the individual child and that the impact is monitored • Acts as a voice and an advocate for children who are looked after and are previously looked after and ensures that they have the appropriate monitoring and support to achieve and reach their potential • Has lead responsibility for promoting the educational achievement of children who are looked after and are previously looked after and for ensuring school staff understand and meet the needs of children who are looked after |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met, including dates and content of training.</p> <p>This role is performed by the Head of Care and Safeguarding who has 15 years' experience in the role</p> <p>All PEP and LAC reviews are held within statutory timescales</p> <p>All LAC students have an up to date PEP which explicitly states how their pupil premium funding is allocated.</p> |

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| All LAC and post LAC students are discussed at the monthly Safeguarding Team meetings |
| Action Plan Tasks: |
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| 4.11 The school has identified a member of staff to champion the needs of children and young people who are young carers and has clear policies and provision in place to support them. The outcomes for young carers should be monitored. |
| Guidance note: It is envisaged that the School's Young Carer's Champion will be a point of contact for on-going information, advice and guidance via the commissioned young carer's service. The member of staff acting as the School's Young Carers Champion should be a member of the school's senior leadership team however they may delegate the day to day operational management to another member of staff. They will ensure that all appropriate policies reflect the needs of young carers and consider the development of a discrete young carer's policy which would include the school's strategies for awareness raising, creating an inclusive environment and identification, assessment and support for young carers. Mechanisms should be in place to monitor how many children are taking on a caring role and the outcomes for this group. |
| Select from: in place or action required |
| Provide evidence of how the statement is met and the impact of your actions to improve outcomes for Young Carers |
| The Family Adviser works closely with families to identify any students who may have caring duties at home |
| Head of Care and Safeguarding has attended the Young Carers awareness raising workshop at SIL. This information was further disseminated to the full safeguarding team at the next supervision meeting. No Young Carers were identified at this stage |
| Head of Care and safeguarding wrote a newsletter article highlighting the role of young carers and referral pathways for support. |
| Action Plan Tasks: |
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| Name of the School's Young Carers Champion(s) |
| Alison Twomey |
| Email address of the School's Young Carers Champion(s) |
| alison.twomey@abbotsleaschool.co.uk |
| 4.12 The school ensures key staff are appropriately trained, as required, to support the school's broader safeguarding framework including first aid, administering medication and health and safety. |
| Select from: in place or action required |
| Provide evidence of how the statement is met (Schools should set out examples as to how they meet this standard). |
| The following policies are in place: <ul style="list-style-type: none"> Administration of medicine |

<http://www.abbotsleaschool.co.uk/wp-content/uploads/2018/05/Administering-Medicines-Policy.pdf>

- Supporting students with medical needs
- Asthma
- Epilepsy

<http://www.abbotsleaschool.co.uk/wp-content/uploads/2018/09/Supporting-students-with-long-term-medical-needs.pdf>

The Head of Care and Safeguarding and Family Adviser attended 'Managing Allergies and anaphylaxis' training at Alder Hey on 11 October 2019

The Headteacher emailed all staff, alerting them to the shortage of junior Epipens and requesting action to be taken. Awareness of this issue was also raised with families via Parentmail and the Headteacher's newsletter

First aid trained staff are spread across the school.

First aid boxes are in all classrooms and the contents are checked weekly by HLTAs

All students' medical conditions are known. Care plans are in place and will be regularly updated.

Photographs of students with allergies are displayed in the kitchen, dining hall and intranet for easy reference

Action Plan Tasks:

4.13 The Designated Safeguarding Lead ensures staff are aware of LSCP multi-agency training including 'Working Together' training and encourages attendance as appropriate. Staff are aware of Local Safeguarding Children Partnership policies and procedures.

Guidance note: It is recommended that Designated Safeguarding Leads and those who provide cover for the role access appropriate multi-agency training including 'Working Together' training in order to update their knowledge and skills. Schools should identify and attend such training based on the needs of their school community. Examples of training would be NSPCC Neglect Graded Care Profile, or Signs of Safety.

The training offer can be viewed online at www.liverpoolscb.org.uk and training should be booked online via the Early Help Directory <http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

Select from: **in place** or action required

Provide evidence of how the statement is met (Schools should set out examples as to how they meet this standard including dates and details of training attended).

LSCB training opportunities are regularly shared by the DSL in Safeguarding Supervision meetings and via emails. Attendance is encouraged.

The DSL has attended the following LSCB training:

- Domestic abuse
- Safeguarding children and young people with neurodevelopmental conditions (spotlight session)
- LSCB Working Together update

The Family Adviser has attended the following LSCB training:

- Effective engagement with resistant families

Action Plan Tasks:

Continue to raise awareness of all training opportunities

Section 5: The curriculum and effective safeguarding practice including record keeping

5.1 The school's website contains safeguarding information for children and families. The names and photographs of the safeguarding team are displayed in reception and the staffroom. There are safeguarding noticeboards for parents, children and staff.

Guidance note: If the school feels placing photographs in reception would cause issues for the member of staff then a 'names only' approach should be taken. Schools can utilise the Safeguarding Resource Hub as a link from their website www.safeguardingresourcehub.co.uk

Select from: **in place** or action required

Provide evidence of how the statement is met

Regular safeguarding information is made available to families via the Headteacher's weekly newsletter.

A link to CBBC e-safety is on the school website

There is a board displaying all members of the safeguarding team in reception

Safeguarding displays for students are on display in the primary and secondary departments

Action Plan Tasks:

5.2 Children learn about healthy relationships and consent through sex and relationships education and personal social health education. They learn to become more emotionally resilient and about their own well-being and self-esteem.

Guidance note: Schools should draw upon Barnardo's 'Real Love Rocks' programme and Life Skills programme, the Home Office 'Disrespect NoBody' campaign and the NSPPC 'Speak out, stay safe', 'Share-aware' and 'PANTS' programmes. Schools should be aware of the resources found on the CAMHS website.

Select from: **in place** or action required

Provide evidence of how the statement is met

The safeguarding curriculum is sequentially mapped out across the whole school.

PSHE Association 'PSHE Education Programme of Study key stages 1-5' is used. Core themes include:

- Health and Wellbeing:
 - Healthy eating
 - Sport opportunity i.e. golf, judo, swimming
 - Zones of regulation
 - Road safety

- Relationships
 - Buddy systems
 - Anti-bullying
 - Science – our bodies / Biology
 - Citizenship

- Living in the wider world
 - Remembrance Day
 - Chinese New Year
 - Rights and responsibilities
 - British Science Week

Brook advisory service delivered sexual health sessions to KS4 students

NSPCC delivered Speak out, stay safe, to KS2 students

KS4 and 5 students are offered ‘mindfulness’ sessions

Action Plan Tasks:

5.3 Children learn about equality and diversity and about respect and tolerance for others. They learn about different faiths and cultures, disability, sexual orientation and gender identity and the values needed to live in a democratic society.

Guidance note: School should ensure appropriate messages and activities are delivered in an age/developmental appropriate way over time. Schools should evidence how their curriculum opportunities are impacting on children’s thinking.

Select from: **in place** or action required

Provide evidence of how the statement is met

The school offers a comprehensive PSHE curriculum to all students (see 5.2)

Opportunities are embraced throughout the Curriculum Planning to ensure children learn about equality and diversity and respect and tolerance for others.

For example, within PHSE this includes commitment to the Speak Out Stay Safe campaign where issues surrounding diversity and bullying are explored at length.

Within Liverpool SACRE Religious Studies lessons an understanding of many faiths is developed and celebrated not only through engaging lessons but also through visits to alternative places of worship and recognition of multi faith celebrations such as Christmas, Eid, Diwali and Chinese New Year.

Tolerance for others is developed through SOCOM activities including Lego and Narrative Therapy as well as Curriculum Enrichment Days which encompass SMSC values.

Children are taught about democracy and encouraged to use it daily in turn taking but also in a more formal capacity for example voting on Student Council Representatives.

Geography lessons are used to embrace the diverse culture of our city

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| <p>Our Golden Rules are embedded in all that we do and underpin social activities in the playground and at lunch times.</p> <p>Be here. Every day... Work hard and be nice Never give up on yourself or others Stay positive and be happy!</p> |
| <p>Action Plan Tasks:</p> |
| <p>5.4 Safeguarding records evidence effective partnership working with other agencies including the school's contribution to effective multi-agency assessment, planning and review of a child's needs including attendance at all multi-agency meetings.</p> |
| <p>Guidance note: The School's Safeguarding Handbook provides additional guidance in respect of record keeping and partnership working. Further information is available on the LSCP website.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met</p> |
| <p>CPOMS is used to record all communication with other agencies and chronologies are automatically produced.</p> <p>A member of the safeguarding team has been present at all multi-agency meetings and request copies of minutes and CIN plans if these are not produced by the social worker.</p> <p>Mental health risk assessments are made by a multi-disciplinary a team of professionals and signed by all involved.</p> |
| <p>Action Plan Tasks:</p> |
| <p>5.5 The Head teacher ensures that school is represented by the DSL or deputy(s) at all multi-agency meetings. Where another member of staff attends, they are suitably trained and briefed about the expectations of attendance, including decision making.</p> |
| <p>Guidance note: Any member of staff attending multi agency meetings should understand the expectations of attending such meetings including decision making at child protection conferences, the kind of information school should be sharing and how this should be presented. They should also be briefed on what school can and cannot commit to as part of any plan.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met</p> |
| <p>A member of the safeguarding team has attended all multi-agency meetings. Cases are discussed and quality assured in safeguarding supervision</p> |
| <p>Action Plan Tasks:</p> |
| <p>5.6 The Headteacher will ensure that the LSCP 'Agency report to conference' is sent via secure means to Children's Services Safeguarding Unit ahead of any child protection case conference. The report is shared with the family in advance of the conference</p> |
| <p>Guidance note: The Safeguarding Unit will invite the school to a child protection case conference and require them to return the agency report at least two days before the conference.</p> |

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| Select from: in place or action required |
| Provide evidence of how the statement is met |
| This responsibility is delegated to the Head of Care and Safeguarding. The full safeguarding team is aware of the need to provide an education report to a case conference and would ensure this is completed within timescales. |
| Action Plan Tasks: |
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| 5.7 The Designated Safeguarding Lead maintains a list of referrals made to them and those that were subsequently referred to the local authority, along with brief details of the resolution. (Ofsted requirement) |
| Select from: in place or action required |
| Action Plan Task: |
| CPOMS is used by all staff to record concerns relating to welfare and safeguarding |
| 5.8 The Designated Safeguarding Lead maintains a list of all pupils who are open cases to children's services/social care and for whom there is a multi-agency plan. (Ofsted requirement) |
| Select from: in place or action required |
| Action Plan Tasks: |
| All information is recorded on CPOMS. Open cases are discussed in safeguarding supervision meetings When CIN plans are not received, this is immediately chased up with the named social worker. CIN plans are quality assured on receipt and concerns raised if they appear to be inadequate |
| 5.9 The head teacher will ensure that the safeguarding team understand how to draw upon the LSCP levels of needs framework and know how to make a multi-agency referral (MARF) online or provide early help or seek support from the early help hubs. |
| Guidance note: The Safeguarding Briefings and Refresher Training Designated Safeguarding Leads provides guidance to support schools' understanding. The LSCP levels of needs guidance should be referenced when completing a MARF or escalating any concerns. |
| Select from: in place or action required |
| Provide evidence of how the statement is met |
| All of the safeguarding team has received training on the LSCB levels of need. Further training has been provided by the Head of Care and Safeguarding |
| Action Plan Tasks: |
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| 5.10 The head teacher will ensure that the safeguarding team should understand how to follow the Local Safeguarding Children Partnership's escalation procedures which can be found on their website. |

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| Select from: in place or action required |
| Provide evidence of how the statement is met |
| Escalation procedures were covered in the designated training and were revisited in the refresher training on 8 March 2019 |
| Action Plan Tasks: |
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| 5.11 The head teacher will ensure that the safeguarding team have implemented the learning from serious case reviews including listening to the voice of the child and the need for effective early help, information sharing, supervision, and escalation. |
| <p>Guidance note: The Schools' Safeguarding Handbook provides further guidance. In addition the LSCP produces serious case review newsletters and School Improvement Liverpool 'Safeguarding Matters' newsletter will also aim to share the learning from LSCP serious case reviews and other reviews and audits.</p> <p>Learning has included:</p> <ul style="list-style-type: none"> • ensure parents are given an opportunity to disclose any relevant information about themselves which may impact on the care of their child, or school being able to make contact with them in an emergency • ensure parents are given an opportunity to advise school of any known access restrictions to their properties which be relevant • obtain at least three different emergency contact numbers for each child • discuss with LCC admissions team any requests for a place at your school that you are unable to provide if the child is not currently attending a setting • consider internal isolation rather than external exclusions when there are safeguarding concerns about and especially when the child is at risk of exploitation and harm • ensure LSCB escalation procedures are understood and followed until agreement or a resolution is reached when there are disagreements about practice and provision • if a child's needs change and the risks have escalated schools should inform the social worker straight away • ensure there is no professional bias • ensure there is an understanding of cultural norms • always identify a key worker for all children with additional safeguarding concerns • ensure Early Help Assessments include the children at all settings • ensure an Early Help Assessment is considered when a referral is not accepted by Children's Services • ensure that any written agreements set out between children's services and the family are appropriate; agreed at the core group and subject to monitoring and supervision by the social worker's manager and the core group/case conference • focus on the child's needs (avoid focusing solely on the parent's views and needs) • consider the need to listen to child away from their parents and record the child's views • consider young people as children until they are 18 years old including teenage mothers who may be in abusive relationships • assess effectively the parents motivation and capacity to improve the situation • assess the impact of any issues related drugs, alcohol, mental health or domestic violence (avoid being over optimistic of the parent's capacity to improve the situation) • monitor carefully the parent's engagement particularly any missed medical appointments • review historical concerns in respect of the child and parents (avoid viewing incidents in isolation and not linking injuries; avoid start again syndrome) • demonstrate 'respectful uncertainty' being appropriately sceptical of any explanations provided by the family for any maltreatment and injuries (avoid a lack of professional curiosity hence if you can't rule it out, then you have to rule it in) • complete holistic assessments in a timely way • ensure effective multi-agency partnership working |

- ensure any actions for all agencies and the parents are sufficiently focused, challenging and completed in a timely way
- attend all professional meetings ensuring written reports are provided
- ensure the children who do not attend school are seen and, if necessary, spoken to away from their parents on regular basis (avoid professional drift especially when children are not attending school)
- risk assess all appropriate adults taking care to consider any new male partners
- observe the child's interaction with parents and key adults particularly any new male partners
- understand your responsibility to share information in a timely way with other agencies who are working with the family
- understand your responsibility to escalate your concerns and challenge other agencies including the need to consider care proceedings
- consider issues related to cultural diversity
- collaboratively risk assess children who are self-harming
- ensure there is managerial oversight of safeguarding decisions and actions through effective supervision
- monitor school attendance rigorously including any unexplained absences ensuring chronic attendees are visited and their welfare confirmed on a weekly basis

Select from: **in place** or action required

Provide evidence of how the statement is met (Schools should consider how training has impacted on the practice).

The DSL a highly experienced safeguarding lead who has undertaken 'Learning Lesson reviews' with the Sheffield SCB.

Serious case reviews are read, understood and actions taken to improve practice.

Learning from serious case reviews is implemented via policy updates and whole staff training

Contact details for all students are being updated to include at least 3 contacts

Families are asked about relevant information during transition meetings

The school does not exclude pupils

The voice of the child remains paramount at all times.

Neglect and disguised compliance was a key feature included in whole staff safeguarding training on 3 September 2018

EHATS are regularly audited to ensure there is no 'drift'. Cases are escalated when necessary

CIN plans are scrutinised for quality

Action Plan Tasks:

5.12 The school oversees the safe use of electronic & social media by staff & children & take action in respect of bullying or risky behaviours. Staff are alert to possible signs of peer to peer abuse, gender based violence & sexual harassment.

Select from: **in place** or action required

Provide evidence of how the statement is met

Students are not able to access any inappropriate content at school.

Regular e-safety lessons, assemblies, briefings are delivered.

Safer Internet Day was marked with a focus on these issues.

All staff are aware of their responsibility regarding use of social media. This is delivered in annual refresher training, briefings, emails and induction training.

Peer on Peer abuse and gender based violence are explicit in the Child Protection Policy

<http://www.abbotsleaschool.co.uk/wp-content/uploads/2017/04/4-Child-Protection-Policy.pdf>

Concerns about staff use of social media are promptly addressed by the Headteacher and Head of HR. Issues would immediately be referred to the LADO if they met the threshold.

Action Plan Tasks:

Review acceptable use policy

5.13 Teachers, and those providing teaching, understand their mandatory duty to report to police any case where an act of female genital mutilation appears to be carried out on a girl under the age of 18.

Guidance note: See additional DfE statutory guidance set out in Keeping Children Safe in Education

Select from: **in place** or action required

Provide evidence of how the statement is met (Schools should set out how they have clarified staff's understanding)

All staff were made aware of this requirement during the annual safeguarding training on 12 December 2019. Subsequently, all staff were required to read Part 1 of KCSiE and confirm in writing that they understood this guidance

http://www.abbotsleaschool.co.uk/wp-content/uploads/2018/09/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.pdf

The mandatory duty is also covered in all safeguarding inductions for new staff, student teachers and student nurses

Action Plan Tasks:

5.14 Child protection records are kept securely with limited access. Each record should contain a chronology summarising actions and decisions taken. The records includes the views and wishes of the child.

Guidance note: The School's Safeguarding Handbook provides additional guidance. The school ensures that individual child protection records are held for each member of a family.

Select from: **in place** or action required

Action Plan Tasks:

All information is securely stored on CPOMS. Chronologies are automatically generated by CPOMS

Historical paper files are kept locked in the Head of Care and Safeguarding office

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| 5.15 CP records are transferred, separately to their ordinary file, to the next setting securely and a receipt retained. If your school is the last setting a child attends then the school retains the records until they are 35 years old. |
| Guidance note: The Schools' Safeguarding Handbook provides additional guidance. There should always be a handover meeting/conversation which discusses concerns and interventions overtime. It should provide holistic information including the role of agencies working with the family. Written files are transferred to the new school in a timely way once it is confirmed the child is attending. |
| Select from: in place or action required |
| Records are transferred via CPOMS if the destination provider also uses this system. Paper files are transferred where necessary |
| Action Plan Tasks: |
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| Section 6: Quality assurance of safeguarding |
| 6.1 Governors and school leaders carry out learning walks to evaluate the degree to which the school is a safe learning environment with secure access and to ensure any actions arising from a health and safety audit are implemented. |
| Select from: in place or action required |
| Action Plan Tasks: |
| The Head of Care and Safeguarding is undertaking a series of observations to capture 'a day in the life' of students in all key stages Health and safety issues are discussed at safeguarding supervision meetings and any issues are immediately raised with the Head of Finance and Operations The appointed safeguarding governor will be quality assuring safeguarding via a 'seeing is believing' visit |
| 6.2 The head teacher checks that the Single Central Record is updated after each appointment and that personnel records retain copies of documents used as evidence of DfE pre-employment checks (other than DBS certificate). |
| Guidance note: The School's Safeguarding Handbook provides further guidance, including a personnel checklist. In addition Keeping Children Safe in Education states a DBS certificate can be kept for no longer than 6 months. The DfE state: Schools and colleges must keep a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record must cover the following people: <ul style="list-style-type: none"> • all staff (including supply staff, and teacher trainees on salaried routes) who work at the school. In colleges, this means those providing education to children; and • for independent schools, including academies and free schools, all members of the proprietor body. The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained: <ul style="list-style-type: none"> • an identity check; • a barred list check; • an enhanced DBS check/certificate; |

- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 128-129 for independent schools (including academies and free schools));
- a section 128 check for all maintained school Governors;
- further checks on people who have lived or worked outside the UK (see paragraphs 156-157); this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 133;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff and other agency/third party staff schools should also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.

Where checks are carried out on volunteers and Governors, schools should record this on the single central record.

Where checks regarding Disqualification under the Childcare Act are undertaken on staff whose role falls within the remit of the guidance, schools should record this on the single central record.

Select from: **in place** or action required

Action Plan Tasks:

6.3 For all schools, including maintained schools, a section 128 Prohibition from Management check is undertaken on all members of the Governing or Proprietary Body

Guidance note: A section 128 check has always been a requirement for all members of a proprietary body of an academy, free school or independent school. The DfE also require this check to be undertaken on all Governors of maintained school.

Select from: **in place** or action required

Action Plan Tasks:

6.4 Governors and school leaders evaluate colleagues' understanding of Part 1 of KCSiE and how well they can recognise signs of abuse and neglect. Staff know when to make a referral to children's services or provide early help.

Guidance note: Schools should evidence how they can demonstrate staff understand part 1 Keeping Children Safe in Education. Schools should utilise Safeguarding-Mate to support staff understanding of their responsibilities. They may choose to use the School Improvement Liverpool staff safeguarding questionnaire. The outcomes should be shared with governors.

Select from: **in place** or action required

Provide evidence of how the statement is met by setting out how leaders and governors evaluate this.

All staff received training on the updated KCSiE guidance on 12 December 2019. They were provided with a copy of Part 1 and required to confirm in writing that they had read and understood the guidance.

CPOMS incidents are quality assured by Key Stage Leaders, Head of Department and the Head of Care and Safeguarding. Where there have been occasions where safeguarding procedures were

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| not correctly followed, this was immediately picked up and corrected. Further training was provided to enhance understanding to prevent a repeat incident |
| Action Plan Tasks: |
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| 6.5 The Head teacher ensures there is effective supervision of the safeguarding team and the head teacher maintains oversight of any actions arising from timetabled supervision meetings. |
| Guidance note: Supervision meetings should take place on a regular basis (at least monthly) and should review and revisit cases and concerns to ensure appropriate actions have been taken and outcomes achieved. Minutes should be taken to evidence discussion and actions. Meetings should focus on drilling down and testing the effectiveness of the school's multi-agency practice across a range of cases and particularly those which are challenging and where positive outcomes for children are not yet met. The Designated Safeguarding Lead should draw upon the list of all open multi-agency cases; the list of safeguarding concerns brought to the attention of the Designated Safeguarding Lead and the list of poor attenders. The process should ensure there is no loss of oversight of the actions needed to safeguard children or the required positive outcomes for children. Staff emotional wellbeing should also be considered. The Schools' Safeguarding Handbook provides additional guidance. |
| Select from: in place or action required |
| Provide evidence of how the statement is met by setting out the supervision arrangements. |
| Monthly supervision meetings are held, chaired by the DSL (Head of Care and Safeguarding). All meetings are minuted and actions recorded. |
| Action Plan Tasks: |
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| 6.6 Governors minutes demonstrate effective scrutiny of the detailed analysis of bullying, discriminatory & prejudicial behaviour, including racist, disability & trans/bi/homophobic bullying, use of derogatory language, racist incidents & incidents of sexual harassment & violence. |
| Guidance note: Governors minutes should show not only the effective scrutiny of any data presented but also that any underlying issues are addressed. |
| Select from: in place or action required |
| Action Plan Tasks: |
| Reportable incidents were discussed with the link safeguarding governor on 28 January 2019 |
| Termly CPOMS reports are generated identifying all incidents and actions taken. These incidents are quality assured by Key Stage Leaders for accuracy. |
| Termly data reports are made available to the Governing body |
| 6.7 Governors minutes demonstrate the effective scrutiny of the analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation. |
| Guidance note: Governors minutes should show not only the effective scrutiny of any data presented but also that any underlying issues are addressed. |
| Select from: in place or action required |
| Action Plan Tasks: |

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| <p>The school does not use exclusions or internal isolations as part of the behaviour policy http://www.abbotsleaschool.co.uk/wp-content/uploads/2019/07/Behaviour-Support-Policy.pdf</p> |
| <p>6.8 Governors and school leaders scrutinise patterns of attendance for all groups of pupils (especially vulnerable children), children frequently missing from school or education, unauthorised and irregular attendance and persistent lateness.</p> |
| <p>Guidance note: Analysis of patterns of attendance should also include that of children who are missing for part of the school day.</p> <p>Some children attend school irregularly and are therefore frequently 'missing from school'. However CME (Child Missing Education) is when a child's whereabouts is not known and for example, the family have moved house and the school do not if the child is registered with another school. A statutory CME referral is made to the Local Authority Officer for CME.</p> <p>Schools should make sure there are regular home visits to confirm a child is safe and well when a child is not attending school or alternative education provision. Schools should understand when they may be required to report a child as "missing" to the Police.</p> |
| <p>Select from: in place or action required</p> |
| <p>The school link attendance governor met with the Head of Care and Safeguarding and the Head of Secondary Department on 11 February 2019. Meetings continue to take place at least termly</p> |
| <p>Action Plan Tasks:</p> |
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| <p>6.9 Governors seek evidence that school leaders ensure that children at Alternative Education Provision (AEP) are effectively safeguarded and that their attendance is rigorously monitored. The 'B' code can only be used when a child actually attends AEP.</p> |
| <p>Guidance note: Schools may use a D code on agreement with the advice from written protocols/guidance from the Principal EWO. Schools still have a responsibility to safeguard the child and ensure attendance is monitored and effectively followed up. There should be regular visits to confirm a child's welfare if they are not attending a setting. There should be a formal written agreement/plan in place for those children who are only able to attend on a part time basis. Schools can utilise the AEP quality assurance template shared with Head teachers this academic year.</p> |
| <p>Select from: in place or action required</p> |
| <p>Provide evidence of how the statement is met</p> |
| <p>Daily correspondence between school and AEP to confirm student's attendance. Head of Care & Safeguarding met with Director on 27/01/2020 to quality assure the provision. Written confirmation received that pre-employment checks have been carried out on all AEP staff. The setting has a safeguarding lead and all staff have received safeguarding training. Safeguarding lead has completed the same safeguarding training from SIL that is delivered to school settings.</p> |
| <p>Action Plan Tasks:</p> |
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| <p>6.10 The school evaluates the effectiveness of the curriculum to help children learn how to keep safe. Children know how to seek support & understand the risks associated with, as examples, using technology, grooming, gangs & substance misuse.</p> |
| <p>Guidance note: School should produce a safeguarding curriculum map to ensure safe messages and activities are delivered in an age/developmental appropriate way over time. Schools should also have reference to the DfE guidance Teaching Online Safety in Schools.</p> |

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| Select from: in place or action required |
| Action Plan Tasks: |
| The PSHE/SMSC curriculum is already incredibly thorough and has been checked by the SIP. The SIP asked the school to share their safeguarding curriculum with other DSLs and school leaders at the Safeguarding Focus Group on 26 March 2019. Key stage leaders quality assure all aspects of the curriculum and continually update lessons to ensure all safeguarding information remains relevant and responds to changing need |
| 6.11 Governors and school leaders scrutinise pupils and parents views to confirm pupils feel safe at school. Pupils' views are analysed in respect of bullying and behaviour at the school and whether they feel supported by staff. |
| Select from: in place or action required |
| There is a school council and Head Boy and Girl who represent student voice from all Key Stages. Parent and pupil views are captured in EHCP reviews. Formal questionnaires collecting family and student voice are collected each year, discussed by LT and actions agreed. |
| Action required: |
| Further development of family and pupil voice is identified on the School Development Plan |
| 6.12 Governors can confirm the head teacher has reviewed child protection records to ensure they are compliant with the standards set out by School Improvement Liverpool and local and national guidance. |
| Guidance note: The Schools' Safeguarding Handbook provides additional guidance in respect of safeguarding records including the need for effective chronologies and recording of all key events. |
| Select from: in place or action required |
| The Headteacher has full access to all areas of CPOMS where these files are held. Historic paper files are available for scrutiny and adhere to all guidance. All files have been quality assured by the Head of Care and Safeguarding. Termly reports to GB. |
| Action Plan Tasks: |
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| 6.13 Governors' minutes reflect their scrutiny of any actions arising from School Improvement Liverpool's Annual Head teachers' Safeguarding and Designated Safeguarding Leads' Briefings together with any actions from previous 175 audits. |
| Guidance note: Head teachers and DSLs should draw upon the slides and resources from the Briefings and SIL's safeguarding newsletters to share key information. Schools should share the completed 175 audit and any actions with full Governors. Updated action plans and audits should continue to be shared as appropriate with the Governing Body to allow for scrutiny and oversight. |
| Select from: in place or action required |
| The current 175 Audit will be presented to Governors for their scrutiny. Actions from previous audits have been implemented and anything outstanding is identified as an action in this document. Actions will be discussed with the nominated safeguarding governor who will regularly meet with the DSL to ensure full compliance and with the Chair of GB. |
| Action Plan Tasks: |

6.14 Please confirm that this 175 audit return has been agreed by the Head teacher, Designated Safeguarding Lead, Chair of Governors and Link Safeguarding Governor. A copy of this audit has been signed by all parties and has been made available to the SIP.

Guidance note: The signed copy of the 175 audit should be shared with the school's School Improvement Partner. The school should set out to the SIP how it has shared any actions arising with the governing body and the steps it taking to complete the actions. The school should share with the SIP when all actions are completed.

Select from: **The audit is now complete and we confirm the above statement**