



# North East Lincolnshire Local Safeguarding Children Board Education Establishments Audit 2017 - 2018

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North East Lincolnshire Safeguarding Children's Board annual report of the auditing of safeguarding arrangements of education establishments across North East Lincolnshire undertaken during the 2017 – 2018 academic year.

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## Executive Summary

This is the fifth North East Lincolnshire (NEL) annual education establishment safeguarding audit report for the academic year 2017-2018, which is undertaken by all education establishments in the area. The audit was organised on behalf of the safeguarding in education group which reports to NEL Local Safeguarding Children's Board (LSCB).

The purpose of the audit is to both assist establishments in ensuring they remain up to date with legislation, guidance and good practice and assure the LSCB that safeguarding procedures are in place and are effective.

There are 2 main sections to the audit: the first comprises assessments of 11 safeguarding 'focus areas' which can be found in all establishments plus an overall self assessment; the second comprises questions specifically relating to the arrangements for vulnerable children and young people. Additionally, there is a third section for feedback on a variety of themes.

The assessment of each of the focus areas is determined against 4 levels of criteria and scored using a scale that mirrors the Ofsted scale of level 1 to indicate outstanding through to level 4 indicating inadequate.

The audit was sent to 72 educational establishments across North East Lincolnshire, an increase of 2 new recipients on the previous 2016-2017 audit. Establishments were asked to complete the audit between 18<sup>th</sup> October 2017 and 15<sup>th</sup> December 2017. The last submission was received on 10<sup>th</sup> May 2018. In total, 71 audit submissions were received as 2 establishments sent a joint return.

The **key findings relating to the focus areas and overall self-assessment** are:

- 72% of establishments assessed themselves overall at level 1, an increase on the previous 2016-2017 audit by 21%.
- For all 11 of the focus areas there has been an increase in the percentage of self-assessments at level 1 compared to the 2016 – 2017 audit.
- There is a decrease in the percentage of self-assessments at Level 2 across the majority of the 11 focus areas. However, this reflects on the increase in level 1 self-assessments.
- There has been an increase in the number of level 3 self-assessments amongst 3 of the focus areas in comparison to the 2016-2017 audit.

In respect of the arrangements specifically for vulnerable children and young people, the audit returns submitted by the establishments indicate good practice is wide spread and in place across the overwhelming majority of establishments. This included having in place: procedures to record the outcomes of referrals to children's services; personal education plans for looked after children; and also measures in place to support young carers individual needs. Education establishments all reported having safer working practice arrangements in place for those staff working one-to-one with pupils whilst all secondary education establishments offering work experience reported having adopted an approved work experience model.

## Introduction

1. For each of the last 5 academic years the LSCB safeguarding in education group has been responsible for organising the audit of safeguarding arrangements across North East Lincolnshire's educational establishments in accordance with the requirements of Section 175 of the Education Act 2002 and the expectations of North East Lincolnshire's Local Safeguarding Children's Board.
2. The purpose of the audit is to assist all educational establishments in ensuring they remain up to date with legislation, guidance and good practice. It also provides a baseline against safeguarding standards and helps identify gaps in arrangements. Finally, the audit assists with planning to better safeguard children and young people.
3. Undertaking the audit is beneficial for establishments as it prepares them for the safeguarding aspect of Ofsted inspections and other reporting mechanisms. It ensures that the establishments have clear evidence to demonstrate a commitment to safeguarding children and young people. Furthermore, it means a separate annual safeguarding report for governors is not normally required.
4. For the LSCB, the audit provides assurance that safeguarding arrangements across the authority are in place and are effective. It also ensures that safeguarding themes, issues and development requirements are fed into the LSCB structures to inform future work.
5. The audit primarily comprises of the assessment of 11 safeguarding focus areas found within an educational establishment and an overall establishment safeguarding assessment. For each focus area, establishments are invited to self-assess against levels of criteria which have been devised on a scale of level 1 to level 4. These are in line with Ofsted grades of outstanding at level 1 through to inadequate at level 4.
6. To achieve level 1 in any focus area the establishment has to fulfil all 'must have' criteria. Where individual scores are lower than level 1 the establishment is advised to create a corresponding action in an action plan. With scores of mostly level 3 and/or level 4 establishments are advised to make child protection planning and safeguarding a priority. If there are any specific actions relating to areas of safeguarding not covered within the 11 focus areas, establishments are also advised to record these in an action plan.
7. The remainder of the audit comprises a series of questions to gather specific information relating to safeguarding arrangements in respect of vulnerable children and some themed sections for respondents to add their own additional comments.
8. Each year, revisions have been made to the audit to take into account legislative changes; feedback from those completing the audit; and / or guidance from the LSCB. The audit therefore has evolved over time and as such comparisons between each audit should only be made in that context. For 2017-2018, an additional comment box was entered to the final overall self-assessed level which enabled establishments to reflect on this year's overall assessment and invited them to make comments about whether it was better, worse or the same as last year's score.

## Audit process and timescales

9. The audit for the 2017-2018 academic year was launched on 18<sup>th</sup> October 2017 and sent via email to 72 educational establishments<sup>1</sup> with a submission deadline of 15<sup>th</sup> December 2017. This year, The Orchard Independent School and Best Futures formally took part in the audit for the first time.
10. Thirty-three establishments responded before the deadline, with the remaining thirty-nine establishments providing responses between 18<sup>th</sup> December 2017 and 10<sup>th</sup> May 2018. The 2 pupil referral units operated by the Wellspring Academy Trust, although normally considered as 2 separate educational establishments returned a joint submission and are considered as a single entity for the purposes of this report.

The breakdown of returns by type of establishment is provided in table 1.

**Table 1. Audit submissions returned by type of education establishment**

Type of education establishments	Number in NEL	Number of audits returned
Nursery Schools	2	2
Primary schools and academies (includes infants & juniors)	47	47
Secondary schools and academies	11	11
Pupil referral units	2	2
Special schools and academies	2	2
Colleges	2	2
Independent schools	4	4
Post 19 specialist Provision	1	1
Totals	71	71

## Audit findings

11. The findings of the audit have been collated and recorded in a non-attributable way and provide an overarching position of the self-assessed safeguarding arrangements in place at the time of the audit. The percentages used throughout the audit are based on a total number of establishments, except where noted.
12. Within establishments, the role of designated member of staff for child protection/safeguarding is held by a range of positions from principals and head teachers through assistant or deputy principals and head teachers to class teachers. Establishments were asked to ensure that their completed audits were shared with the school/academy governor responsible for safeguarding prior to submission. All establishments confirmed that this had occurred as part of their submission.
13. Within the audit, establishments were asked about providing a link between their own establishment website and the local safeguarding children's board website in order to facilitate ease of accessing the local authority policies in respect of prevention and early intervention, neglect, child sexual exploitation, and domestic abuse. Nine establishments are still yet to put a link in place but have advised a link will be in place by 1<sup>st</sup> April 2018.

## Focus areas

14. All education establishments were invited to self-assess against the criteria for each of the 11 focus areas of the audit. The focus areas were:

- safeguarding policies
- child protection procedures
- consistency and cross referencing of procedures
- safeguarding and the curriculum
- safer recruitment
- code of conduct
- procedures on how to manage allegations against staff
- record keeping procedures
- supervisions
- safeguarding training and awareness
- supporting safeguarding processes

15. Table 2 below is a summary of the focus area self-assessment scores for this audit and the previous two audits. The detail of the findings for each of the 11 focus areas for this audit is provided at Appendix B.

**Table 2. Summary of focus areas self-assessment scores**

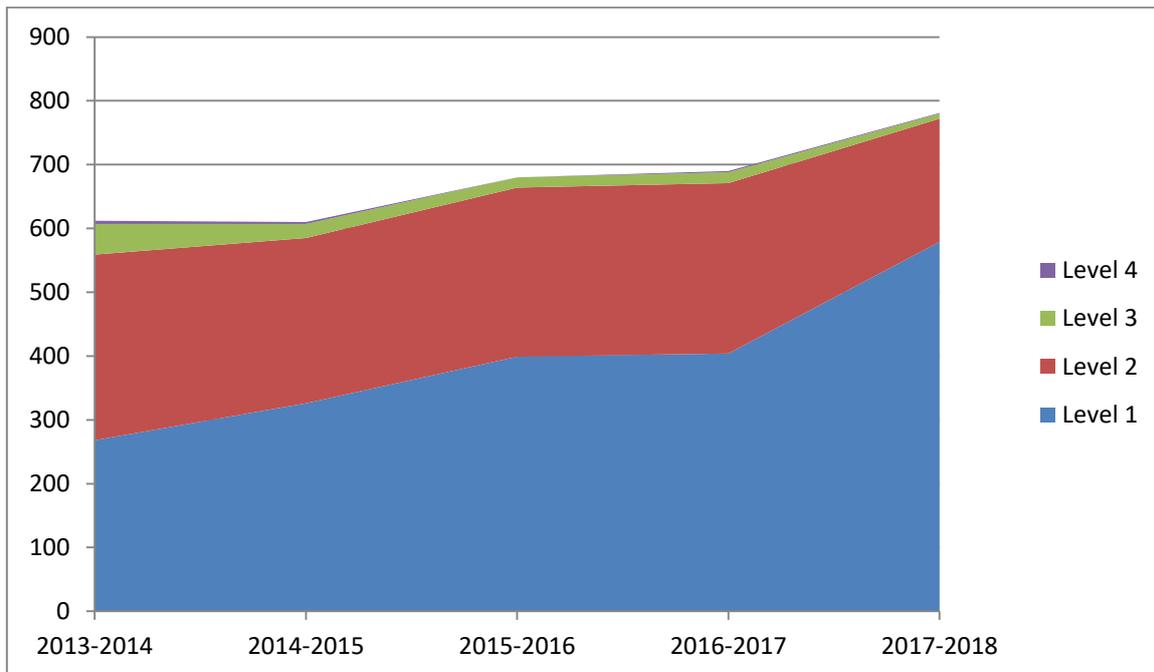
Focus Areas	Percentage of Self-assessment scores											
	Level 1			Level 2			Level 3			Level 4		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
Safeguarding policies	74%	77%	92%	26%	20%	8%	0%	3%	0%	0%	0%	0%
Child protection procedures	63%	62%	86%	37%	38%	14%	0%	0%	0%	0%	0%	0%
Consistency and cross ref of procedure	53%	62%	76%	43%	30%	23%	4%	7%	1%	0%	0%	0%
Safeguarding and the curriculum	40%	42%	56%	60%	58%	44%	0%	0%	0%	0%	0%	0%
Safer recruitment	71%	64%	83%	26%	33%	14%	3%	3%	3%	0%	0%	0%
Code of Conduct	68%	70%	86%	29%	30%	13%	3%	0%	1%	0%	0%	0%
Procedures on how to manage allegations	57%	58%	77%	32%	39%	23%	1%	3%	0%	0%	0%	0%
Record keeping procedures	66%	71%	75%	31%	25%	25%	3%	4%	0%	0%	0%	0%
Supervisions	57%	45%	55%	42%	54%	42%	1%	1%	3%	0%	0%	0%
Safeguarding training and awareness	29%	36%	44%	64%	58%	54%	7%	3%	1%	0%	3%	1%
Supporting safeguarding processes	N/A	77%	86%	N/A	21%	13%	N/A	0%	1%	N/A	2%	0%

16. Unlike previous years, there has been an upward trend across all of the focus areas for self-assessment at level 1 this year. All focus areas at Level 1 saw an improvement with the average

percentage increase being 14% which is equivalent to around 9 establishments. There has been a decrease in the majority of numbers of self-assessments at level 3 and level 4 compared with the previous audit however there were 3 focus areas which saw a percentage increase of around 1-2% equivalent to 1 or 2 establishments.

17. Overall, there is a positive trend, with an increase (however modest) in the assessment at level 1 for all of the focus areas than in the previous audit. Table 3 below illustrates the trend of all responses to the focus area questions common to previous audits.

**Table 3. Trend of responses to all focus areas questions from previous audits**



18. In addition to the 11 focus areas, establishments were also asked to self-assess themselves overall. 72% of establishments assessed themselves as level 1 overall with 27% assessing themselves at level 2. This represents an improvement from 51% overall self-assessment in the academic year 2016-2017 at level 1 and from 48% overall self-assessment at level 2 which is a decrease on the previous year but this is due to the level 1 self-assessment being so high this year. One establishment self-assessed at level 3 which has acknowledged this is a poorer score than last year. However, this is due to new senior appointments which had unfortunately not undertaken the required safeguarding training within the last 2 years. No establishment self-assessed at Level 4.

19. A closer look at individual establishment responses summarised in table 4 below indicates that it is not a straightforward improvement from level 2 to level 1. There is some fluidity, as a small number of establishments that self-assessed as level 2 in this audit had previously assessed themselves as level 1 in earlier audits. This is explained in part by changes in establishments' senior management teams with accompanying overhauls of existing procedures and implementation of updated practices; and by the self-acknowledgement by some establishments that they could do better.

**Table 4. Summary of self-assessed overall scores against previous score**

<b>Position</b>	<b>Number of establishments</b>
No change at Level 1	32
Improvement from Level 2 to Level 1	16
Decline from Level 1 to Level 2	2
No change at Level 2	15
Decline from Level 2 to Level 3	1
Improvement from Level 3 to Level 1	1
No previous comparison	4
<b>Total</b>	<b>71</b>

Safeguarding arrangements supporting vulnerable children and young people

20. The other main section of the audit is in respect of the safeguarding arrangements specifically supporting vulnerable children and young people. The detail of the responses to questions regarding the safeguarding arrangements for vulnerable children and young people are provided in Appendix C.
21. The overwhelming majority of establishments reported having procedures in place to record the outcomes of referrals to children’s social care services. A small minority of establishments who answered ‘not applicable’ further explained that they had made no referrals to children’s social care services. Only 1 establishment answered that it had not recorded all outcomes of referrals and this was noted that not all outcomes were provided by the (Families First Access Point) FFAP, which is children’s social care’s front door, but on the occasions where information was provided, a record was kept on the pupil’s file.
22. The vast majority of establishments reported having personal education plans (PEPs) in place for looked after children (LAC). Those establishments which did not report having such plans in place stated that they had no LAC attending the establishment at the time of the audit.
23. Only a small number of establishments recorded no children in need (CIN) meetings during the last year. The majority of establishments reported attending CIN meetings, LAC meetings, CSAM meetings, child protection conferences, core groups or case conferences. The frequency of CIN meetings varied between establishments. Some reported attending meetings weekly or monthly whilst some reported termly or every 6 months. Many establishments also reported undertaking early help assessments and the referral of children and young people via the Single Assessment Framework. One establishment reported making regular referrals to many different organisations such as Children and Adolescent Mental Health Services (CAMHS) and Open Minds.
24. All establishments reporting having young carers in attendance have measures in place to support the carers’ individual needs. The ways of support include: allowing young carers to access a phone when required; having designated safeguarding leads as main point of contact; and access to and support from the young carers’ group. Other establishments also mentioned that they are sympathetic to young carer’s needs or requirements and provide extra support when necessary. Establishments work in conjunction with the Young People’s Support Service (YPSS) and Young Carers at the local authority.
25. More establishments reported having made staff aware of the requirement to recognise and report all private fostering arrangements this year compared to the previous audit which is very positive. The very few establishments that reported they had not made staff aware explained that they had plans in place in order to brief staff at their next staff meeting or inset day due to the timing of the audit completion. All establishments reported having a child protection file for children or young people if

they had a private fostering arrangement in place. Those establishments that reported not having a child protection file for private fostering arrangements advised that they currently had no cases but they do have systems in place to hold such records should a case emerge.

26. All establishments that reported organising offsite events stated having covering procedures in place. Furthermore, the vast majority of establishments also reported having a nominated and trained educational visits coordinator (EVC). However, those that reported not having an EVC in place advised that it was due to lack of training and that training has been booked for staff members.
27. In respect of an attendance policy, all but 1 establishment reported timely arrangements were in place for 'first day call back. The establishment that reported not having this arrangement in place is an independent establishment and advised it has no need to put this in place.
28. The majority of establishments reported that sex and relationships education was accessible to all pupils. Those establishments that advised it was not accessible to all pupils qualified their response by explaining that the level of accessibility was age appropriate. However, a couple of establishments have commented on how in the past it was only delivered to year 6 pupils but since having new senior leadership, a sex education programme has been purchased and will be delivered to all ages over 2018-2019.
29. For children and young people with communication difficulties, a variety of alternative methods were reported as being provided to allow them to express their thoughts and wishes. The range of recorded alternative methods was extensive and includes, but is not limited to: worry boxes; nurture groups; Makaton; iPads; sign language; 1:1 support; visual aids such as books and picture cards; and interpreters. One establishment stated: *'We have an in-house speech and language therapist who works to support pupils express their feelings. There are HEAR partners available to all children in school to ensure that they can speak to people they feel comfortable with. We currently employ a TA who is Makaton trained for a child with non-verbal communication.'*
30. Overwhelmingly, all establishments, where applicable, reported safer working practice arrangements are in place particularly for staff working 1-1 with children or staff who transport pupils. Those establishments which provide extended services confirmed that staff who lead in child protection or safeguarding are accessible to the staff who are running the extended service, either by being on site or contactable by mobile phone. Of the small number of establishments with more than 1 site, all reported there was a member of staff who takes the lead in child protection or safeguarding on each site.
31. Of the small number of establishments that offer work experience, all have adopted an approved work experience model. Furthermore, the majority of establishments reported they ensure enhanced Disclosure and Barring Service (DBS) checks are commissioned for those organisations where vulnerable pupils participate in block or extended work experience. Exceptionally, 2 establishments reported no enhanced DBS checks had been undertaken. One establishment advised it is something it will look into further and another advised: *'students work in a variety of external work placements, supported internships under a risk assessment and six weekly reviews, Students receive a DBS themselves if working in a childcare or vulnerable adults work placement.'*

## Themed comments

32. Establishments were invited to feedback on their experience of accessing the Families First Access Point (FFAP); undertaking Early Help Assessments (EHA) formerly Single Assessment (SA); and accessing children's social care services. A precis of the themes commented upon is provided below:
- *FFAP accessed daily - no issues. Very positive, they are very helpful and offer guidance and support.*
  - *School has lead on EHAs, where necessary support has been sought through FFAP and to date this has been beneficial and successful, being guided to correct services/professionals.*
  - *The single assessment is really useful and using the signs of safety approach is working well.*
  - *FFAP is useful both in terms of referral and is now much more accessible for advice around cases. As we are not trained social workers, the advice or reassurance needed as school CP practitioners is invaluable.*
  - *Accessed on numerous occasions for advice and support, very helpful.*
  - *The system has been through a lot of changes over the last 2 years. The CSAM process works very well and has strong lines of communication; meetings are quickly organised and addressed.*
  - *Overall good. Timely advice and support. Good follow up systems in place. Problems remain over which agency should be completing the paperwork as it remains an expectation that school will do it.*
  - *Experience is better now that we have one access point rather than two.*
  - *Early Help Assessment should be a multi-agency meeting approach and not put on the education provider.*
  - *Many GPs are still recommending school carry out single/early help assessment for children that are already in the system and involved with a paediatrician. GPs are also asking for one to be completed when there are no issues in school with either the children or family.*

The above comments have been shared with the Families First Access Point (FFAP) and other relevant safeguarding colleagues/services.

33. Establishments were invited to comment on their experience of Channel referrals as part of the Prevent Radicalisation guidance. Responses included:
- *Responses are timely and very informative providing reassurance when wanting advice.*
  - *Training by the police prevent lead was very good.*
  - *Very supportive and timely.*
  - *Police took the case and engaged all relevant services.*
  - *Support/advice has been very prompt*
  - *Very thorough and efficient feedback from the police prevent lead.*
  - *Extensive support from the police prevent lead and regularly attend the Prevent silver group.*
  - *Highly effective and timely practice.*
  - *The referral process is straightforward and action is quickly taken up. We always receive feedback and outcome of the referral.*
  - *1 referral made. Notified that the referral didn't meet the threshold for Channel and that it would be reviewed in 6 months.*

The above relevant comments have been shared with appropriate Prevent and Channel Panel colleagues.

34. Establishments were invited to describe areas of achievement in relation to safeguarding. Responses included:
- *All senior pastoral staff have completed the anti-bullying training.*
  - *Good partnerships with parents.*
  - *Working closely with Fortis. Children confide in their play therapist and the sharing of information has enabled us to support children and families which we otherwise would not be so informed about.*
  - *Better recorded and sharing of concerns.*
  - *A review and adjustments made to reduce the risk of children absconding from the main reception area in response to a new pupil joining the school. A review of procedures leading to safer practices for extended school clubs.*
  - *Our move over to c-poms has been a great success.*
  - *More staff have been trained up to levels 1 and 2 in safeguarding. E-training has been very useful as we have been able to keep all staff up to date with training rather than having to wait for courses to become available. Staff are regularly updated with safeguarding issues.*
  - *Ofsted stated in the recent report that the academies work to promote pupils personal development and welfare was outstanding. Our academy carried out a safeguarding inspection in Jan 2016 and was rated outstanding and received a Gold Award as recognition. Outside agencies supporting families on CP/CIN plans stated that the pastoral support was impressive.*
  - *We very much like the Operation Encompass process. This is very useful so we can put support in place for a child where needed. The incidents are passed on in a prompt manner, not always first thing but are timely.*

Parents understand that we will get to know if there is such an incident at home. We recently purchased CPOMS to record our CP and safeguarding concerns. This is an excellent system to track a child and build a chronology. Ofsted were very impressed with our CP and safeguarding procedures in school. Our pastoral team are very efficient at reporting concerns and supporting the children.

- Our Ofsted inspection was very positive for all our safeguarding procedures and complemented on our tenacity in getting the best outcomes for all our children. Safeguarding is a priority in our academy and all members of staff are fully supported in this area.
- Regular attendance at the CP Coordinators' meetings. These are very informative and provide the most recent up to date statutory guidance. Academy has been successful in its first application for an EHCAR.
- Excellent communication between staff resulting in quick responses. CPOMS system now in place allowing daily informal case discussions within the SMT.
- We provide counselling support from SJD counselling and support services for vulnerable children within school. Our safeguarding team are known by other professionals for our record keeping, attention to detail and support for vulnerable families.
- LA external partners delivering PSHE sessions. LA external partners involved in peer mediation training. NSPCC ChildLine in schools 2 yearly interventions.
- We have recently bought CPOMS and feel that this will make us more effective in monitoring safeguarding issues within school.
- As a school we under took a case review of the handling of a case. We challenged services and a positive outcome was reached for the vulnerable children.
- We feel this continues to be strength in our school. Training is regularly updated and staff are efficient.
- Anti-bullying training now completed
- Praise given to deputy DSL for her work on early help assessments from FFAP team.
- Successful implementation of My Concern.
- Attendance at meetings for our students is high. Relevant staff have regular contact with students on the safeguarding register. Students in school know who to contact if they have a problem. Many of the students in school make disclosures and self-refer. Safeguarding manager was involved in the interviews that took place for the Ofsted with the LA over the summer.
- We had 100% pass rate for our LACs last year. Closer links made with the LACE team so more effective transition of students to us. 89% attendance to college counsellor which is a huge improvement from previous years and we are supporting more students.
- Raised awareness of safeguarding across the academy. All staff aware that it is their responsibility to safeguard.
- We have developed our own training that is available to staff all year round, this does not replace the accredited training but is set to enhance it. We have linked in with other colleges to ensure best practices and to address a wide range of issues that we face in an FE college environment.
- We hold representation on the adult safeguarding board and attendance on the CP Coordinators meetings. It is mandatory for all staff to have a copy of the green card which is a 'Do's' and 'Don'ts' safeguarding guide for what to do in the event of anyone disclosing abuse. Monthly safeguarding analysis meetings take place and look at all monthly logs sent to the local vulnerable adults' board. The recent Ofsted reported safeguarding at our college as effective.
- The appointment of three child protection officers to lead on the different key stages across the academy has been extremely beneficial for parents and staff. They have a single point of contact and access.
- DDSL sits on the QA sub group for the LSCB, attends CP coordinators meetings and the LSCB safeguarding in education sub group, which we feel enables our school to continue to ensure our school is up to date with new research and guidance and to share input.
- Online training accessed by support staff.
- Outstanding grade by Ofsted.
- Huge step forward when we purchased CPOMS and started reporting all pupil incidents however minor plus parent contacts.
- Safeguarding audit completed in conjunction with LAAT representative/Ofsted inspector. Employment of HWB lead and establishment of inclusion team.
- Working with Barnardo's Positive Identities Programme to raise awareness and training in anti-discrimination and equality.
- High level of induction processes for staff, students and volunteers.
- CPOMS has helped to tighten already good practice.
- Recently had an anti-bullying week which ended in the whole school participating in a day called "we are all unique". The purpose of this day was for the children and staff to wear something different/unique. The children had been learning a song called 'We are all unique' which they performed as a whole group in an assembly.
- We have a great nurture team – 4TAs led by our pupil support manager who supports a number of children where there are safeguarding concerns, DV, etc. We also work closely with Fortis Therapy and Training to

*provide individual support for some children and members of staff. Also training for all staff in understanding how demonstrated behaviours can link to home circumstances/safeguarding.*

- *Audit carried out by LA provider which helped develop and support additional safeguarding procedures.*
- *Large pastoral team which consists of 4 mentors who have specific responsibilities such as building relationships with parents and children to encourage good attendance, responding to any daily crisis and work to identify and break barriers to learning. All mentors have received training for children's mental health.*

The above comments where relevant have been shared with appropriate colleagues/services.

34. Establishments were invited to offer comments about examples of local inter-agency working.

Comments included:

- *Good relationships are evident and clear reporting procedures are in place.*
- *We work closely with EWS, Family Hub, Operation Encompass and FFAP.*
- *It is hard to work effectively with some agencies that have reducing teams.*
- *We have built good relations with a range of local agencies including pre-schools/nurseries/secondary schools, the family hub, school nursing team, SAS and other local maintained schools.*
- *Regular attendance of CP coordinators meeting which gave access to a number of speakers. Use Operation Encompass. Good links with local PCSO, fire service and local road safety teams. Work with other schools generally which includes safeguarding.*
- *FORTIS, Divine Reflexology and The Nurture Lady.*
- *Excellent relationships with Hub and workers there.*
- *Positive with those agencies we do work with. However, the number of agencies seems to be diminishing.*
- *Working in conjunction with a range of other agencies such as school nurse, social workers, young carers etc.*
- *Recent meeting was very powerful and great teamwork across social care health and education – immediate impact with a family who were difficult to engage.*
- *School works positively with local agencies to ensure that information is shared in an effectively and timely manner to best meet the needs of our pupils.*
- *Many multi-agency meetings are held at school and are joined up with annual reviews where possible. We have close professional working relationships with a number of social workers, agencies and organisations since creating clarity in the internal structure.*
- *We are a big part of core groups and at the centre of multi-agency approaches. We regularly challenge partner agencies if we feel it is necessary.*
- *The local Intensive Support Team are contracted to support learners for psychology/psychiatry and mental health practitioner input. We closely work with the local community cohesion officer and the PCSO. TAC, CIN, LAC and PEP meetings all take place on campus and encourage inter agency working.*
- *Started working with Foundations with school, we also have a good working relationship with the school nurse.*
- *Established strong links with many agencies in the local area including CAMHS, Young Carers, Navigo, CP Coordinators and Social Workers.*
- *CP Coordinators meetings and LSCB website are excellent.*
- *Excellent support from school nurse and Behaviour Service (BAC).*
- *Frequent engagement with FFAP, Early Help, Policing Early Intervention Team and NSPCC.*
- *We have many core groups and CIN meetings here at school and social workers book a room here so they can deliver direct work with the child. CP Coordinators meetings are very useful and informative. Barnardo's are very good at giving feedback about the work they have been doing with the child and family.*
- *Close working relationships with a number of practitioners has supported positive outcomes for specific pupils.*
- *We are always more open and prompt with our information to other agencies than what is received back, we often have to chase information.*
- *The sharing of information has been crucial in keeping children safe in and out of education. The local hub has been instrumental to making the community a safer place to be and the Police and PCSOs drop in for coffee morning which strengthens parent, school and police involvement.*
- *Operation Encompass notifications are very helpful. All agencies work well together. Workload of social workers can sometimes hinder progress being made as quickly as it could.*
- *Medical professionals do not always attend review meetings or provide feedback for EH assessments and we have had several incidents where they have suggested an assessment and have passed it to school to initiate.*

The above comments, where relevant, have been forwarded to appropriate colleagues.

35. Establishments were invited to put forward suggestions in respect of future information sharing sessions and / or training. Comments included:

- *LSCB to provide bullying training for safeguarding staff within education provisions, within the LA would be very useful. Graded care profile is an excellent tool but within our academy we can only support this tool as*

*we don't do home visits. It would be useful if this tool could be adapted to ensure educational provisions (who don't work with students/families within their own home) could still complete the profile.*

- *More support from CAMHS as changes in their referral system has not always been shared with schools.*
- *Serious case review training, Anti-Bullying, Team Teach.*
- *Network meetings.*
- *More training for neglect pathway and anti-bullying policy training.*
- *Supervision training and Auditing case files training*
- *Continue with the CP Coordinators meetings. We need a list of support agencies which are available for us to use.*
- *For DSL/DDSL to have an opportunity to share good practice with other schools. For example; meet with identified schools within a cluster every term to share recording systems within the settings to discuss effective referrals and other issues that arise.*
- *There have been occasions when children/families have been part of an early help plan but the school were unaware. More awareness on information sharing across agencies.*
- *Further guidance around the single assessment reviews and the recording format.*
- *One system with access rights which is held centrally.*
- *Communication and sharing information. MoveIT needs to be addressed as some use it and some don't. MoveIT is cumbersome and in my opinion not fit for purpose with today's collaborative needs. LA should look to find a secure replacement.*
- *Provide a definitive list of essential training and desirable training.*
- *Continuation of information sharing at CP Coordinators meeting which I can then share with my team.*
- *Mental Health Training and Self-Harm Awareness*
- *Confirmation on Graded Care Profile and Early Help – Which should come first? Do they both need completing together?*
- *To continue to receive updates on training that becomes available.*
- *There is a need to sort out the safe transfer of files.*
- *Good practice for case studies that we need to keep for individual children.*
- *Make as much training available online as possible. Especially for anything aimed at / necessary for governors. Trying to get a volunteer to find 2 days to attend a L2 safeguarding course is both difficult and quite expensive. Online is more flexible and often cheaper.*
- *More health advice and information being shared.*
- *Would like more FGM training*

The above comments, where relevant, have been shared with the local authority's Workforce Development Team and other appropriate colleagues.

36. Establishments were invited to offer suggestions for areas that could be covered by the audit in the future. Responses Included:

- *Closer detail on the single central record and the requirements for what should be on it – this was something that caught us out during our Ofsted inspection in Nov 2016 as we were missing a column which had recently been added to the SCR requirements.*
- *Types of safeguarding disclosures – to gather information of how disclosures are being made i.e. to a teacher or non-teaching staff.*
- *Numbers of referrals to social services v number accepted, number at SA.*
- *This year's audit is very thorough and there are no particular areas that we feel have been overlooked.*
- *Attendance – What are schools doing to address persistent absences?*
- *Younger children*
- *More around supervision*
- *It would be useful if you could provide a reminder of how often each training requirement should be updated along with the audit. I also feel the training section should say safer handling training rather than Team Teach Training as there are other providers available. That said, the audit is a really useful tool for us.*
- *Sharing information with families. How we access the correct information for families.*
- *We find the audit very comprehensive.*
- *Equality.*
- *This audit already covers most areas.*

The above comments will be considered in the 2018-2019 audit refresh.

## **Recommendations / Actions for future audit**

- Potential further areas to be covered by the audit as suggested by those taking part in 2017-2018 will be given consideration in preparation for the 2018-2019 audit.
- The audit will continue to evolve to ensure that it reaches a balance between being an effective and useful tool to both the LSCB and education establishments, with a focus on not being overly burdensome to undertake. Analysis of any identified best practice models from safeguarding audits from within multi-academy trusts, academies, schools and other education establishments will be analysed as part of the development of this audit for 2018-2019.
- To analyse the level of awareness and knowledge across education establishments of:
  - The referral process for Harmful Sexual Behaviour (HSB); and
  - Child Criminal Exploitation (CCE) and its alignment to the Child Sexual Exploitation (CSE) and Missing Children's agenda under the joint approach taken forward by the LSCB/Children's Services in supporting this area of vulnerability for children and young people.
- Inclusion of updated information in relation to LSCB related work around anti-bullying/e-safety strategy.

## Appendices

### Appendix A – Education establishments.

The details of the 72 education establishments in North East Lincolnshire invited to take part in the 2017-2018 safeguarding audit are detailed in the table below.

<b>North East Lincolnshire educational establishments</b>		
<b>Primary Schools / Academies</b>		<b>Secondary Schools / Academies</b>
Pilgrim Academy (formerly Allerton Primary School)	Springfield Primary Academy	Beacon Academy
Bursar Primary Academy	Stallingborough Church of England Primary School	Cleethorpes Academy
Canon Peter Hall Church of England Primary Academy	Stanford Junior and Infants School	Havelock Academy
Coomb Briggs Primary School	Strand Primary Academy	Healing School - A Science Academy
Eastfield Primary Academy	Thrunscoe Primary and Nursery Academy	Humberston Academy
East Ravendale Church of England Primary Academy	Waltham Leas Primary Academy	John Whitgift Academy
Edward Heneage Primary Academy	Weelsby Academy	Oasis Academy Immingham
Elliston Primary Academy	Welholme Academy	Oasis Academy Wintringham
Enfield Academy of New Waltham	Western Primary School	Ormiston Maritime Academy
Fairfield Primary Academy	Willows Academy	Tollbar Academy
Grange Primary School	Woodlands Primary Academy	The Academy Grimsby
Great Coates Primary Academy	Wybers Wood Academy	<b>Special Schools / Academies</b>
Healing Primary Academy	Yarborough Academy	Cambridge Park Academy
Humberston Church of England Primary School	<b>Nursery Schools</b>	Humberston Park
Humberston Cloverfields Academy	Great Coates Village Nursery School	<b>Pupil Referral Units / Alternative Provision</b>
Laceby Acres Primary Academy	Scartho Nursery School	Phoenix Park Academy / Seven Hills Academy
Lisle Marsden Church of England Primary Academy		CPO Media
Littlecoates Primary Academy	<b>Infant Schools / Academies</b>	<b>Independent Schools</b>
Macaulay Primary Academy	Queen Mary Avenue Infant and Nursery School	St James School
Middlethorpe Primary Academy	Scartho Infants' School	St Martins Preparatory School
New Waltham Academy	Signhills Infants' Academy	Best Futures
Oasis Academy Nunsthorpe		The Orchard Independent School
Old Clee Primary Academy	<b>Junior Schools / Academies</b>	<b>Colleges</b>
Ormiston South Parade	Scartho Junior Academy	Franklin College
Reynolds Primary Academy	Signhills Academy	Grimsby Institute of Further and Higher Education
St Joseph's Catholic Primary Voluntary Academy	William Barcroft Junior School	<b>Post 19 Specialist Provision</b>
St Mary's Catholic Primary Voluntary Academy		Linkage College
St Peters Church of England Primary School		

## Appendix B - Focus areas

The details of the scores for each of the focus areas and the criteria which had to be met to reach that score are provided in the tables below:-

1. The establishment's safeguarding policy							
Level 1		Level 2		Level 3		Level 4	
The establishment has a policy which is up to date, in line with the model provided by the North East Lincolnshire (NEL) LSCB, shared with and accessible to parents / carers through the establishment's website and in its prospectus. There is evidence the policy has been adopted by the governing body and read by all staff.		The establishment has a policy which is up to date, in line with the model provided by the NEL LSCB; all staff and volunteers are aware of it but it is not published / shared with and accessible to parents / carers.		The establishment has a policy but it needs updating / reviewing.		The establishment has no safeguarding policy currently in place.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
65	92%	6	8%	0	0%	0	0%

### Q1. Safeguarding Policy

A pie chart titled 'Q1. Safeguarding Policy' showing the distribution of scores. The chart is divided into two segments: a large blue segment representing Level 1 at 92%, and a small red segment representing Level 2 at 8%. A legend to the right of the chart identifies the blue color with 'Level 1' and the red color with 'Level 2'.

Level	Percentage
Level 1	92%
Level 2	8%

2. Child protection procedures							
Level 1		Level 2		Level 3		Level 4	
All teaching and non-teaching staff, governors, regular volunteers and regular visitors know about and use the procedures appropriately. Temporary / peripatetic / visiting professionals are given a copy of the child protection summary sheet.		All teaching and non-teaching staff are aware of the established child protection procedures.		Procedures are in place but only the child protection coordination and the senior management team know about them.		No child protection procedures (which include what to do if there are concerns about a child) are in place.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
61	86%	10	14%	0	0%	0	0%

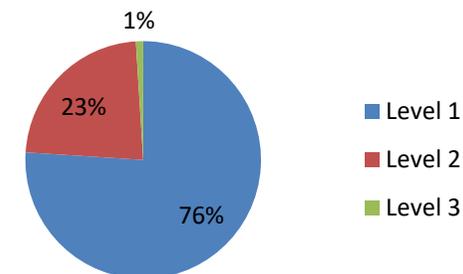
### Q2. Child Protection Procedures

A pie chart titled 'Q2. Child Protection Procedures' showing the distribution of scores. The chart is divided into two segments: a large blue segment representing Level 1 at 86%, and a smaller red segment representing Level 2 at 14%. A legend to the right of the chart identifies the blue color with 'Level 1' and the red color with 'Level 2'.

Level	Percentage
Level 1	86%
Level 2	14%

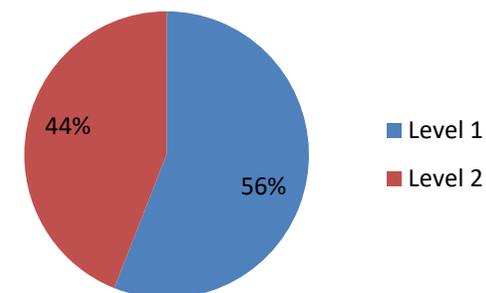
3. Consistency and cross referencing of procedures							
Level 1		Level 2		Level 3		Level 4	
All policies / procedures are aligned and cross referenced as below. An annual safeguarding audit is undertaken, submitted to the NEL LSCB and presented to the governing body as the annual safeguarding report. There is evidence of the action plan being implemented and reviewed during the year.		The establishment has reviewed all policies / procedures, identified those that need to be amended to be in line with the safeguarding policy and child protection procedures and has drawn up an action plan to ensure they cross-reference appropriately.		The establishment has made a start at looking at other policies / procedures that need to reference the safeguarding policy and child protection procedures and to ensure they do not contradict them.		There are no child protection procedures in place or  Although child protection procedures are in place, none of the other policies and procedures which come under the safeguarding 'umbrella' (e.g. anti-bullying, attendance, behaviour management (which includes use of reasonable force), health and safety, discrimination, sex education, complaints, 'whistle-blowing', use of the internet etc.) is cross referenced to them.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
54	76%	16	23%	1	1%	0	0%

### Q3. Consistency and cross referencing

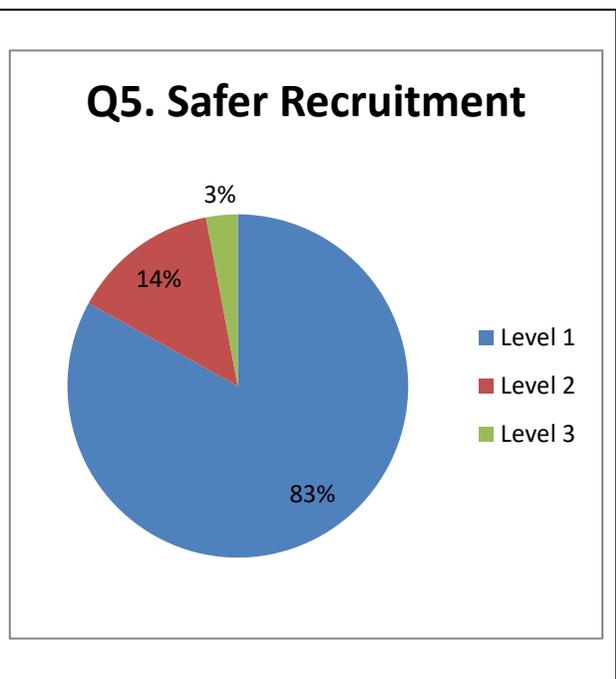


4. Safeguarding and the curriculum							
Level 1		Level 2		Level 3		Level 4	
Through PSHE and other curriculum contexts, children / young people are encouraged to talk about feelings to deal assertively with pressures, are listened to and know to whom they can turn for help and advice if necessary		The curriculum provides some opportunities for children / young people to consider risk situations and explore strategies for keeping safe.		The establishment is seeking advice about how to develop opportunities for safeguarding and child protection work within the curriculum.		The staff generally do not view safeguarding and child protection as having a place in the curriculum.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
40	56%	31	44%	0	0%	0	0%

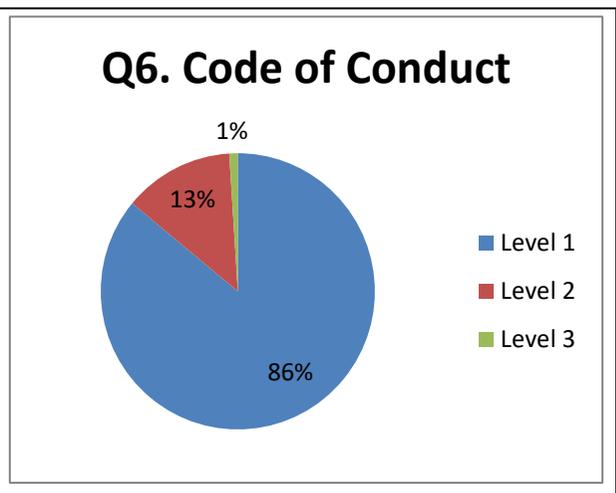
### Q4. Safeguarding and the curriculum



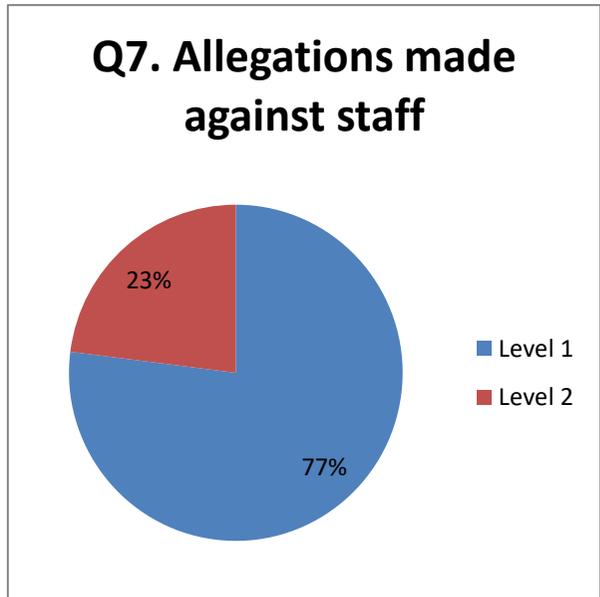
5. Safer recruitment							
Level 1		Level 2		Level 3		Level 4	
Recruitment and selection processes are fully compliant with the guidance and / or HR 'toolkit'. The head teacher has successfully completed safer recruitment training either on-line or via a day's course. Every interview panel includes at least one panel member who has been trained in safer recruitment. DBS checking policy is in place and there is a single central record of recruitment and vetting checks which complies with local authority guidance. In addition, at least one governor has successfully completed safer recruitment training either on-line or via a day's course and induction for all new staff and regular volunteers includes child protection and expectations regarding conduct.		Recruitment and selection processes are fully compliant with the guidance and / or HR 'toolkit'. The head teacher has successfully completed safer recruitment training either on-line or via a day's course. Every interview panel includes at least one panel member who has been trained in safer recruitment. DBS checking policy is in place and there is a single central record of recruitment and vetting checks which complies with local authority guidance.		Recruitment and selection processes are being reviewed to ensure they are in line with the guidance and / or HR 'toolkit'. There is a single central record (SCR) of recruitment and vetting checks but it has not been checked this term for compliance with local authority guidance.		Recruitment and selection processes have not yet been revised in line with statutory guidance ('Keeping children safe in education') and/or the local authority's 'Toolkit'.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
59	83%	10	14%	2	3%	0	0%



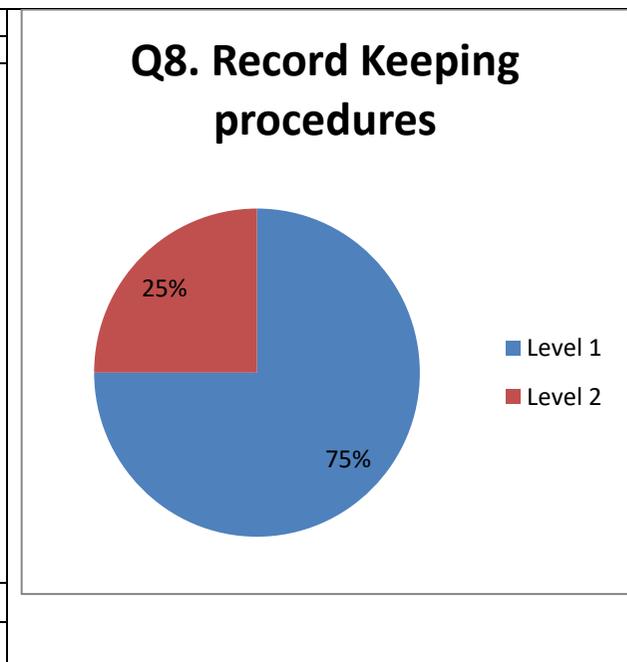
6. Code of conduct							
Level 1		Level 2		Level 3		Level 4	
There is a code of conduct for all staff and volunteers who come regularly into school. A copy has been given to them all and they have signed to confirm that they have read it. In addition there has been 'safer working practice' training undertaken by all staff and / or a discussion in a staff meeting. There are e-safety procedures for staff which include an acceptable use agreement		There is a code of conduct for all staff and volunteers who come regularly into school. A copy has been given to them all and they have signed to confirm that they have read it.		A code of conduct exists (in line with DFE guidance) for everyone who has contact with children. Staff are unaware of the code of conduct.		There is no staff code of conduct.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
61	86%	9	13%	1	1%	0	0%



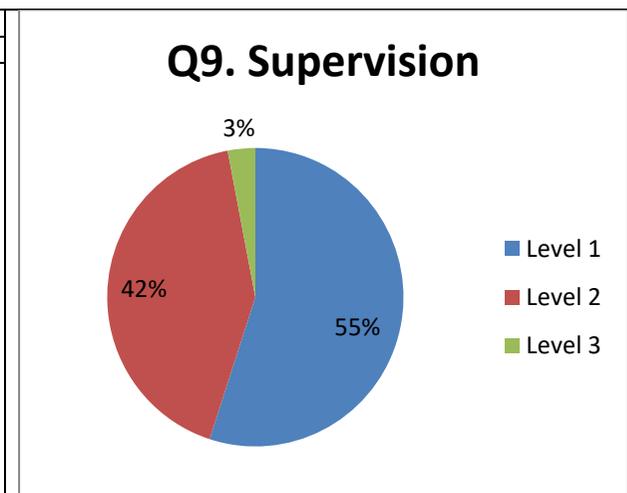
7. Procedures on how to manage allegations made against staff / volunteers							
Level 1		Level 2		Level 3		Level 4	
<p><u>If there have been no allegations against members of staff:</u> Procedures for the management of allegations have been read by all school staff who know where they are kept if they need to refer to them. The deputy head teacher / principal know how to manage an allegation if the head teacher / principal are not in school. The chair of governors knows what to do if an allegation is made against the head teacher / principal.</p> <p><u>If there has been an allegation against a member(s) of staff:</u> As above, plus there is evidence that the procedures are followed properly, allegations reported to the local authority's designated officer and clear records kept. Where applicable, referrals have been made to the Disclosure and Barring Service.</p>		<p>All members of the senior management team have read the procedures, school staff are aware of them and all know where they are kept if they need to refer to them.</p>		<p>There are procedures in line with DFE guidance ('Keeping children safe in education: for schools and colleges' September 2016) and the model policy from the local authority which all members of the senior management team have read and know where they are kept if they need to refer to them. School staff are not aware of the procedures.</p>		<p>There are no procedures for the management of allegations against school staff / volunteers currently in place.</p>	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
55	77%	16	23%	0	0%	0	0%



8. Record keeping procedures							
Level 1		Level 2		Level 3		Level 4	
The establishment has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns against the local authority's published guidance (i.e. Keeping Records of Child Protection & Welfare Concerns guidance, Child Protection Education Transition document, Child Protection Handover Confirmation Record document) and they are applied consistently. Representation at child protection conferences and other multi-agency meetings is prioritised. In addition there is also evidence that all staff are following the procedures and actions / outcomes are recorded against each concern		The establishment has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns against local authority guidance and they are applied consistently. Representation at child protection conferences and other multi-agency meetings is prioritised.		The establishment has procedures for recording, retaining and sharing child welfare and child protection concerns but they have not been reviewed against local authority best practice guidance.		The establishment does not have a procedure for recording, retaining and sharing records of child welfare and child protection concerns.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
53	75%	18	25%	0	0%	0	0%

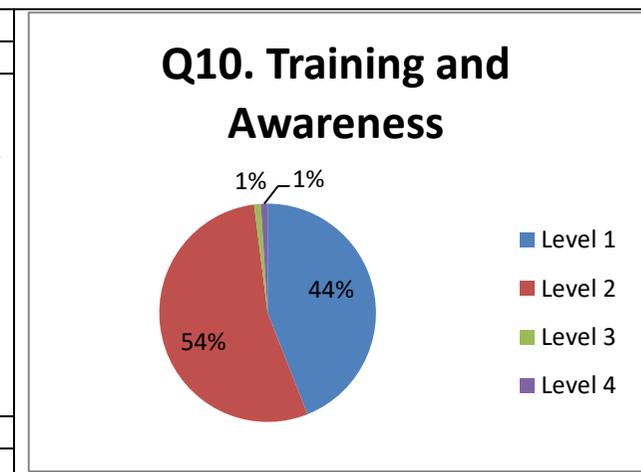


9. Supervision			
Level 1	Level 2	Level 3	Level 4
There is effective and evidenced staff supervision in place in relation to all LAC, CAF, CIN and child protection cases.	There is staff supervision in place in relation to all vulnerable and child protection cases. However, this is not effectively recorded and or evidenced.	There is staff supervision in place but not for all staff and or specifically in relation to vulnerable and child protection cases.	There is no staff supervision in place.

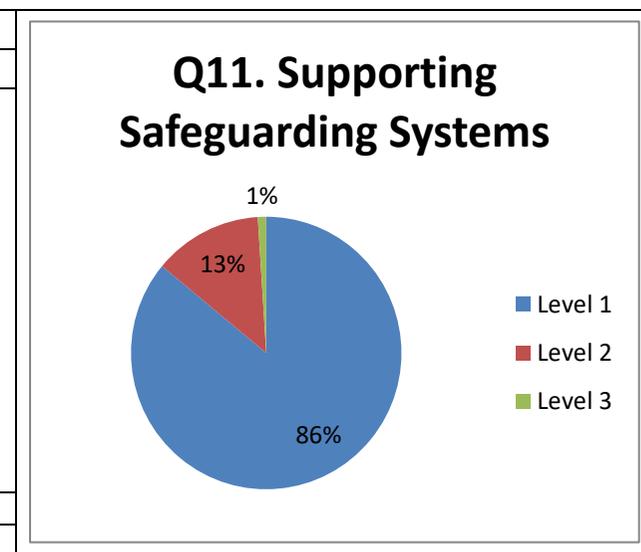


Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
39	55%	30	42%	2	3%	0	0%

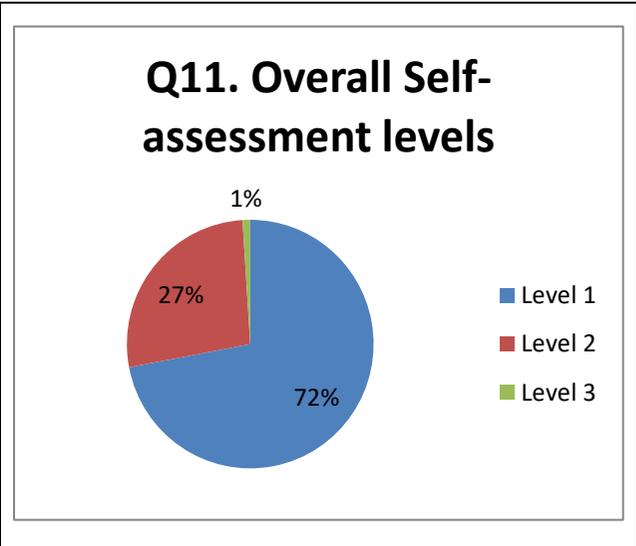
10. Safeguarding training and awareness							
Level 1		Level 2		Level 3		Level 4	
The head teacher/principal, child protection coordinator and deputy child protection coordinator, chair of governors, designated safeguarding governor and all other relevant staff and governors have all received all relevant safeguarding training appropriate to their roles in the last two years.		The head teacher/principal, child protection coordinator and deputy child protection coordinator, chair of governors, designated safeguarding governor have all received all relevant safeguarding training appropriate to their roles in the last two years. However, not all other relevant staff and governors have been offered / attended training		The head teacher/principal and / or child protection coordinator have all received all relevant safeguarding training appropriate to their roles in the last two years. However, no other relevant staff and governors have been offered / attended training.		The head teacher/principal and / or child protection coordinator have not attended any safeguarding training or their training is out of date by more than a year.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
31	44%	38	54%	1	1%	1	1%



11. Supporting Safeguarding Systems							
Level 1		Level 2		Level 3		Level 4	
All staff members in the establishment have the relevant skills and knowledge to support all safeguarding systems effectively and receive regular safeguarding and child protection updates (as required by the DfE's 'Keeping Children Safe in Education' guidance - September 2016)		Only relevant staff have the required skills and knowledge to support the establishment's safeguarding systems, and only they receive safeguarding and child protection updates.		Only relevant staff have the required skills and knowledge to support all the establishments safeguarding systems. The knowledge and skills of these staff are not regularly updated.		The required skills and knowledge for supporting the establishment's safeguarding systems resides with only a few staff	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
61	86%	9	13%	1	1%	0	0%



11. Overall Self-assessment levels							
Level 1		Level 2		Level 3		Level 4	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
51	72%	19	27%	1	1%	0	0



## Appendix C – Arrangements for vulnerable children and young people.

Results of the questions relating specifically to the arrangements for vulnerable and children and young people are detailed in the table below:

<b>Arrangements in relation to vulnerable children and young people:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Total</b>
Do you have a record of the outcomes of all cases referred to Children's Services Social Care?	64	1	6	71
If you made no referrals, did you consult with Children's Services Social Care about any individual pupils?	58	1	12	71
Do all LAC children have a personal education plan?	62	0	9	71
If there are identified young carers, have measures been put in place to support their individual needs e. g. being able to call home?	43	0	28	71
Were any assessments undertaken or other "children in need" (CIN) meetings held during the last academic year?	64	7	0	71
Have you made all staff aware of the requirement to recognise and report all private fostering arrangements?	60	7	4	71
Do all of these children and young people have a school child protection file?	45	0	26	71
Does your establishment have procedures in place for the organisation of offsite events?	69	0	2	71
Is there a nominated and trained educational visits co coordinator?	65	5	1	71
Does your attendance policy include timely arrangements (i.e. before morning break) for first day call back?	70	0	1	71
Is sex and relationships education accessible to all pupils?	64	7	0	71
Are children with communication difficulties provided with ways and opportunities to express their thoughts and wishes?	66	0	5	71
Are safer working practice arrangements in place, particularly for 1:1 working and staff who transport pupils?	70	0	1	71
If your establishment has more than one site, Is there a member of staff on each site who takes a lead in child protection / safeguarding?	15	0	56	71
If your establishment provides extended services e.g. after school or holiday clubs, is there a member of staff who takes a lead in child protection / safeguarding?	48	23	0	71
<b>For secondary establishments, colleges and other KS3 providers:</b>				
Has the establishment adopted an approved Work Experience Model?	8	0	11	19
When vulnerable students participate in block or extended work experience, have enhanced DBS checks been undertaken?	5	2	12	19

## Appendix D - Ofsted scores

All establishments were invited to submit their latest Ofsted scores or equivalent.

Ofsted Grade & Judgements	Outstanding		Good		Requires Improvement		Inadequate		No current Ofsted Judgement	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Overall Effectiveness	13	18%	42	59%	10	14%	2	3%	4	6%
Behaviour and Safety of Pupils/Students at School/College	18	25%	42	59%	6	9%	1	1%	4	6%

The Ofsted scores from the previous audit 2016-2017 are in the table below:

Ofsted Grade & Judgements	Outstanding		Good		Requires Improvement		Inadequate		No current Ofsted Judgement	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Overall Effectiveness	9	13%	41	61%	12	18%	5	7%	0	0%
Behaviour and Safety of Pupils/Students at School/College	17	25%	40	60%	8	12%	2	3%	0	0%

## Appendix E - List of known safeguarding training providers used by the education establishments

- Local Authority training staff
- Prevent Training (Humberside Police)
- Hempsalls
- NSPCC
- LSCB
- DSL Training
- E-Learning
- National Autistic Society
- Andrew Hall Safeguarding in Schools
- Enquire Learning Trust
- Link Education Trust
- Individual academy trusts training staff
- Online provision
- Team Teach
- Educare
- Virtual College