

Allocation Name: Copy - Kirklees Schools Safeguarding Audit 2018: Howard Park Community School

Groups: Howard Park Community School

Exported on 25-Jan-2019 13:47

The annual safeguarding audit for 2018 is now ready for your use and completion.

The audit template fulfils the requirements of Sec 175 / Sec 157 of the Education Act 2002 and the Safeguarding requirements of Ofsted's "Framework for School Inspection" carried out under Sec 5 of the Education Act 2005. (All aspects of Sec 11 of the Children Act 2004 are addressed within this template).

The "Enable" audit is designed to be a "living" document and a tool to assist schools in achieving best practice in respect of your current safeguarding provision. The audit has been designed for schools to self-assess their safeguarding competence and to be used as a baseline for action planning when areas of weakness are identified.

You will note that the initial Pie chart has a number of segments. Each relate to an area of safeguarding business, for example "safer recruitment". Each segment area is subdivided into separate questions each of which require an answer. A fully positive answer will generate a green colour for that particular question (Grade 3). A fully negative answer will generate a red colour. (Grade 1). An amber colour (Grade 2) will indicate answers where you can claim partial compliance at that time and working towards full compliance.

The audit is designed to be intuitive, in so far as each question contains information in the "Description" field to show you the standard required to secure full compliance on that particular question.

The audit is a "Living" document to be used throughout the year as a monitoring tool to assist you with generating focused actions to improve the safeguarding provision in your school or college. Statistics for use by the LA will be generated from the current state of your audit submission in December 2018 and April 2019

Progress: 100.00 %
Score: 99.00 %
Grade: Grade 3

Start Date: 02-Jan-2019
Deadline Date: 30-Apr-2019
All Dates and Times (UTC+00:00) Dublin, Edinburgh, Lisbon, London

1 Safeguarding Policies and Designated Staff		
Progress: 100.00 %	Grade: Grade 3	Score: 100.00 %
1.1 Please provide the full name of your school / college		
Status: Complete	Grade: Not Scored	Score: Not Scored
(Text) School/college name:		Last answer by Marcus Newby 25-Jan-2019 13:25
Howard Park Community School St Peg Lane Cleckheaton Bradford BD19 3SD		
1.2 Does your school have an up to date Safeguarding Policy and child protection procedure which has been reviewed and signed off by your school governing body		
Status: Complete	Grade: Grade 3	Score: 100.00 %
Your Child Safeguarding Policy should be the subject of annual review by your full governing body who should sign off the policy. It is good practice to incorporate safeguarding as a standing agenda item at all meetings of the full governing body . Safeguarding Policy must be made available to parents on request. It is good practice to incorporate the document into the school website		
Grade 1: No Safeguarding Policy in place. Grade 2: Safeguarding Policy in place but currently out of date. Grade 3: Safeguarding Policy is up to date and has been signed off by governing body. The Safeguarding Policy is available to parents on request and is incorporated into the school website.		
(Multi Choice) Please select a relevant grade		Last answer by Marcus Newby 25-Jan-2019 12:05
Grade 3		
(Text) Optional evidence can be provided here		Last answer by Marcus Newby 25-Jan-2019 12:05
Additional notes provided in terms of the updates throughout the academic year.		

(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Last answer by Marcus Newby 25-Jan-2019 12:05
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Yellow and Blue Changes to School Child Protection Policy.docx uploaded by Marcus Newby on 25-Jan-2019 12:05

Yellow and Blue Changes to School Safeguarding.docx uploaded by Marcus Newby on 25-Jan-2019 12:05

History

25-Jan-2019 12:05	Marcus Newby	Document 'Yellow and Blue Changes to School Safeguarding.docx' was uploaded to Response 3
25-Jan-2019 12:05	Marcus Newby	Document 'Yellow and Blue Changes to School Child Protection Policy.docx' was uploaded to Response 3

1.3 The school have a named person on the senior leadership team who holds the post of Designated Safeguarding Lead professional (DSL)within the school

Status: Complete	Grade: Grade 3	Score: 100.00 %
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Keeping Children Safe in Education 2018 states:
The school / college must have a named person in the role of Designated Safeguarding Lead professional. This must be a member of the school senior leadership team

Grade 1: The school DO NOT have a named person on the senior leadership team who holds the post of Designated Safeguarding Lead professional (DSL)
Grade 2: The school DO have a named person on the senior leadership team who holds the post of Designated Safeguarding Lead professional (DSL)

(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:18
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Grade 2

(Text) Optional evidence can be provided here	Not Answered
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1.4 The school has at least one person holding the role of Deputy Designated Safeguarding Lead professional

Status: Complete	Grade: Grade 3	Score: 100.00 %
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Keeping Children Safe in Education 2018 states:
The school / college must have at least one named person in the role of Deputy Designated Safeguarding Lead professional. This may be any suitably trained member of staff.

Grade 1: The school do NOT have a named person in the role of Deputy Designated Safeguarding Lead professional (Deputy DSL)
Grade 2: The school DO have a named person in the role of Deputy Designated Safeguarding Lead professional (Deputy DSL)

(Multi Choice) Please select appropriate response

Last answer by Marcus Newby
25-Jan-2019 13:19

Grade 2

(Text) Optional evidence can be provided here

Not Answered

1.5 Do you have a photograph or your DSL and Deputy DSL(s) displayed in school so that pupils, staff and all visitors know who is responsible for safeguarding

Status: Complete

Grade: Grade 3

Score: 100.00 %

All staff, pupils and visitors to the school should be able to readily identify who takes lead responsibility for safeguarding in the school. It is good practice to display photographs of yourself as DSL plus any staff supporting the safeguarding role be placed at strategic points in the school starting with the reception area.

Grade 1: No photographs are on display
Grade 2: Photographs are on display but are out of date
Grade 3: Photographs are on display in the reception area and other key areas of the school and are up to date

(Multi Choice) Please select a relevant grade

Last answer by Marcus Newby
25-Jan-2019 13:19

Grade 3

(Text) Optional evidence can be provided here

Not Answered

1.6 How do you ensure your current staff have read and understood your safeguarding policy and child protection procedure

Status: Complete	Grade: Grade 3	Score: 100.00 %
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It is good practice to ensure that ALL school staff have seen, read and understood the school safeguarding policy annually. The DSL should keep signed records to this effect. School may also wish to include a safeguarding quiz for staff to complete as a knowledge check on basic safeguarding practices

Grade 1: The safeguarding policy is made available to staff. No records are currently kept in relation to staff who have read and understood the policy.
 Grade 2: The safeguarding policy is made available to all staff and records are held within school of this process taking place.
 Grade 3: The safeguarding policy is made available to all staff, a knowledge check is carried out with staff about the policy content and full records are held within school of this process taking place.

(Multi Choice) Please select a relevant grade	Last answer by Marcus Newby 25-Jan-2019 13:19
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Grade 3

(Text) Optional evidence can be provided here	Not Answered
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1.7 Do you make a copy of your safeguarding policy available to parents on request and is the policy available on your school website

Status: Complete	Grade: Grade 3	Score: 100.00 %
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It is good practice to ensure your safeguarding policy is placed on your school website. Any parent or carer must be provided with a copy of your safeguarding policy within 24 hours of any request you receive. There should be nothing contentious in a safeguarding policy. Inclusion on your website allows parents/carers immediate access to the policy.

Grade 1. The safeguarding policy is available to parents on request. It is not on the school website
 Grade 2: The safeguarding policy is available to parents on request and is also available by accessing the school website

(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:19
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Grade 2

(Text) Optional evidence can be provided here	Not Answered
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1.8 Does school have an up to date staff code of conduct in place and can you ensure all staff have read that document.

Status: Complete

Grade: Grade 3

Score: 100.00 %

Keeping Children Safe in Education 2018 states:

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

Grade 1: School do not have a Staff Code of Conduct in place

Grade 2: School have a Staff Code of Conduct in place

Grade 3: School have a Staff Code of Conduct in place. Each member of staff is provided with a copy and a record is made confirming that they have read the code of conduct annually.

(Multi Choice) Please select your response

Last answer by Marcus Newby
25-Jan-2019 13:19

Grade 3

(Text) Optional evidence can be provided here

Not Answered

(Document) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

1.9 Are the views / voice of your pupils/students incorporated into your policies

Status: Complete

Grade: Grade 3

Score: 100.00 %

Listening to the voice of the child is crucial to effective safeguarding. There are a number of ways school may incorporate the views and voice of the child into policies and procedures

A pupil /parent survey is a good way of including the voice of the child. You may also consider listening to the voice of the child through school council process or assemblies linking to PSHCE. You may also want to consider adopting a "worry box" or "Tell me box" that can be used to capture the voice of the child who may not want to speak about concerns but can write them down and still have a voice.

Grade 1: The views/voice of pupils is not incorporated into school policies and procedures.
 Grade 2: The school council process is used to capture the views/voice of the child.
 Grade 3: The school incorporate a wide variety of methods for securing the views and voice of the child which include, school council, class questionnaires on issues such as bullying, parental/pupil questionnaires. These views are considered and where appropriate, incorporated into review cycle of safeguarding related policies.

(Multi Choice) Please select a response

Last answer by Marcus Newby
25-Jan-2019 13:20

Grade 3

(Text) Optional evidence can be provided here

Not Answered

1.10 Does your school have an up to date online safety policy in respect of pupils and staff. Is this updated on a regular basis and supported by the use of Acceptable Use Policies

Status: Complete

Grade: Grade 3

Score: 100.00 %

Good practice advice from the Safer Recruitment Consortium:

In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. Online safety risks are posed more by behaviours and values than the technology itself.

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Grade 1: The school does not currently have an Online safety policy

Grade 2: The school has an online safety policy which is up to date and under regular annual review.

Grade 3: The school has an online safety policy which is up to date and under annual review. Local and national guidance is followed and the policy is supported by Acceptable Use Policies for all pupils, staff and visitors to the school

(Multi Choice) Please select a response

Last answer by Marcus Newby
25-Jan-2019 13:20

Grade 3

(Text) Optional Evidence can be recorded here

Not Answered

(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered	
1.11 Please provide contact details of the Senior Designated Safeguarding Lead Professional in your school		
Status: Complete	Grade: Not Scored	Score: Not Scored
<p>This will assist in ensuring future contact is made with the correct person in your school/college Please provide: Name of school Name of Senior Designated Safeguarding Lead professional Contact telephone number Contact email address</p>		
<p>(Text) Please provide your response here:</p> <p>Name of School/College : Name of senior DSL : Contact Tel Number : Contact email address :</p>	<p>Last answer by Marcus Newby 25-Jan-2019 13:23</p>	
<p>Howard Park Community School DSL: Mr M Newby DDSL: Mr J Pickles Contact: 01274864972 07447444331 email: hello@howardpark.co.uk head@howardpark.co.uk</p>		
1.12 Please provide contact details of any additional staff in the role of Deputy DSL who may benefit from periodic safeguarding circulations		
Status: Complete	Grade: Not Scored	Score: Not Scored
<p>This will assist in ensuring safeguarding related information is circulated to the correct staff in your school/college Please provide: Name of school Name of Deputy Designated Safeguarding Lead professional Contact telephone number Contact email address</p>		

(Text) Please provide your response here:	Last answer by Marcus Newby 25-Jan-2019 13:27
Name of School/College : Name of Deputy DSL : Contact Tel Number : Contact email address :	

Howard Park Community School
 DSL: Mr M Newby
 DDSL: Mr J Pickles
 Contact: 01274864972 07447444331
 email: jonathan.pickles@howardpark.co.uk head@howardpark.co.uk

2 Wider safeguarding procedures

Progress: 100.00 %	Grade: Grade 3	Score: 94.00 %
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2.1 Are school providing education to pupils incorporating a broad spectrum of safeguarding related subjects

Status: Complete	Grade: Grade 3	Score: 100.00 %
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There is now a greater emphasis than ever on schools ensuring that children are being taught about safeguarding including online safeguarding as part of providing a broad and balanced curriculum. This will include a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism. Other areas of risk to pupils include.

- Online safety
- Sex / Relationship / Anti - bullying
- British values – core personal values
- Road safety/Bikeability
- People who help us
- Healthy Choices
- Substance misuse/Alcohol misuse
- Sexual exploitation
- Domestic violence
- Forced marriage
- Gang activity

Grade 1: School do not have a programme of education around safeguarding related subjects to pupils
 Grade 2: School provide basic education around safeguarding related subjects.
 Grade 3. School provide a broad and balanced curriculum around safeguarding related subjects. Evidence can be found in curriculum documents and programmes of study undertaken by pupils.

(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:28
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Grade 3		
(Text) Optional Evidence can be recorded here		Not Answered
(Document) Optional documents can be uploaded here to provide evidential support for your rating.		Not Answered
2.2 Do all staff and visitors check in at school reception and undergo ID checks before being issued with an appropriate form of school identification.		
Status: Complete	Grade: Grade 3	Score: 100.00 %
<p>Security</p> <p>It is good practice to ensure staff and all visitors check in at reception before being admitted to the school. Identification checks should be undertaken with all visitors and an appropriate form of identification should be worn at all times by all adults on school premises.</p> <p>Grade 1: Staff and visitors are required to check in at the school reception. No form of visible ID is provided to staff or visitors Grade 2: Staff and visitors are required to check in at the school reception. All visitors wear visible forms of identification. Grade 3: Staff and visitors are required to check in at the school reception. All visitors wear visible forms of identification in the form of either a coloured lanyard with visitor ID or visible adhesive visitor pass. All staff are issued with ID cards with lanyards which are required to be worn at all times</p>		
(Multi Choice) Please select a response		Last answer by Marcus Newby 25-Jan-2019 13:29
Grade 3		
(Text) Optional Evidence can be recorded here		Not Answered
2.3 How do pupils/students know who they can talk to if they have concerns they are worried about.		
Status: Complete	Grade: Grade 3	Score: 100.00 %

Recommended good practice in line with 2017 - Ofsted inspection guidance 4.4:
 Pupils should be able to identify trusted adults with whom they can communicate about any concerns.
 Pupils should have faith that trusted adults will listen to them and take their concerns seriously.
 School should be instrumental in ensuring that all pupils are able to voice their concerns especially vulnerable learners who may have communication difficulties.

Grade 1: Names and pictures of designated safeguarding lead members of staff are placed in key locations around the school.
 Grade 2. School ensures that all pupils are made aware that they can pass their concerns to any members of staff, all of whom are trusted adults and have received the appropriate safeguarding training.
 Grade 3. School have a comprehensive engagement system in place to communicate with all pupils on a regular basis. Pupils are made aware they can communicate with any member of staff and can expect that their concerns are taken seriously and that appropriate support will be available. School recognises that pupils may have difficulty in communicating their concerns verbally and have measures in place to capture their concerns in different formats. Where necessary key members of staff are identified to aid communication with vulnerable learners.

(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:29
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Grade 3

(Text) Optional Evidence can be recorded here	Not Answered
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2.4 Appropriate filters and monitoring systems are in place to protect children from potentially harmful online material.

Status: Complete	Grade: Grade 3	Score: 100.00 %
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Keeping Children Safe in Education 2018 states:
 As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.
 Consider age range of pupils, how often they access the schools IT system and the proportionality of costs V's risks
 Informed in part by the risk assessment required by the Prevent duty
 Careful that "over-blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
 Further detailed guidance can be obtained though the following link:
www.saferinternet.org.uk/advice-and-resources/teac...

Grade 1: The school internet usage is not filtered against harmful online content. The school does not monitor the online activity of pupils
 Grade 2: An appropriate filtering system against harmful online material is in place in school. All pupils are effectively supervised and monitored by staff during activities involving the use of computers.
 Grade 3: An effective filtering and monitoring system is in place with ongoing checking of all internet usage triggering a reporting system to senior leaders alerting them to any inappropriate use of the internet. This system is proportionate to the perceived risk in school and may well involve the random checking of internet usage on computer devices as a part of the monitoring process.

(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:29	
Grade 3		
(Text) Optional Evidence can be recorded here	Not Answered	
(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered	
2.5 Does school have comprehensive procedures in place around children missing education		
Status: Complete	Grade: Grade 3	Score: 100.00 %
<p>School should ensure children who go missing receive well-coordinated response that reduce harm or the risk of harm to them. School should understand the risks and ensure any impact is minimised. Staff should be fully aware of local procedures around children missing education and implement them in full. These procedures include notifying the local authority and parents of any child missing education. Comprehensive records should be held and shared between relevant agencies to help protect children. Local Kirklees procedures can be found by accessing the following link: http://intranet.kirklees.gov.uk/News/Subject/Schoo...</p>		
<p>Grade 1: School do not have effective procedures in place to manage risks around children missing education Grade 2: School do have effective procedures in place to manage risks around children missing in education however there is an identified training need to ensure all relevant staff are fully conversant with procedures and can implement them. Grade 3. School have comprehensive procedures and systems in place for managing risks around children missing education. All relevant staff are fully trained in CME procedures and school are confident that the procedures are being followed and implemented.</p>		
(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:30	
Grade 3		
(Text) Optional evidence can be provided here:	Not Answered	

(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered
2.6 Do school have effective procedures in place for notifying the local authority when pupils are admitted from schools outside of the LA or transferred to schools outside of the LA	
Status: Complete	Grade: Grade 3
Score: 100.00 %	
<p>Statutory DfE schools (including independent schools) will be required to: Inform their LA (Admissions and Education Safeguarding) when they are about to delete a pupil's name from the admission register. Record details of the pupil's residence, the name of the person with whom they will reside, the date from which they will reside there, and the name of the destination school (where they can reasonably obtain this information); Inform their LA of the pupil's destination school and home address if the pupil is moving to a new school; and Provide information to their LA when registering new pupils within five days, including the pupil's address and previous school (where they can reasonably obtain this information). Local authorities also have the discretion to require the same information on children leaving or joining the school at standard transition points, which occur when a child of compulsory school age begins school at the start of the first year or leaves at the end of the final year of that school. Regulations also require 'reasonable enquiries' to identify a pupil's whereabouts to be performed collaboratively between the school and LA where there is continuous absence after a grant of leave. The procedures ensure all leavers from Kirklees schools enrol elsewhere as soon as possible, or are tracked to another local authority. The procedures also ensure that all pupils living in Kirklees without a school place are identified and followed into education as soon as possible. These can again be found in the following guidance to schools: http://intranet.kirklees.gov.uk/News/Subject/Schoo...</p>	
<p>Grade 1: School do not have effective procedures in place to notify movement of pupils to the local authority Grade 2: School do have effective procedures in place to notify movement of pupils to the local authority however there is an identified training need to ensure all relevant staff are fully conversant with procedures and can implement them. Grade 3. School do have comprehensive procedures and systems in place for the notification of pupil movement to the local authority All relevant staff are fully trained in those procedures and school are confident they are being implemented.</p>	
(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:30
Grade 3	
(Text) Optional evidence can be provided here:	Not Answered

(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered
2.7 Do school have effective procedures in place to identify pupils who may be at risk of Child Sexual Exploitation (CSE) and are robust recording, monitoring and referral mechanisms in place to ensure multi-agency support is used to reduce the risk of harm.	
Status: Complete	Grade: Grade 2
Score: 50.00 %	
<p>CSE Definition and a Guide to Practitioners Feb 2017 states: Different agencies should work together to: (a) identify any prior victimisation and understand how this has contributed to the perpetration; and (b) map the environments and contexts in which peer-perpetrated child sexual exploitation occurs, looking at the social norms or power dynamics at play which may have influenced the perpetration of abuse. Dependent on the issues emerging, this will likely need both an individually-based response and wider work to address harmful social norms or power dynamics that enable the abuse to occur. Educating children and young people Although there is not as yet any proven blueprint for the most effective means of communicating messages around child sexual exploitation to children and young people, the evidence base highlights some important principles:</p> <ol style="list-style-type: none"> 1.The need for early and continuous education: We are increasingly learning about cases of child sexual exploitation that involve younger children, particularly in the online sphere. If children and young people are not educated about the risk of child sexual exploitation (and other forms of sexual abuse) before perpetrators approach them, they are left unprotected. Schools may want to consider how to build in effective, age-appropriate education, which sensitively supports younger children on these issues and which forms part of a planned programme of study across key stages. This should be accompanied by wider resilience-building work. 2.Use all potential avenues of communication: Schools, colleges and other educational settings have a critical role to play. Personal, social, health and economic (PSHE) lessons are an obvious route for educating children and young people about the risks of child sexual exploitation and other forms of harm, as are pastoral services and school nurse services. Consideration should also be given to how messages can be delivered outside mainstream education, for example, in youth clubs, community settings or the family home. 3.Adopt a holistic approach: Risk of child sexual exploitation should be addressed as part of a wider programme of work on sexuality and sexual development, choice and consent, healthy relationships, harmful social norms and abusive behaviours and online safety. This should build on existing initiatives (around online safety for example) and ensure messages dovetail across these different programmes of work. Educative work should engage both boys and girls and should address both risk of perpetration and risk of victimisation (and the potential for overlap). 4.Contextual considerations: Messages around child sexual exploitation should be delivered within a safe non-judgemental environment, by credible individuals who are confident discussing the issues and able to challenge unhelpful perceptions. Where specific vulnerabilities are identified (going missing, gang-association or drug/alcohol misuse, for example) more targeted educative work should be undertaken, while taking care to avoid stigmatisation or labelling. Accessible and appropriate support should be immediately available should any issues of concern be identified during education activity. 	
<p>Grade 1: School do not have effective procedures in place to identify and manage risk around Child Sexual Exploitation. Grade 2: School do have procedures in place to identify and manage risk around Child Sexual Exploitation. Staff receive awareness training in respect of the signs and indicators of CSE and ensure any concerns are communicated to the DSL in a timely manner. All concerns are assessed by the DSL and referred to Children's Social Care Duty and Advice team as appropriate. Grade 3: School have robust and effective systems in place for identifying pupils at risk of harm from CSE. Staff receive awareness training supported by fully trained DSL's who assess all CSE concerns and make multi-agency referrals for support as necessary. Pupils receive age appropriate education around CSE through the PSHE curriculum.</p>	
(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:31
Grade 2	

(Text) Optional evidence can be recorded here:	Not Answered	
(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered	
2.8 Do all staff in school engaged in the role of Designated Safeguarding Lead or Deputy Designated Safeguarding Lead receive appropriate supervision and support specific to their role		
Status: Complete	Grade: Grade 3	Score: 100.00 %
There should be clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults should receive regular supervision and support if working directly with children and learners whose safety and welfare are at risk.		
<p>Grade 1: There are currently no supervision and support arrangements in place for staff working directly with children and learners whose safety and welfare are at risk.</p> <p>Grade 2: School do have a supervision and support system in place for all staff,however it is not specific to key safeguarding staff.</p> <p>Grade 3: School has a comprehensive system in place for the supervision and support of staff working directly with children and learners whose safety and welfare are at risk.</p>		
(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:31	
Grade 3		
(Text) Optional evidence can be provided here:	Not Answered	
3 Governance		
Progress: 100.00 %	Grade: Grade 3	Score: 100.00 %
3.1 Do you have a governor with responsibility for safeguarding who is not a member of staff and is suitably trained in that role		
Status: Complete	Grade: Grade 3	Score: 100.00 %

The governing body should have one member holding responsibility for safeguarding matters.
 The safeguarding governor must NOT be a member of staff at the school.
 The safeguarding governor should receive training to undertake the role.
 Safeguarding Training relevant to the role is available through the Governor training package offered by the Local Authority Governor Service
 It is good practice to ensure that this training is renewed every 3 years

Grade 1: School do not have a member of the governing body holding responsibility for safeguarding matters
 Grade 2: School do have a governor with specific responsibilities for safeguarding. They are NOT a member of staff
 Grade 3: School do have a governor with specific responsibilities for safeguarding. They are NOT a member of staff and they have received appropriate training which has been renewed every 3 years

(Multi Choice) Please select a relevant grade

Last answer by Marcus Newby
25-Jan-2019 13:32

Grade 3

(Text) Optional Evidence can be recorded here

Not Answered

3.2 Is safeguarding a standing item at your full Governing Body meeting

Status: Complete

Grade: Grade 3

Score: 100.00 %

In order to demonstrate the importance the school places on safeguarding it is good practice to include safeguarding as a standing item on all regular meetings of the full governing body.

Grade 1: Safeguarding is not a standing item on the agenda of full Governing Body meetings
 Grade 2: Safeguarding is a standing item at all meetings of the full Governing Body
 Grade 3: Safeguarding is a standing item at all meetings of the full Governing Body which is reported on and evidenced in the minutes of the meetings

(Multi Choice) Please select a relevant grade

Last answer by Marcus Newby
25-Jan-2019 13:32

Grade 3

(Text) Optional evidence can be provided here

Not Answered

3.3 Where school premises are used by independent services outside school hours, the governing body has sought assurance that the service has appropriate safeguarding policies and procedures in place.

Status: Complete

Grade: Grade 3

Score: 100.00 %

The school Governing Body should be satisfied that all independent providers operating on school premises have appropriate safeguarding policies and procedures in place and that they have a named person responsible for safeguarding. This information should be communicated to parents and shared with the school.

Grade 1: No information known about the safeguarding provision of independent services using the school

Grade 2: School ensures that independent providers operating on school premises have appropriate safeguarding policies and procedures in place however this information is not widely communicated to others

Grade 3: School ensures that independent providers operating on school premises have appropriate safeguarding policies and procedures in place and a named person responsible for safeguarding. This information is communicated to parents and the school.

(Multi Choice) Please select a relevant grade

Last answer by Marcus Newby
25-Jan-2019 13:32

Grade 3

(Text) Optional evidence can be provided here

Not Answered

4 Safer Recruitment

Progress: 100.00 %

Grade: Grade 3

Score: 100.00 %

4.1 Has the head teacher, an appropriate governor and other relevant staff completed Safer Recruitment training. Updated on a 3 yearly basis

Status: Complete

Grade: Grade 3

Score: 100.00 %

At least one member of any staff interview panel must have completed recognised safer recruitment training

Safer Recruitment training can be accessed via the Local Authority Governor Services and is good practice to refresh this training every 3 years.

Online Safer Recruitment training can be obtained from the NSPCC:

www.nspcc.org.uk/what-you-can-do/get-expert-traini...

Grade 1: No Senior leaders, staff or Governors have completed safer recruitment training
 Grade 2: The number of senior leaders, staff and governors who have completed safer recruitment training is inadequate to support a robust safer recruitment process
 Grade 3: School are satisfied that the number of senior leaders, staff and governors that have completed safer recruitment training is adequate to support a robust safer recruitment process and this training has been updated on a three yearly basis

(Multi Choice) Please select a relevant grade	Last answer by Marcus Newby 25-Jan-2019 13:34
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Grade 3

(Text) Optional Evidence can be recorded here	Not Answered
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(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered
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4.2 The governing body/proprietor is satisfied that stringent recruitment and vetting procedures are in place for all new staff. References for shortlisted candidates are collected prior to interview and used as part of the interview process.

Status: Complete	Grade: Grade 3	Score: 100.00 %
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Keeping Children Safe in Education 2018 Part 3 states:
 It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. The guidance describes in detail those checks that are, ogoverning body or proprietor may be, required for any individual working in any capacity at, or visiting, the school or college. Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

Grade 1: Inconsistent application of the recruitment process. Some or all staff are recruited without all pre-employment checks being undertaken
 Grade 2: Consistent application of the recruitment process. Safer recruitment checks are undertaken prior to appointment. The governing body do not yet ensure the school/college is compliant with the requirements of Keeping Children Safe in Education 2018 Part 3
 Grade 3: All relevant pre - employment checks are undertaken as part of a comprehensive safer recruitment process. References have been obtained and checked. All staff having regular unsupervised contact with children have been subject to enhanced Disclosure and Barring Service Checks (formerly CRB) prior to appointment. The governing body ensure that the school/college is fully compliant with the requirements of Keeping Children Safe in Education 2018 Part 3

(Multi Choice) Please select a relevant grade	Last answer by Marcus Newby 25-Jan-2019 13:34
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Grade 3

(Text) Optional Evidence can be recorded here	Not Answered	
(Document) If required please upload one or more supporting documents	Not Answered	
4.3 There is a single central record (SCR) in place, the content of which is reviewed on a regular basis by senior school leaders and the governing body		
Status: Complete	Grade: Grade 3	Score: 100.00 %
<p>Schools and colleges MUST maintain a single central record of pre-appointment checks, referred to in the regulations as the register and more commonly known as the single central record. The single central record must cover the following people: all staff (including supply staff, and teacher trainees on salaried routes) who work at the school. In colleges, this means those providing education to children; and for independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust. The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:• an identity check;• a barred list check; an enhanced DBS check/certificate;• a prohibition from teaching check;• a section 128 check (for management positions as set out in paragraph 124 for independent schools (including academies and free schools));• further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;• a check of professional qualifications; and• a check to establish the person's right to work in the United Kingdom. For supply staff, schools should also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff. Where checks are carried out on volunteers, schools should record this on the single central record.</p>		
<p>Grade 1. The Single Central Record is in place however not all adults working within the school/college in regulated activity are incorporated on the SCR. Grade 2: The Single Central Record is in place. All adults working within the school/college in regulated activity are included in the SCR and all relevant fields of the SCR template are populated. Grade 3: The Single Central Record is in place. All adults working within the school/college in regulated activity are included in the SCR and all relevant fields of the SCR template are populated. The senior leadership of the school review the SCR on at least a termly basis. The governing body have an overview of the process and a representative governor will review the SCR at least annually.</p>		
(Multi Choice) Please select a relevant grade	Last answer by Marcus Newby 25-Jan-2019 13:34	
Grade 3		
(Text) Optional Evidence can be recorded here	Not Answered	

(Document) If required please upload one or more supporting documents	Not Answered	
4.4 School ensures that all agency and third party organisation staff working in regulated activity with children have been subject to relevant enhanced DBS checking through written notification.		
Status: Complete	Grade: Grade 3	Score: 100.00 %
<p>Keeping Children Safe in Education 2018 part 3 states: Schools and colleges must obtain written notification from any agency, or third-party organisation they use, that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform. Where the position requires a barred list check, this must be obtained by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.</p>		
<p>Grade 1: No assurance is obtained from agencies or third party organisations in respect of their employees working in regulated activity in school that their staff have undertaken enhanced DBS checks. Grade 2: Assurance is obtained from agencies or third party organisations in respect of their employees working in regulated activity in school that their staff have undertaken enhanced DBS checks. Grade 3: Assurance is obtained from agencies or third party organisations in respect of their employees working in regulated activity in school that their staff have undertaken enhanced DBS checks. The assurance is secured in writing and retained on file by the school. Staff at school ensure that identity checks are made of any agency or third party organisation staff that work within the school.</p>		
(Multi Choice) Please select a relevant grade	Last answer by Marcus Newby 25-Jan-2019 13:34	
Grade 3		
(Text) Please provide evidence	Not Answered	
(Document) If required please upload one or more supporting documents	Not Answered	
5 Allegations Management		

Progress: 100.00 %	Grade: Grade 3	Score: 100.00 %
5.1 Staff are aware of the role of the Local Authority Designated Officer for Allegations and there are procedures in place on the management of allegations against staff which are compliant with Keeping Children Safe in Education Part 4		
Status: Complete	Grade: Grade 3	Score: 100.00 %
<p>Keeping Children Safe in Education 2018 states: Governing bodies and proprietors should ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff. Such allegations should be referred to the designated officer(s) at the local authority by the appropriate person as set out in Part four of this guidance. All staff should be made aware of the procedures to be followed as part of their regular safeguarding training In addition, schools should also adopt local guidance on the management of allegations procedures of the local safeguarding children board which can be accessed under the following link: www.kirkleessafeguardingchildren.co.uk/allegations...</p>		
<p>Grade 1: No procedures currently in place and staff have not received training in allegations management. Grade 2. Procedures in place but are out of date and/or do not comply with LSCB Guidance Grade 3: School have adopted the guidance laid down in Part 4 of Keeping Children Safe in Education 2018. School also adopt local guidance in respect of LADO procedures provided by the Kirklees Safeguarding Children Board. Staff receive regular basic awareness in child safeguarding training and updates which incorporate the managing allegations procedures.</p>		
(Multi Choice) Please select a relevant response		Last answer by Marcus Newby 25-Jan-2019 13:35
Grade 3		
(Text) Optional Evidence can be recorded here		Not Answered
(Document) Optional documents can be uploaded here to provide evidential support for your rating.		Not Answered
5.2 Is there a governor nominated to liaise with the Local Authority in the event of an allegation being made against the head teacher		
Status: Complete	Grade: Grade 3	Score: 100.00 %

Keeping Children Safe in Education 2018 states:
 Governing bodies and proprietors should ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff. Such allegations should be referred to the designated officer(s) at the local authority by the appropriate person as set out in Part four of this guidance.
 Any allegations against a head teacher should be dealt with by a nominated governor

Grade 1: The Governing Body does NOT have a nominated governor to liaise with the Local Authority in the event of an allegation being made against the head teacher
 Grade 2: The Governing Body does have a nominated governor to liaise with the Local Authority in the event of an allegation being made against the head teacher

(Multi Choice) Please select a response

Last answer by Marcus Newby
 25-Jan-2019 13:35

Grade 2

(Text) Optional Evidence can be recorded here

Not Answered

5.3 Does school have a "whistleblowing" Policy and procedures in place and are they effectively communicated to all staff

Status: Complete

Grade: Grade 3

Score: 100.00 %

Keeping Children Safe in Education 2018 states:
 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
 Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school or college's senior leadership team.
 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 General guidance can be found at- www.gov.uk/whistleblowing
 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Grade 1: No "whistleblowing" policy/procedures in place within school
 Grade 2: The school has an up to date "whistleblowing" policy and accompanying procedures
 Grade 3: The school has an up to date "whistleblowing" policy and accompanying procedures. The policy and procedures are communicated to staff through regular safeguarding training and through school internal communications.

(Multi Choice) Please select appropriate response

Last answer by Marcus Newby
 25-Jan-2019 13:36

Grade 3

(Text) Optional Evidence can be recorded here	Not Answered	
(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered	
6 Training		
Progress: 100.00 %	Grade: Grade 3	Score: 100.00 %
6.1 Have ALL staff who have regular contact with children in your school received face to face training in Basic Awareness of Child Abuse and Neglect		
Status: Complete	Grade: Grade 3	Score: 100.00 %
<p>Keeping Children Safe in Education 2018 provides the standard for training and states: All staff members should receive appropriate safeguarding and child protection training (including online safety) at induction which is regularly updated. Induction and training should be in line with advice from the three local partners. In addition, all staff members should receive regular safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.</p>		
<p>Grade 1: All staff require training in Basic Awareness of Child Abuse and Neglect Grade 2: Some, but not all staff have completed Basic Awareness of Child Abuse and Neglect training and are up to date with that training Grade 3: All staff have completed Basic Awareness of Child Abuse and Neglect training and are up to date with that training. Details of all training is evidenced in files held by the Designated Safeguarding Lead.</p>		
(Multi Choice) Please select a relevant grade	Last answer by Marcus Newby 25-Jan-2019 13:45	
Grade 3		
(Text) Evidence optional	Not Answered	
(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered	

6.2 What is the school response to staff who have missed face to face Basic Awareness in Child Abuse and Neglect training.

Status: Complete

Grade: Grade 3

Score: 100.00 %

Efforts should be made to ensure that ALL staff receive face to face training in Basic Awareness of Child Abuse and Neglect. As a very basic measure staff can complete an appropriate online training course and school should ensure they have read Keeping Children Safe in Education 2018 Part 1 and Annex A. In addition every effort should be made to ensure the staff member receives appropriate face to face training which may be undertaken at an alternative venue to the school after which they can fall into line with the future safeguarding training schedule of the school.

Grade 1: The staff member will await the next scheduled face to face training session in school.

Grade 2: As part of their induction process, the staff member will be required to complete an appropriate online basic awareness in child safeguarding course in addition to which they will be required to read and acknowledge they have read Keeping Children Safe in Education 2018 Part 1 and Annex A.

Grade 3. The staff member will be required to complete an appropriate online basic awareness in child safeguarding course in addition to which they will be required to read and acknowledge they have read Keeping Children Safe in Education 2018 Part 1 and Annex A. Efforts will be made to ensure the staff member concerned is scheduled to attend a face to face basic awareness in Child Abuse and Neglect training course at an alternative location as soon as possible.

(Multi Choice) Please select a relevant grade

Last answer by Marcus Newby
25-Jan-2019 13:45

Grade 3

(Text) Optional evidence can be provided here

Not Answered

6.3 Have ALL staff read HM Government guidance document - Keeping Children Safe in Education Part 1 (and Annex A) and have they signed to confirm acknowledgement of this fact

Status: Complete

Grade: Grade 3

Score: 100.00 %

It is recommended good practice that this document is read by staff on an annual basis as part of their training and safeguarding updates.

Grade 1: Staff have not read Keeping Children Safe in Education 2018 Part 1 (including Annex A)

Grade 2: Some staff have read Keeping Children Safe in Education 2018 Part 1 (including Annex A) but not all

Grade 3: All staff have read Keeping Children Safe in Education 2018 Part 1 (including Annex A) and school retain a record of their signature confirming acknowledgement.

(Multi Choice) Please select relevant score	Last answer by Marcus Newby 25-Jan-2019 13:45	
Grade 3		
(Text) Optional evidence can be provided here	Not Answered	
(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered	
6.4 Do ALL staff receive safeguarding updates at least annually in order to provide them with relevant skills and knowledge to safeguard children effectively and how do assess knowledge		
Status: Complete	Grade: Grade 3	Score: 100.00 %
<p>Keeping Children Safe in Education 2018 provides the standard for training and states: All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.</p>		
<p>Grade 1: Staff do not receive safeguarding updates on at least an annual basis Grade 2: Staff receive safeguarding updates throughout the year via email or e-bulletins Grade 3: Staff receive face to face updates from the Designated Safeguarding Lead Professionals at staff meetings, staff engagement sessions and by email /e-bulletins throughout the year</p>		
(Multi Choice) Please select relevant grade	Last answer by Marcus Newby 25-Jan-2019 13:45	
Grade 3		
(Text) Optional evidence can be provided here	Not Answered	
(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered	

6.5 The school has a Named Designated Safeguarding Lead Professional who has completed all initial DSL training as recommended by Kirklees Safeguarding Children Board

Status: Complete

Grade: Grade 3

Score: 100.00 %

The school / college must have a named person in the role of Designated Safeguarding Lead professional. This must be a member of the school leadership team
The DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years by completing one level 3 training course accessed through the safeguarding board (KSCB recommend the following three courses:

1. Working Together to Safeguard Children
2. Roles and Responsibilities of the DSL
3. Making a Positive contribution to Child Protection Conferences and Core Groups

In addition to their formal training, their knowledge and skills should be updated (for example, via e- bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

Grade 1: No named person acting as DSL within the school/college

Grade 2: Named DSL in post who has completed some, but not all related training courses

Grade 3: Named DSL in post who has completed all relevant training courses including refresher training courses

(Multi Choice) Please select a response

Last answer by Marcus Newby
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Grade 3

(Text) Optional evidence can be provided here

Not Answered

(Document) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

6.6 The school has at least one person holding the role of Deputy Designated Safeguarding Lead professional who has completed all initial DSL training as recommended by Kirklees Safeguarding Children Board

Status: Complete

Grade: Grade 3

Score: 100.00 %

The school / college must have at least one named person in the role of Deputy Designated Safeguarding Lead professional. This may be any suitably trained member of staff. The DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. (KSCB recommend the following three courses:
 1. Working Together to Safeguard Children
 2. Roles and Responsibilities of the DSL
 3. Making a Positive contribution to Child Protection Conferences and Core Groups
 In addition to their formal training, their knowledge and skills should be updated (for example, via e- bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

Grade 1: No named person(s) holding the position of Deputy DSL
 Grade 2: Deputy DSL has completed some but not all related training courses.
 Grade 3: Deputy DSL has completed all relevant training courses including refresher training courses.

(Multi Choice) Please select appropriate response

Last answer by Marcus Newby
25-Jan-2019 13:46

Grade 3

(Text) Optional evidence can be provided here

Not Answered

(Document) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

7 Prevent Radicalisation and Extremism

Progress: 100.00 %

Grade: Grade 3

Score: 100.00 %

7.1 Do you have procedures in place to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Status: Complete

Grade: Grade 3

Score: 100.00 %

Keeping Children Safe in Education 2018 states:
 All Schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools. The guidance is set out in terms of four general themes:
 Risk assessment, working in partnership, staff training, and IT policies.

Grade 1: The school do not have effective procedures in place to ensure staff have the ability to identify children who may be at risk of being drawn into terrorism or displaying support for extremist views.
 Grade 2: The school follow the Prevent duty guidance and advice which is covered in the school's safeguarding policy
 Grade 3 School follow guidance in the National Prevent Strategy and have effective measures in place to ensure staff have the ability to identify children who may be at risk of being drawn into terrorism or displaying support for extremist views. These include staff fully trained on Prevent guidance, and an effective reporting and referral system into the Kirklees Prevent Hub where concerns are identified.

(Multi Choice) Please select a response

Last answer by Marcus Newby
 25-Jan-2019 13:36

Grade 3

(Text) Optional evidence can be provided here

Not Answered

(Document) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

7.2 Have all staff in your school received appropriate awareness training in Preventing radicalisation and extremism

Status: Complete

Grade: Grade 3

Score: 100.00 %

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Grade 1: School currently have no staff having received awareness training in preventing radicalisation and extremism
 Grade 2: Key members of the school senior leadership team and safeguarding leads have received awareness training in preventing radicalisation and extremism. These staff provide advice and support to other staff on protecting children from the risk of radicalisation.
 Grade 3: All members of staff in school who engage with pupils have received awareness training in preventing radicalisation and extremism which is regularly updated. Trained staff are made fully aware of the procedures to be followed in the event of identifying any child displaying signs of radicalisation and extremism.

(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:37
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Grade 3	
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(Text) Optional evidence can be provided here	Not Answered
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(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered
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8 Records Management

Progress: 100.00 %	Grade: Grade 3	Score: 100.00 %
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8.1 Do staff record pupil safeguarding concerns in a timely and appropriate manner. Are all records held securely with access by trained staff. Are information sharing agreements followed correctly.

Status: Complete	Grade: Grade 3	Score: 100.00 %
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Record keeping
 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.
 Written records should be made in an appropriate and timely way and are held securely where adults working with children or learners have concerns about their safety or welfare. Safeguarding records should only be shared appropriately and where necessary with consent.

Grade 1: Staff record concerns in writing and pass them to the designated safeguarding lead professional.
 Grade 2: All pupil safeguarding concerns are documented in writing and passed in a timely manner to the Designated Safeguarding Lead Professional. All reports are held within the child safeguarding file.
 Grade 3: All pupil safeguarding concerns are documented in writing and passed in a timely manner to the Designated Safeguarding Lead Professional. All reports are held within the child safeguarding file. Pupil safeguarding records are stored securely (3 lock rule or electronic equivalent) with controlled access. All information sharing around safeguarding follows agreed local and regional child safeguarding board guidance.

(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:38	
Grade 3		
(Text) Optional evidence can be provided here	Not Answered	
8.2 Does school have a clear procedure for the transfer of safeguarding records when a pupil leaves the school		
Status: Complete	Grade: Grade 3	Score: 100.00 %
<p>Safeguarding records should always be kept by the current education provider with the original file being transferred to any school or setting the child moves onto, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.' A receipt should be obtained. Transferring schools/settings do not need to keep copies of child safeguarding files, but if they do they must be kept in accordance with data retention rules. In cases where there may be ongoing involvement from transferring schools/settings, for example if any siblings still attend your school/setting, then DSLs may wish to retain copies of safeguarding documentation. It is the responsibility of the transferring school/setting to ensure that child safeguarding files are sent to the receiving school/setting. However DSL's in receiving schools/settings should always seek to proactively ensure that positive communications are in place with any feeder schools/settings at transition. Current guidance from the Records Management Society is that when a child with a child safeguarding record reaches statutory school leaving age, the last school/setting attended should keep the child safeguarding file until the child's 25th birthday. Following this, the file should then be shredded and a record should be kept of this having been done including the date, and why.</p>		
<p>Grade 1: School procedures in respect of the transfer of safeguarding records are not clear and the above standard is not applied consistently Grade 2. School do have clear procedures in place for the transfer of safeguarding records. Grade 3 School do have clear procedures in place for the transfer of safeguarding records. All identified files are transferred in a timely manner and a receipt is obtained from the receiving school. School proactively seek to ensure any providing school has supplied all available records and wherever possible a personal handover of the case occurs with the other school. School are aware that the file should be kept until the child's 25th birthday where the school is the last educational establishment involved.</p>		
(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:38	
Grade 3		
(Text) Optional evidence can be provided here	Not Answered	
(Document) Optional documents can be uploaded here to provide evidential support for your rating.	Not Answered	

8.3 Do you have a question in your admissions process to capture information from a new parent/carer about previously known safeguarding concerns.

Status: Complete

Grade: Grade 3

Score: 100.00 %

Schools should provide an opportunity for parents/carers of newly admitted pupils to provide details of any known safeguarding concerns or information that would benefit the school in ensuring the safeguarding and well-being of the child. This may include a general question on safeguarding

Grade 1: There is currently no question raised with new parents/carers in respect of safeguarding information known about the child.

Grade 2: A question is raised about safeguarding concerns with the parent/carer as part of the admissions process.

Grade 3: A question is raised about safeguarding concerns with the parent/carer as part of the admissions process. This information is recorded in the child safeguarding file and shared as appropriate with key members of staff involved in the education and welfare of the child.

(Multi Choice) Please select a response

Last answer by Marcus Newby
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Grade 3

(Text) Optional evidence can be provided here

Not Answered

(Document) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

9 Inter- Agency working

Progress: 100.00 %

Grade: Grade 3

Score: 100.00 %

9.1 Does school have effective systems in place for referring safeguarding concerns to children's social care Duty and Advice Team

Status: Complete

Grade: Grade 3

Score: 100.00 %

Keeping Children Safe in Education 2018 Part 1 states:
All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

Grade 1: Staff are made aware of the referral process to children's social care however effective systems to refer are not in place
Grade 2: Staff are made aware of the referral process to children's social care. An effective assessment and referral process is in place
Grade 3: Staff are made aware of the referral process to children's social care. An effective assessment and referral process is in place. The process is fully communicated to all staff and relevant Duty and Advice Team referral posters are displayed in key areas of the school

(Multi Choice) Please select a response

Last answer by Marcus Newby
25-Jan-2019 13:39

Grade 3

(Text) Optional evidence can be provided here

Not Answered

(Document) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

9.2 Do school recognise individual pupils who would benefit from timely intervention through the early help process.

Status: Complete

Grade: Grade 3

Score: 100.00 %

Keeping Children Safe in Education 2018 states:
All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Grade 1. School makes contact with social care following the identification of a concern. Where that concern does not meet the threshold for a child protection investigation, the school continue to monitor them. The school does not participate in the early help process for supporting pupils and their families.
 Grade 2. Where concerns do not meet the threshold for a child protection investigation school will engage with families and seek early help support where it is necessary
 Grade 3. Each concern is addressed by a trained Designated Safeguarding Lead professional who will seek advice in the first instance from social care Duty and Advice team. Where the threshold for child protection investigation has not been met school will pro-actively seek to assess the current levels of concern and address through the early help process. Cases will receive a multi-agency response through assessment of the case and the implementation of interventions designed to provide early help via a team around the family approach.

(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:39
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Grade 3

(Text) Optional evidence can be provided here	Not Answered
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9.3 Child Protection Conferences and Core Groups. - Does school ensure minimum standards have been met in respect of staff attendance, preparation and submission of the school report to the conference.

Status: Complete	Grade: Grade 3	Score: 100.00 %
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School should ensure that a suitably trained member of staff attends Child Protection Conferences and subsequent Core Group meetings.
 School should prepare a report to the conference using the template provided on the Kirklees Safeguarding Children Board website ensuring minimum standards have been met. The report should be shared with parents/carers prior to the Child protection Conference to avoid situations of potential conflict.

Grade 1: School are unable to meet current minimum standards in respect of staff attendance, preparation and submission of the school report to the conference
 Grade 2: School do have staff suitably trained in respect of attendance at Child Protection Conferences who will be used to attend conferences where possible. A report is prepared in advance of any conference or core group meeting.
 Grade 3: School have suitably trained staff in respect of attendance at Child Protection Conferences and Core Group meetings who attend the conference/core group and prepare a report in advance of the conference/meeting. The report is shared with parents/carers in advance.

(Multi Choice) Please select a response	Last answer by Marcus Newby 25-Jan-2019 13:39
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Grade 3

(Text) Optional evidence can be provided here	Not Answered
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10 Safeguarding Statistical Data		
Progress: 100.00 %	Grade: Not Scored	Score: Not Scored
10.1 In the previous 12 months, how many Early Help Assessments have the school participated in		
Status: Complete	Grade: Not Scored	Score: Not Scored
Please provide the statistical data requested		
(Text) Number of Early Help Assessments undertaken is:		Last answer by Marcus Newby 25-Jan-2019 13:40
6+		
10.2 In the previous 12 months how many pupils have been identified as requiring a Child in Need Plan		
Status: Complete	Grade: Not Scored	Score: Not Scored
Please provide the statistical data requested		
(Text) Number of children subject of a Child in Need plan is :		Last answer by Marcus Newby 25-Jan-2019 13:44
2		
10.3 In the previous 12 months how many pupils have been identified as requiring a Child Protection Plan		
Status: Complete	Grade: Not Scored	Score: Not Scored
Please provide the statistical data requested		
(Text) Number of children subject of a Child Protection Plan :		Last answer by Marcus Newby 25-Jan-2019 13:44
4		

10.4 In the previous 12 months how many pupils have been identified as at risk of child sexual exploitation where referrals have been made to Children's Social Care.

Status: Complete

Grade: Not Scored

Score: Not Scored

Please provide the statistical data requested

(Text) Number of children identified at risk of CSE where referrals have been made to social care:

Last answer by Marcus Newby
25-Jan-2019 13:40

0

10.5 Review of the safeguarding audit by the school governing body.

Status: Complete

Grade: Not Scored

Score: Not Scored

Please ensure that the findings of your audit and shared with your governing body and discussed at a full governing body meeting.
In the response field please provide evidence of this taking place. ie. date the audit findings were shared with governing body and any response

**(Text) Please provide the date that this safeguarding audit was reviewed by your governing body.
You are welcome to record any additional evidence of the audit review.**

Last answer by Marcus Newby
25-Jan-2019 13:41

04.02.19

(Document) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered