



North East Lincolnshire  
Local Safeguarding Children Board  
Education Establishments Audit  
2018 - 2019

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North East Lincolnshire Local Safeguarding Children Board annual report of the auditing of safeguarding arrangements of education establishments across North East Lincolnshire undertaken during the 2018 – 2019 academic year.

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## Executive Summary

This is the sixth North East Lincolnshire (NEL) annual education establishment safeguarding audit report for the academic year 2018-2019, 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) and now falls under the remit of the new safeguarding arrangements in North East Lincolnshire, Safer NEL .

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 73 educational establishments across North East Lincolnshire, an increase of 1 new recipient on the previous 2017-2018 audit. Establishments were asked to complete the audit between 29<sup>th</sup> October 2018 and 14<sup>th</sup> December 2018. The last submission was received on 13<sup>th</sup> March 2019. In total, 72 audit submissions were received as 2 establishments sent a joint return.

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

- 81% of establishments assessed themselves overall at level 1, an increase on the previous 2017-2018 audit by 9%.
- 10 out of the 11 focus areas have seen an increase in the percentage of self-assessments at level 1 compared to the 2017 – 2018 audit. 1 focus area remained the same.
- There are fewer level 3 self-assessments compared to the previous audit, this has decreased by 10%. Level 4 self-assessments have remained the same scoring 1% overall.
- There is a decrease in the percentage of self-assessments at Level 2 across the majority of the 11 focus areas. However, this is due to the increase in level 1 self-assessments.
- All establishments assessed themselves as a level 1 or 2 overall.

In respect of the arrangements specifically for vulnerable children and young people, the audit returns submitted by the establishments indicate that good practice is in place across the vast majority of the 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 or improving their current one to meet benchmark requirements. New areas of focus including Child Criminal Exploitation have been incorporated into this years audit.

## **Introduction**

1. For each of the last six 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 Childrens 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 2018-2019, a question regarding the awareness of Harmful Sexual Behaviour (HSB) was added to the arrangements for vulnerable children and young people section.

## **Audit process and timescales**

9. The audit for the 2018-2019 academic year was launched on 29<sup>th</sup> October 2018 and sent via email to 73 educational establishments<sup>1</sup> with a submission deadline of 14<sup>th</sup> December 2018. This year,

Community Learning Services (CLS) which is classed as a further education provider formally took part in the audit for the first time.

10. Thirty-Four establishments responded before the deadline, with the remaining thirty-eight establishments providing responses variously between 15<sup>th</sup> December 2018 and 13<sup>th</sup> March 2019. 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**

<b>Type of education establishments</b>	<b>Number in NEL</b>	<b>Number of audits returned</b>
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	3	3
Independent schools	4	4
Post 19 specialist Provision	1	1
<b>Totals</b>	<b>72</b>	<b>72</b>

## **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 to assistant or deputy principals and even pastoral staff or class teachers. Establishments were asked to ensure that their completed audits were shared with the 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. Ten establishments are still yet to put a link in place but all establishments have advised a link will be in place before 5<sup>th</sup> April 2019.

## **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 made against staff/volunteers
- record keeping procedures
- supervisions
- safeguarding training and awareness
- supporting safeguarding systems

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**

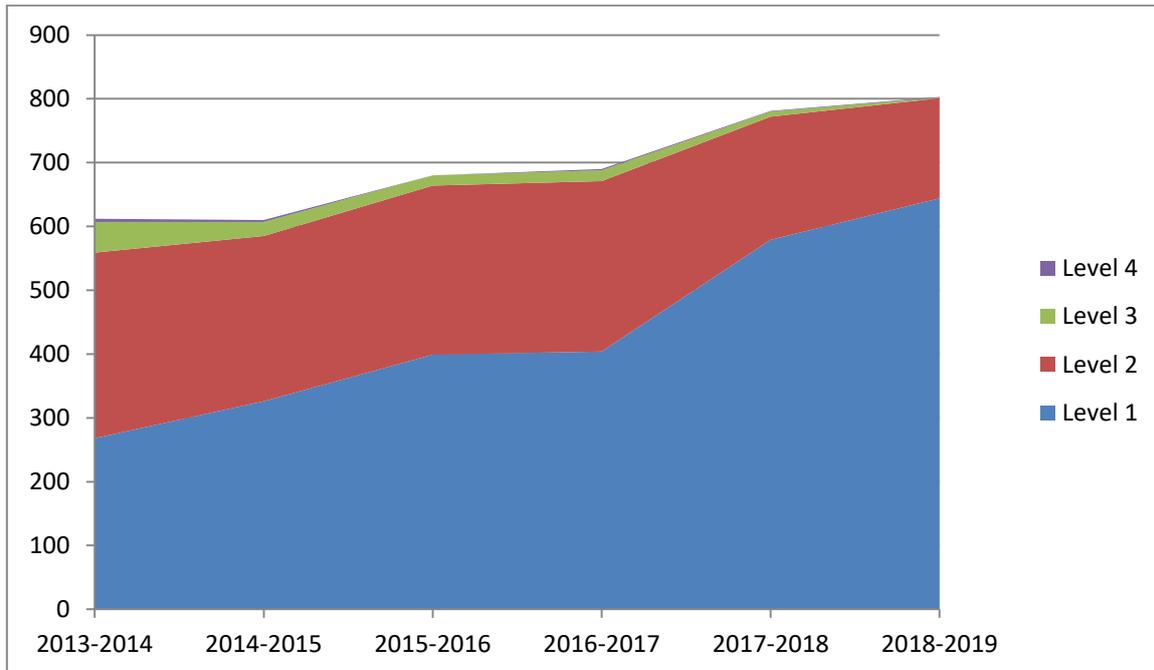
Focus Areas	Percentage of Self-assessment scores											
	Level 1			Level 2			Level 3			Level 4		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
Safeguarding policies	77%	92%	92%	20%	8%	8%	3%	0%	0%	0%	0%	0%
Child protection procedures	62%	86%	89%	38%	14%	11%	0%	0%	0%	0%	0%	0%
Consistency and cross ref of procedure	62%	76%	82%	30%	23%	18%	7%	1%	0%	0%	0%	0%
Safeguarding and the curriculum	42%	56%	64%	58%	44%	36%	0%	0%	0%	0%	0%	0%
Safer recruitment	64%	83%	83%	33%	14%	17%	3%	3%	0%	0%	0%	0%
Code of Conduct	70%	86%	90%	30%	13%	10%	0%	1%	0%	0%	0%	0%
Procedures on how to manage allegations	58%	77%	86%	39%	23%	14%	3%	0%	0%	0%	0%	0%
Record keeping procedures	71%	75%	85%	25%	25%	14%	4%	0%	1%	0%	0%	0%
Supervisions	45%	55%	63%	54%	42%	36%	1%	3%	0%	0%	0%	1%
Safeguarding training and awareness	36%	44%	53%	58%	54%	47%	3%	1%	0%	3%	1%	0%
Supporting safeguarding systems	77%	86%	94%	21%	13%	6%	0%	1%	0%	2%	0%	0%

16. Over the last three academic years, it is clear to see from the table above that there has been an upward trend across all of the focus areas for self-assessment at level 1 which indicates safeguarding in education is improving within our education establishments. This year, nine areas at Level 1 saw an improvement with two areas remaining the same. The average percentage increase being 7% which is not as high as the previous year (14%) however it evidences that establishments are still improving year on year. There has been a decrease in the number of self-assessments at level 3 compared with

the previous audit. In 2017-2018, Level 3 self-assessments made up 10% of the overall audit whereas this year it is only 1%. Level 4 has remained the same at 1% therefore 98% of education establishments are scoring Level 1 and 2. For the next academic year, in order to improve on this year, all establishments would need to self-assess at Level 1 or 2 across all focus areas.

17. Overall, there is a positive trend, with an increase in the assessment at level 1 for all of the focus areas than in previous audits. 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. 81% of establishments assessed themselves as level 1 overall which is a 9% increase on the previous year. 19% assessed themselves at level 2 which is an 8% decrease on the previous year however this is because of the increase in Level 1 scores this year. No establishments self-assessed at Level 3 or 4 which is extremely positive and again shows an improvement on the previous year.
19. A closer look at individual establishment responses summarised in table 4 below indicates that establishments improved from Level 2 in the previous audit to Level 1 in this audit due to implementing changes identified in the action plan, purchasing CPOMS which has improved the way incidents are recorded and concerns are monitored, staff have attended more training sessions and improved awareness. One establishment spoke of their improvement from Level 2 to Level 1, *'In light of the findings of last year's audit, the majority of identified actions have been successfully completed. This has left the academy in a much stronger position to respond positively to this year's audit.'* Those establishments that remained at Level 1 identified reasons why they had stayed consistent and some of these reasons were staff received a higher level of training, maintained commitment to providing high quality safeguarding to all staff, governors, pupils and visitors and continuing to keep staff up to date with new policies and procedures. The small amount of establishments that declined from Level 1 to Level 2 commented that the criteria for Level 1 had increased since last year's audit so they no longer met the criteria although this is an area for development for each setting. Comments also included the expectations for all staff to have such intensive levels of training was difficult to obtain. One establishment advised the decline was due to a high turnover in leadership and business management staff along with recently joining a Multi-academy trust.

20. The overall percentage of self-assessment scores at Level 1 and Level 2 is higher than the Ofsted judgements. Overall, 100% of establishments scored themselves at either a Level 1 or Level 2 whereas Ofsted scores for Outstanding and good which is the equivalent is only 79%. This could be for a number of reasons, there are a lot of education establishments that have not been Ofsted inspected for a couple of years and may well have improved since their last Ofsted inspection or education establishments could be being unrealistic in their self-assessment scoring approach.

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

<b>Position</b>	<b>Number of establishments</b>
No change at Level 1	46
Improvement from Level 2 to Level 1	11
Decline from Level 1 to Level 2	5
No change at Level 2	8
Decline from Level 2 to Level 3	0
Improvement from Level 3 to Level 2	1
No previous comparison	1
<b>Total</b>	<b>72</b>

Safeguarding arrangements supporting vulnerable children and young people

21. 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.
22. The overwhelming majority of establishments reported having procedures in place to record the outcomes of referrals to children’s social care services. Two establishments answered not applicable and further explained that they had not made any referrals to children’s social care services. Only three establishments answered that they had not recorded all outcomes of referrals and this was noted that not all establishments were informed that pupils were open to children’s services. Also, cases are often closed and the establishment is not notified of the closure.
23. Most of the establishments advised they had consulted with children’s services social care about individual pupils. Only four establishments answered not applicable.
24. The vast majority of establishments reported having personal education plans (PEPs) in place for looked after children (LAC). Ten establishments answered not applicable as they had no LAC attending the establishment at the time of the audit. Three establishments reported not having such plans in place due to the child only recently joining the establishment but the PEP is in process.
25. Only a small number of establishments recorded not attending any children in need (CIN) meetings during the last year and this is due to them not having any CIN pupils. The vast majority of establishments reported attending CIN meetings, strategy meetings, CSAM meetings, multi-agency meetings, family network meetings, CP case conferences, LAC reviews and core group conferences. The amount of pupils open to a child in need plan varied, some establishment have 2 or 3 whereas some have as many as 30. Many establishments also reported CIN meetings are held as often as required depending on the number of cases they have open. Most establishments completed early help assessments within this academic year.
26. All establishments reporting having young carers in attendance have measures in place to support the carers’ individual needs. The ways of support include: authorising absences, access to pastoral team

at any time should they need to contact home, allowing young carers to bring phones into school to be looked after by class teacher, 1:1 pastoral support in school, personalised curriculum with referrals to appropriate agencies and caring needs taken into account for exam arrangements. Other establishments also mentioned that they provide transport to get the carer to and from the setting. Establishments work in conjunction with the Young Carers Service and support carers in attending events and support sessions.

27. 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 all staff aware explained that in light of the audit, it had come to their attention and will ensure it is addressed at staff training sessions. However one establishment reported that only designated staff were made aware of arrangements rather than all staff. 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.
28. All establishments apart from one reported organising offsite events. Those establishments that do advised they have procedures in place for the organisation of events. Furthermore, the vast majority of establishments also reported having a nominated and trained educational visits coordinator (EVC). A couple of establishments who reported not having an EVC advised they had other members of staff that would take the lead on coordinating visits. One establishment did not feel that it was appropriate for their education setting to have an EVC as they have health and safety officers in place who conduct risk assessments when planning trips or visits which are all signed off by senior management.
29. In respect of an attendance policy, all but 1 establishment reported timely arrangements were in place for 'first day call back'. The establishment that answered no reported that they do have an arrangement in place for call backs but it is not of a timely manner and therefore as a result of this audit they will add this in.
30. All but one establishment reported that sex and relationships education is accessible to all pupils which is an increase on the previous year's audit. The establishment that advised it was not accessible to all pupils qualified their response by explaining that it was not applicable for nursery age children.
31. Sixty-Five out of a possible Seventy-two establishments reported that their establishment have awareness of Harmful Sexual Behaviour (HSB) and the referral process for students when the process is relevant. The establishments that answered no were primary education establishments who advised further training for staff was required.
32. 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: 1:1 support, interpreters, visual aids, communication books, wishes and feelings work, Makaton, pictorial timelines, the use of a laptop or iPad, worry box, colour cards, puppets, emotion cards, Fortis therapy, 3 houses work, pupil voice and nurture groups. One establishment stated: *'Lego therapy, drawing and talking therapy are both used to help children express their thoughts and wishes. We also use puppets, emotion cards and games to support self-expression.'* All establishments apart from one were able to evidence methods they have in place to allow children to express their wishes and thoughts. One establishment answered not applicable as they do not have any children with communication difficulties.
33. 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.

34. Out of the seventy-two education establishments, only twenty are secondary establishments, colleges or KS3 providers. Only 14 of these establishments offer work experience, all but one have adopted an approved work experience model to which they advised: *'We are in the process of exploring a suitable work experience model to meet the Gatsby benchmarks which must be in place by September 2019. We have assigned a governor to support this process and utilise GP solutions in order to meet CEIAG guidelines.'* Furthermore, all establishments reported that they ensure enhanced Disclosure and Barring Service (DBS) checks are commissioned for those organisations where vulnerable pupils participate in block or extended work experience.

### Themed comments

35. 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:
- *Positive and timely responses to enquiries and referrals. Excellent support when contacting FFAP for support and advice.*
  - *A number of early help referrals have been made and FFAP have been contacted to report concerns and seek advice.*
  - *Experience can be frustrating and at times challenging. There can be confusion over threshold and the expectation of schools is sometimes in our opinion unrealistic.*
  - *There has been a greater number of children referred from FFAP with regular requests for VOC work to be completed, this works well and is always communicated. FFAP are happy to provide advice when requested.*
  - *Very helpful on the phone and through email*
  - *We regularly discuss FFAP and EHA cases in order to meet student's needs. We often communicate CSC and LSCB to ensure we follow procedures and keep our students safe.*
  - *Using secure email has been an issue in the past and has improved. We have always found them helpful when ringing for advice.*
  - *Contacting social workers can be a problem*
  - *Sensitive and confidential information about children and families is still not being sent via Moveit.*
  - *Communication with FFAP is of a high quality as is the follow up work from the hub.*
  - *We have had very positive experiences with accessing the FFAP team however the delays for some high end mental health cases are a concern.*
  - *Our experience of contacting FFAP has highlighted the need for quicker response times when reporting concerns.*
  - *Usually very helpful with advice given. All pastoral staff are trained to complete referrals.*
  - *The new procedure of not sending an email to confirm that an EHA has been received is not helpful.*
  - *We have worked with FFAP and the early help team who have been very supportive especially in reference to our Grimsby full families programme.*
  - *The simplified form and visual pathway is easier to follow.*
  - *Quick to answer the phone to queries but not always quick to call back when messages have been left.*
  - *FFAP is useful for advice but sometimes will not discuss the child without consent of the parent.*
  - *Call back on referrals made to FFAP can be slow but we understand how stretched the service is.*
  - *The EHA team are generally good and are always willing to offer support and advice where possible. However, there have been rare occasions where an early help form has been completed and due to lack of funding, response times have been several months.*
  - *Calls are picked up and dealt with promptly.*
  - *We work closely with FFAP and they are extremely useful in providing information and advice. We also support them in completing pieces of work or providing feedback from specific students at their request. They have recently completed an all staff training session for us within the academy to ensure that all staff understands the role and processes of FFAP.*

- *Excellent – Over the years have developed some great connections at FFAP. The pastoral team have called a number of times throughout the year and all concerns and queries have been answered and help has been given.*
- *Generally very positive. Good collaboration and sharing of responsibility. When calling, FFAP staff are very helpful and enquiries are followed up.*
- *CSAM meetings have been very valuable and the support from these meetings is great.*
- *FFAP team have been very supportive.*
- *FFAP is a valuable service that offers support, advice and early intervention.*
- *Schools are too heavily relied upon to complete Early Help Assessments and agencies are directing parents back to schools to complete the process.*
- *FFAP – good relationship and work well with them on a regular basis.*
- *The access to FFAP has been improved and we get a timely response to all calls.*
- *I have a very positive view of the new access pathway with a learner being supported and diagnosed with ADHD in a very timely manner. This support had made a drastic difference to the learners home and school life.*

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

36. Establishments were invited to comment on their experience of Channel referrals as part of the Prevent Radicalisation guidance. Responses included:

- *Staff have undertaken Channel training but no referrals have been made.*
- *No referrals this year but in previous years, very thorough and supportive with good communication and responses.*
- *No experience this year but aware of the process. Past experience was positive and good information was received.*
- *Very good – We have always received positive guidance and support.*
- *Process is easy and straight forward to follow. PREVENT lead was very helpful and proactive in providing the school with support.*
- *Advice given very promptly.*
- *We had two referrals and one call for advice, FFAP were made aware.*
- *Highly effective – one referral made this academic year.*
- *Prompt and thorough.*
- *We have liaised with Channel over a number of referrals and they have been supportive in any referrals we have submitted, communication is good and they always provide feedback.*
- *One referral was made through the police and was dealt with effectively and all possible support was offered.*
- *Advice has been sought from our prevent coordinator with regard to any concerns and all information and guidance has been to a high standard with a timely response.*

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

37. Establishments were invited to describe areas of achievement in relation to safeguarding. Responses included:

- *Excellent communication and recording systems in place for staff to share and report concerns. The CPOMS system is working well and enables informal case discussions to take place within the SMT. CPOMS allows for safe transfer of files from KS2 to KS3.*
- *Guidance given on social media for parents. Leaflets available with useful contacts and support groups for parents and pupils. Curriculum lessons and assemblies include safer relationship work, mental health awareness and keeping safe in general. In-school support for lower level mental health and sexual health guidance. YMM link worker meets regularly in school and group work is to commence in the New Year for pupils identified with low level needs.*
- *External audit carried out Nov 2018 receiving outstanding feedback.*

- *Safeguarding continues to be a strength of our academy and something all staff are vigilant about. We respond positively to all concerns and provide support to all vulnerable pupils.*
- *The local safeguarding courses arranged are suitable and contextual.*
- *Supervision for safeguarding lead*
- *All staff meet twice a week to discuss pupils, safeguarding and prevent concerns.*
- *Introduction of CPOMS*
- *Staff are all using the recognised internal reporting mechanism. Incidents/reports are picked up immediately and support is put in place as quick as possible.*
- *ICE team are proactive in working with parents.*
- *We have a robust procedure for following up all concerns which is logged in our cause for concern logs.*
- *The DSO, deputies and senior leadership team have completed many of the online additional safeguarding courses including e-safety, anti-bullying, FGM, substance misuse and DVA.*
- *We are extremely proactive in responding to potential safeguarding concerns; we are vigilant and respond immediately to any attendance concerns.*
- *Target for closing the gap in achievement for vulnerable groups has been met. There is an increasing trend of students accessing support from the college counsellor and referring themselves to the safeguarding team.*
- *Continuing to maintain high standards within safeguarding to ensure the safety of all stakeholders.*
- *Strong culture of safeguarding, great staff awareness and understanding of what to be alert for and how to support children in school.*
- *A record of racist incidents has been set up and advice sheet given to all staff on positive handling incidents.*
- *Safeguarding/SCR reviewed by external monitor and standards team every term and also by regional academy director.*
- *Ofsted were pleased with safeguarding.*
- *Working closely with FORTIS. Children confide in their play therapist and the sharing of information has enabled us to support children and families.*
- *We are hoping to develop a house within the school. We want to work with parents in the house around neglect.*
- *Now have a qualified sleep tight practitioner and stepping stones practitioner developing early help and support for families of students attending the school.*
- *Outstanding Ofsted judgement, regular LSCB training, recent expansion of safeguarding and pastoral team.*
- *On a recent Ofsted inspection the pupils stated they feel safe and they know who to report any safeguarding concerns to, they know that their worries will be taken seriously and dealt with.*
- *Wide variety of training provided around key safeguarding concerns both for students and staff. Prevent duty risk assessment in place within the academy. Improved systems around monitoring and supporting LAC students. New programme implemented for logging and recording all safeguarding concerns.*
- *Record keeping and escalation process to move cases forward.*
- *The DSL's have undertaken safeguarding audits for other colleges and have facilitated best practice visits.*
- *NSPCC came in to deliver workshops to children. Academy has been hosting YMM training for SEMH needs. Assemblies delivered around e-safety and online gaming.*
- *All staff are now using CPOMS effectively. Increased staff numbers to build a stronger safeguarding and pastoral team. Updated policies in line with the Keeping Children Safe in Education 2018.*
- *Academy trust carried out a safeguarding audit in July 2018; we were rated as outstanding.*
- *All staff take full responsibility for child protection and safeguarding. High level of induction processes for staff and volunteers.*
- *We offer our parents out of hours support which works very effectively.*

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

38. Establishments were invited to offer comments about examples of local inter-agency working. Comments included:

- *The academy has strong links with Health, FFAP, local family hubs and children's services.*
- *We have good relationships with a range of local agencies including preschools, nurseries, secondary schools, family hub, school nursing team, SAS and other local maintained schools.*
- *Good working relationships with local agencies such as young carers and local hubs.*

- *We work closely with NE Lincs and DRET to ensure we keep students safe. Any additional inter-agency work requires enhanced DBS checks and added to our SCR if long term.*
- *Local child protection coordinator meetings remain useful.*
- *CP coordinator meetings are very useful for information and networking.*
- *We commission in a number of support organisations, working with ABA tutors, paediatricians, Young Minds Matter and health. As we work across three authorities. We have developed some key inter-agency working practices.*
- *We work closely with NSPCC and YMM.*
- *Positive experiences working with SENDIASS.*
- *Good quality working with early help.*
- *NSPCC, Barnardo's, Health, Local Authority and applied psychology.*
- *Good but challenging as many local agencies are short staffed.*
- *Some good work for a child who has a mother with mental illness.*
- *Continues to be strong and this establishment knows who to contact for support.*
- *Work load of social workers can sometimes hinder progress being made quickly.*
- *Operation Encompass not as helpful as it used to be since reducing information.*
- *GP's are asking schools to do EHA when the school has no concerns for the child.*
- *We have our own hub where parents are referred for benefit support, food parcels and any general support they may need.*
- *Highly effective - the safeguarding team all have positive relationships with a range of medical and social care professionals in order to secure outcomes for students.*
- *Forits, LACE team, Social Services, LAC/PEP reviews.*
- *We work well with school nurse, Addactions, Young Carers and children's services.*
- *The academy works closely with a number of agencies such as police, FFAP and Young & Safe team who have all delivered training within the academy in the last 12 months.*
- *Gained strong ties with several agencies around our Academy including the LAC team and the local police.*
- *The safeguarding team work well with external agencies and have developed strong and effective relations with key people.*
- *We participate in multi-agency meetings and local inter-agency meetings. We facilitate meetings within our school.*

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

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

- *Team teach to be offered to schools centrally.*
- *Would like to be kept up to date when changes are made to FFAP.*
- *Training at the CP lead meetings.*
- *Training sessions to be facilitated for school staff by the LSCB.*
- *More feedback and updating regarding case referrals.*
- *Written confirmation of case closures and to be made aware if a child has been opened to children's services.*
- *Under GDPR, what information can be shared safely and looking at best practice.*
- *DSL training.*
- *Continue with the safeguarding coordinators monthly meetings.*
- *Governors training*
- *Domestic violence training within schools.*
- *Anti-bullying training*
- *Whole staff refresher Prevent training.*
- *Early Help system needs improving.*
- *Train the trainer Level 3.*
- *Updated information on Early Help Assessment and more guidance from FFAP team as to what is required.*
- *There is a need for clear contact details to be shared for social workers and FFAP practitioners involved in open cases rather than directing all correspondence to FFAP generic email.*
- *Training for safeguarding children with additional needs.*
- *Clarification of what services are available to signpost to and who we can share concerns with.*
- *More training and information around LAC.*
- *Specific agency roles and the services they can offer.*
- *LSCB CCE training should be attended by every local school.*
- *County Lines.*
- *More mental health support is needed.*

- *Domestic Violence training and the impact on the child.*
- *For DSL/DDSL to have an opportunity to share good practice with other schools.*
- *Linking social services work to the behaviour and attendance collaborative.*

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

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

- *It would be useful if you could provide a reminder of how often each training requirement should be updated along with the audit. The audit continues to be a useful tool.*
- *Website compliancy for CP/Safeguarding.*
- *Audit to be in line with KCSIE 2018.*
- *Number of bullying or racist incident figures.*
- *Give opportunities to share good practice documents which could then be shared and amended via the LSCB website.*
- *Include Prevent.*
- *GDPR and the importance of holding and transferring records securely.*
- *Early help and support for SEND.*
- *Student Voice.*
- *Looking at children that are at high risk of CSE and CCE.*
- *How young people with mental health issues are supported.*
- *What areas of safeguarding feature more prominently and how is this managed. I.e. a spike in sexual harm – what analysis has been done and any additional training put in place?*
- *How are you monitoring on-line activity within your setting?*
- *Attendance; what are schools doing to address persistent absences?*

The above comments will be considered in the 2019-2020 audit refresh.

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

- Potential further areas to be covered by the audit as suggested by those taking part will be given consideration.
- Moving forward, the audit will need to give a further concentration on distinct areas of emerging challenge, including Child Criminal Exploitation. With a clear focus on garnering an overview of the understanding of the knowledge base across education establishments around highlighted specific areas of emerging challenge, with focus on capturing evidence of staff accessing specialist training and support for students.

- With the changes in safeguarding arrangements and the move from the current LSCB format to the tri-party arrangements (police, health and local authority) encompassed by SAFER NEL, the audit will be examined to make sure it aligns with local area safeguarding priorities and develops a clear focus on meeting the priorities set out against the new local arrangements.
- The audit will be the first under Keeping Children Safe in Education (2018) and the audit will need to be adapted to encompass all aspects of this updated legislation.
- The audit will continue to evolve to ensure that it reaches a balance between being an effective and useful tool to both Safer NEL and education establishments and not being overly burdensome to undertake.

## Appendices

### Appendix A – Education establishments.

The details of the 73 education establishments in North East Lincolnshire invited to take part in the 2018-2019 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>
Lacey 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	Community Learning Services
St Mary's Catholic Primary Voluntary Academy		<b>Post 19 Specialist Provision</b>
St Peters Church of England Primary School		Linkage College

## 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
66	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 is 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
64	89%	8	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 89%, and a small red segment representing Level 2 at 11%. 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	89%
Level 2	11%

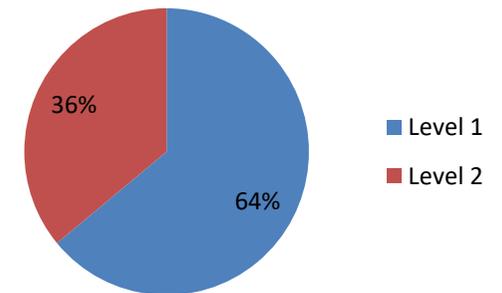
3. Consistency and cross referencing of procedures							

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 <u>or</u>  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
59	82%	13	18%	0	0%	0	0%

#### 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 staffs generally does not view safeguarding and child protection as having a place in the curriculum.	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
46	64%	26	36%	0	0%	0	0%

### Q4. Safeguarding and the curriculum



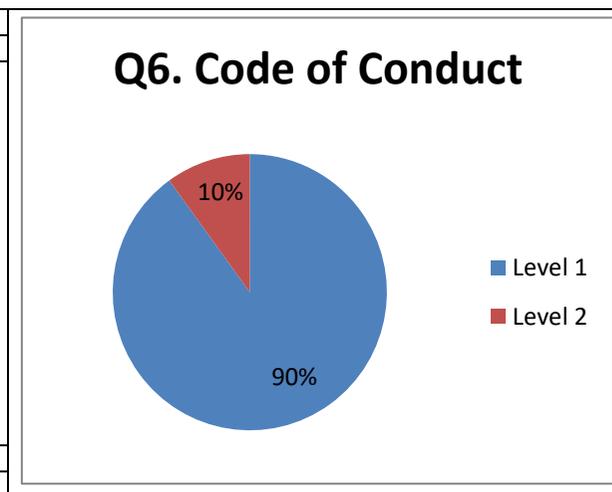
#### 5. Safer recruitment

Level 1	Level 2	Level 3	Level 4
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#### Q5. Safer Recruitment

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
60	83%	12	17%	0	0%	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
65	90%	7	10%	0	0%	0	0%



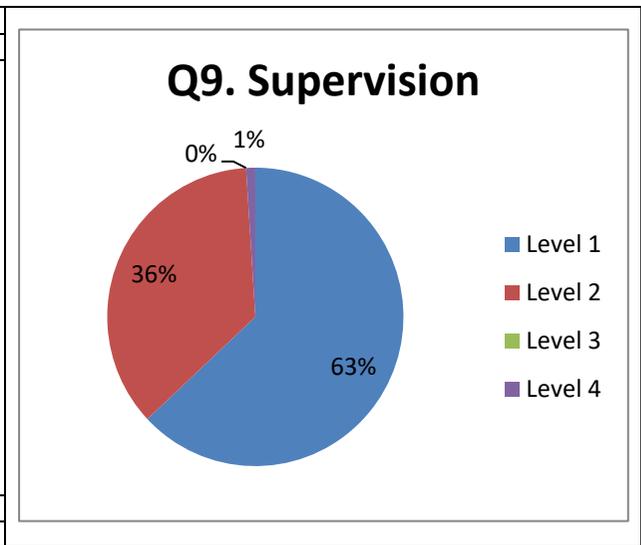
<b>7. Procedures on how to manage allegations made against staff / volunteers</b>	
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Level 1		Level 2		Level 3		Level 4	
<p>If there have been <b>no</b> allegations against members of staff: Procedures for the management of allegations have been read 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>If there <b>has</b> been an allegation against a member(s) of staff: 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
62	86%	10	14%	0	0%	0	0%

<b>8. Record keeping procedures</b>				<b>08 Record Keeping</b>
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
61	85%	10	14%	1	1%	0	0%

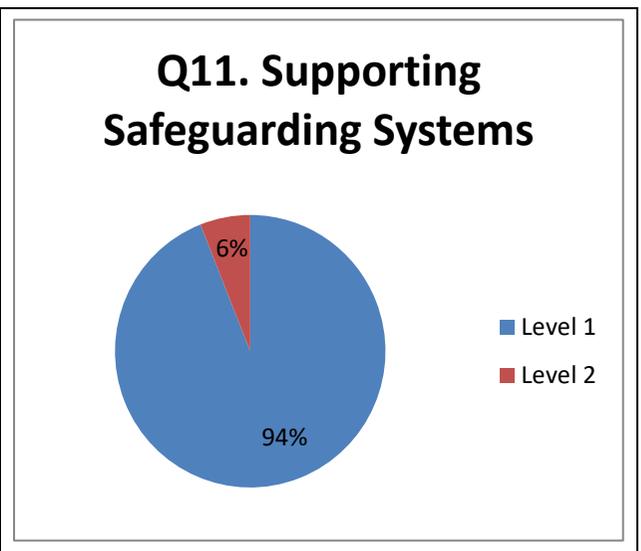
9. Supervision							
Level 1		Level 2		Level 3		Level 4	
There is effective and evidenced staff supervision in place in relation to all LAC, CAF, CIN and child protection cases.		There is staff supervision in place in relation to all vulnerable and child protection cases. However, this is not effectively 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
45	63%	26	36%	0	0%	1	1%



<b>10. Safeguarding training and awareness</b>	
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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
38	53%	34	47%	0	0%	0	0%

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
68	94%	4	6%	0	0%	0	0%



11. Overall Self-assessment levels			
Level 1	Level 2	Level 3	Level 4

**Q11. Overall Self-**

Number		Percentage		Number		Percentage	
58	81%	14	19%	0	0%	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?	67	3	2	72
If you made no referrals, did you consult with Children's Services Social Care about any individual pupils?	68	0	4	72
Do all LAC children have a personal education plan?	59	3	10	72
If there are identified young carers, have measures been put in place to support their individual needs e. g. being able to call home?	45	0	27	72
Were any assessments undertaken or other "children in need" (CIN) meetings held during the last academic year?	63	0	9	72
Have you made all staff aware of the requirement to recognise and report all private fostering arrangements?	67	0	5	72
Do all of these children and young people have a school child protection file?	53	0	19	72
Does your establishment have procedures in place for the organisation of offsite events?	71	0	1	72
Is there a nominated and trained educational visits co coordinator?	69	3	0	72
Does your attendance policy include timely arrangements (i.e. before morning break) for first day call back?	71	1	0	72
Is sex and relationships education accessible to all pupils?	71	1	0	72
Does your establishment have awareness of Harmful Sexual Behaviour (HSB) and the referral process for students when the process is relevant?	65	7	0	72
Are children with communication difficulties provided with ways and opportunities to express their thoughts and wishes?	71	0	1	72
Are safer working practice arrangements in place, particularly for 1:1 working and staff who transport pupils?	71	0	1	72
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?	19	0	53	72
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?	50	0	22	72
<b>For secondary establishments, colleges and other KS3 providers:</b>	20			
Has the establishment adopted an approved Work Experience Model?	13	1	6	20
When vulnerable students participate in block or extended work experience, have enhanced DBS checks been undertaken?	13	0	7	20

## 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	14	19%	43	60%	11	15%	2	3%	2	3%
Behaviour and Safety of Pupils/Students at School/College	18	25%	45	62%	7	10%	0	0%	2	3%

The Ofsted scores from the previous audit 2017-2018 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	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%

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

- LSCB
- Local Authority
- NSPCC
- High Speed Training
- HAYS online
- Educare
- Safer Handling
- Team Teach
- ABA
- Virtual College
- Barnardo's
- Enquire
- Success in Schools Ltd
- Anti-bullying alliance
- Fortis