

Section 175/157: Safeguarding Self-Assessment 2023/24 for:**Introduction to the Schools Safeguarding Self-Assessment 2023/24**

This self-audit tool has been designed to support schools and colleges to undertake their own quality assurance of safeguarding arrangements in their setting, and by detailing evidence, to demonstrate compliance with statutory requirements.

Walsall schools' Governing Bodies are expected to use the self-audit tool to support the quality assurance and reporting of safeguarding arrangements at the Autumn Term meeting 2024. The self-audit tool reflects the statutory requirements within Keeping Children Safe in Education (KCSiE 2023 as of 1st of September 2023).

This audit comprises of questions grouped into 25 sections of varying lengths. A .pdf of the audit is available in the covering email for your reference and guidance is available here.

Notes on completing this audit online:

- **This secure online form is specific to your school. Do not share or forward the email / link to anyone other than people within your organisation**
- **Complete the audit at your own pace, but ensure it is submitted by 23:59 on 14 June 2024**
- **Your progress is saved as you proceed through the audit. If you close the audit and reopen the link you can carry on where you left off**
- **You can share the link with colleagues, but only one person at a time should access it. Bear in mind that anyone with the link can make changes to the audit**
- **Questions must be completed in the order they are presented, however you can use the back and forward buttons to review questions and amend your answers before it is submitted**
- **At the end of the audit you should print / pdf your full audit response for your records. You must do this BEFORE submitting your responses. Once submitted the link will not work and changes cannot be made by yourself.**

Privacy notice: *This S175/S157 Safeguarding Self-Assessment audit is being run by Walsall Council. The feedback you provide via this audit will be used to provide assurance and inform Walsall's Education services that all schools, across Walsall are compliant across all areas of safeguarding.*

All information collected will be treated in confidence and responses will be reviewed and analysed, but individual schools will not be identified in our summaries or reports. All data will be held by Walsall Council for 10 years and will not be shared with any other organisation. The survey is being conducted in accordance with the Market Research Society Code of Conduct, the Data Protection Act 2018 and General Data Protection Regulations (GDPR).

For further details on the council's privacy notice please view the privacy page on the council's website: <https://go.walsall.gov.uk/your-council/privacy-statement>

Contact information**Full School Name**

Please provide a school contact e-mail address

[The e-mail address supplied MUST be a school e-mail account (non-school e-mail addresses are not acceptable)] *

Name of the person completing the audit

Designated Safeguarding Lead/s (name)

Self-assessment grading levels explained:

Work through the statements and choose the option that most accurately reflects your setting at the point of completing the audit. The guidance below will help to inform your assessment of how well your setting complies with the statement, reminders are provided throughout the audit.

Not met: Little to nothing currently in place.

Examples: There is little knowledge of this area in the school or amongst the staff. There is no evidence available to support compliance with the statement.

Partially met: Requirements partly achieved but mostly under development.

Examples: There is knowledge of this within the school but it is not fully effective or embedded across relevant staff. A policy is being developed but is not yet in place. There is partial evidence but it is largely ad-hoc or it is not directly applicable to the statement.

Mostly met: Requirements mainly achieved but required some additional development.

Examples: Knowledge is effective but is recognised as requiring further development or training in some areas. A policy or protocol has been agreed and is in place but is not yet fully embedded or requires some additional development. There is good evidence to support the statement requirements.

Fully met: Requirement fully achieved, in place and embedded.

Examples: The aspect is well embedded within the school or curriculum (where applicable). An existing policy or protocol has been recently updated to improve its effectiveness or reflect developments and is fully embedded across the school. There is clear and robust evidence of positive practice to support the statement requirements.

Part ONE: The School Approach

Part ONE of the self-assessment examines how the school/college approaches safeguarding, with a particular focus on leadership, governance and partnership activity. It is comprised of 5 sections covering:

- > Leadership & Management
- > Safeguarding Governance
- > Partnership working & training
- > Early Help
- > Site Safety

Section 1: Leadership & Management of Safeguarding

1.1 The Designated Lead(s)/SLT and Governors are aware of the latest edition of Keeping Safe in Education ensuring that all staff have received and read the relevant parts in relation to their role. Staff have signed to confirm they have read and understood the information and a record is kept on file.

Statement is:

Not Met

Partially Met

Mostly Met

Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.2 The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) have their roles made explicit in the job description and are suitably and regularly trained to fulfil the role. DSL training is up-to-date and is refreshed every 2 years.

Statement is:

Not Met

Partially Met

Mostly Met

Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.3 The DSL/ Deputy DSL understand their responsibilities relating to the protection of children, the safeguarding of all learners and how they act as a point of contact with the partners in multi-agency agreements (LA, Police and Health).

Statement is:

Not Met

Partially Met

Mostly Met

Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.4 The school can demonstrate fulfilling all aspects of the Prevent Duty and have a Designated Lead where advice is sought and referrals are made.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.5 The school has a Single Central HR record system with a nominated member of staff who is the custodian of the records. The SCR is checked and verified by the Designated Safeguarding Lead which is reviewed at least termly to input updates and check compliances with all DfE / Ofsted current requirements.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.6 The Designated Safeguarding Lead/s provides support to staff in all matters of safeguarding pupils, assisting in promoting pupil's health, mental health safety and wellbeing, acting as a source of information and support to all staff.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.7 The school has a Designated Safeguarding Lead available on site at all times; if in any event they are not available, a contingency plan is in place whereby all other staff can obtain advice. Plans are in place in out of hours or holiday activities.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.8 The school has a clear and robust process in place to notify the Local Authority when there is a change of DSL.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.9 The school is compliant with Safer Recruitment training with at least one person with the training on any interview panel. This training is in-date and refreshed when required with appropriate records kept.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.10 The school has a Designated Teacher who is responsible for the educational achievement and care of looked after pupils. The lead will be suitably trained, being a central point of contact for Children Looked After (CLA).

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.11 That all staff including governors, volunteers and non-teaching staff employed by the school undertake annual safeguarding training (at least annually).

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.12 The school has set up a Staff Safeguarding Training record which is kept up to date containing dates of training and dates for review to ensure they are fully compliant and no staff are missed.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.13 The school has created a Staff Induction Portfolio which has the school's safeguarding information and appropriate policies and procedures for supply, agency and frequent visitors who have contact with children within the school – There are records held of all inductions.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

1.14 The school includes on their website a specific area which promotes the safeguarding ethos / information / policies and DSLs in the school. The website keeps pupils, parents/carers and the local community up-to-date with information and activities to help keep children safe.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 2: Safeguarding Governance

2.1 The Governors/Trustees are aware of local Safeguarding arrangements and an understanding of Local Safeguarding Procedures and key guidance. (e.g. Self-Review Tools).

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

2.2 The Governors/Trustees have ensured there are up to date and effective Safeguarding Policies and Procedures within the school and regularly oversee that activity. This includes the endorsement of Policies such as Staff Code of Conduct, Whistleblowing and CP/Safeguarding Policy which references Walsall Safeguarding Partnership procedures and continuum of need guidance, and any others relevant to Safeguarding within the school.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

2.3 The Governors/Trustees ensure they have a policy and system of safer recruitment which is recorded, and the location of these records are known.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

2.4 The Governors/Trustees have appointed a suitably qualified Designated Safeguarding Lead who is a member of the School Leadership Team and is supported in their role with appropriate updates, training, time and resources to fulfil the role.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

2.5 The Governor/Trustee oversight ensures that there is staff training at least annually / safeguarding updates to keep all staff including non-teaching staff informed about national and local procedures, reporting procedures in the school, emerging safeguarding themes and local issues facing their community.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

2.6 A nominated Link Safeguarding Governor has been identified who has completed Governance of Safeguarding Training within the past 2 years to help fulfil the requirements of the post

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

2.7 The Link Safeguarding Governor plays an active role in the school to QA, review and audit safeguarding provision. Governors receive an annual safeguarding audit/report and ongoing updates and information regarding safeguarding and have the opportunity to ask questions.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

2.8 The Governors / Trustees are aware of the numbers of fixed term exclusions and maintain oversight (pre-16 provision) that the school is working within any prescribed measures/restrictions around this.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

2.9 When considering permanent exclusions, Governors / Trustees ensure that all avenues have been explored (with supportive evidence) before a decision is made (pre-16 provision).

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

2.10 Governors/Trustees are made aware of Bullying / Racist incidents or any discriminatory incidents.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 3: Partnership Working & Training

3.1 The relevant Senior Leads are familiar with Working Together 2023, Local Safeguarding arrangements, Multi-Agency Safeguarding Children Procedures and the role schools/colleges play in their organisational responsibilities.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.2 The relevant staff in the school know about and use Children Missing Education 2016 to inform their safeguarding CME Policy, practice and procedure.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.2 The relevant staff in the school know about and use Children Missing Education 2016 to inform their safeguarding CME Policy, practice and procedure.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.3 All staff including governors and volunteers know about the mandatory Home Office/DfE reporting requirements for Female Genital Mutilation.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.4 The Designated Safeguarding Lead/s and Senior Managers including the Link Safeguarding Governor are aware of the HM Government Prevent Duty and have completed or are enrolled onto the Prevent training. All other staff are either completing an online prevent training course or an available Channel online course. All certificates for the completed training are printed and made available in the staff safeguarding training portfolio record.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.5 The Designated Safeguarding Lead is receiving and retrieving Operation Encompass information, following the protocol and guidance developed ensuring appropriate staff are made aware to support pupils experiencing and exposed to Domestic Abuse.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.6 The Senior Leadership Team (SLT) are aware of the Local Authority Designated Officer (LADO), are familiar with the Allegations Against Staff, Carers and Volunteers procedure and know how to make a referral.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.7 All staff within the school understand the role of LADO and how to raise concerns about staff, including low level concerns.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.8 There is/are nominated staff who have received (Paediatric) First Aid Training which is kept up to date and a First Aid kit which meets requirements under the Health and Safety at Work Act 1974. All staff are aware of who the nominated staff are.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

**3.9 The school is aware of the Children’s Safeguarding Partnership (WSP) and staff know where to find local safeguarding guidance through the .
<https://westmidlands.procedures.org.uk>**

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.10 The relevant Senior Leads are aware of the Right Help Right Time guidance and can demonstrate use of this (e.g. continuum/levels of need) when considering referrals into Children’s Social Care (CSC).

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.11 The relevant Senior Leads and DSL in the school monitor attendance, picks up issues early and can demonstrate using available national and local procedures available to them when children are not in school/have not returned to school.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.12 There is evidence in the use of a variety of training methods including: face-to-face, online, updates through research, e-mails, bulletins and cascading of relevant and critical changes/updates in Safeguarding to the whole school on a regular basis.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.13 The school has knowledge of local agencies, their referral processes and their offer to help support children and families, whilst keeping in regular contact when required with Children and Family Wellbeing & CSC

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.14 The school engages with local and national Safeguarding initiatives within school and the curriculum. e.g. County lines and Exploitation awareness, Safer Internet Day, Black History week, LGBTQ events which celebrate diversity, Anti Bullying Week and Mental Health awareness week.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.15 The school uses external contributors to inform and educate pupils about keeping safe including external organisations and support groups e.g. NSPCC, Police, Public Health, Local Authority.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

3.16 The school uses annual questionnaires and surveys with pupils and parents (e.g. anti-bullying, feeling safe, emotional wellbeing, staying safe online). The school recognises the Voice of the Child is paramount and ensures views are taken into consideration. There is evidence to show the pupil voice is heard, valued and acted upon.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 4 – Child’s Voice

4.1 The school can evidence that its safeguarding policies have a positive impact on students.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

4.2 The school can evidence that staff know how to support vulnerable pupils to share their concerns where there may be additional barriers faced by them in communicating these.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

4.3 The school ensures pupils are confident that school is a 'safe space' for pupils who identify as LGBT to feel confident to share any concerns they may have with staff.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

4.4 Where pupils are persistently absent from school, and the absence is not medical related, staff exercise professional curiosity in exploring with pupils the barriers to attending school.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 5: Early Help

5.1 The Leadership Team / Designated Safeguarding Leads are aware of and can describe the duties around supporting pupils within the school in Early Help and the school has a mechanism for identifying and responding to individual emerging needs.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

5.2 The Leadership Team / Designated Safeguarding Leads have been clear about their Schools Early Help offer and display this on their website for parents/carers and their local community.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

5.3 The school is using the Early Help Assessment form to request support via the early help offer.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

5.4 That the mechanisms for step up / escalation into Children’s Services are known about and linked to the Levels of Need identified in the RHRT guidance

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

5.5 That there are mechanisms in place to escalate a concern where the school is not in agreement with an outcome reached, and those follow procedures set out in FaST: Finding a Solution Together (formerly the Resolution and Escalation Policy).

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

5.6 Where a school is undertaking Early Help Assessments there is a record of the numbers of assessments that have been undertaken. These records can identify those currently open to the service (ensuring SMART actions), that there is a mechanism for regular review / closure, and evidence can be provided in writing of the rationale for closures on those cases.

Statement is:

Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels..](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

5.7 The Governors / Trustees have an understanding and oversight of Early Help activity.

Statement is:

Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 6: Site Safety

6.1 The school has a clear and visible system / procedure for the arrival / handover of pupils at the beginning, during and end of the school day.

Statement is:

Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.2 Regular premises checks are undertaken and recorded to ensure the buildings/school environment are safe for children and secured with appropriate locks/fences/gates. Any hotspots or areas for concern are identified.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.3 Reasonable force, including restraint is only used in line with statutory expectations and all incidents of restraint are appropriately recorded and in line with the school policy which has been shared with all staff and understood. (e.g. this may include pupil's views, consultations with parents/carers where appropriate) all staff are aware of acceptable behaviour and use of reasonable force.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.4 Fire Evacuations & In building evacuations are completed on a regular basis, reviewed and actions put into place where required and details of any concerns, and actions recorded.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.5 The use of School Transport, Bus Companies, Taxis and Escorts including those provided through the LA is part of the safeguarding activity overseen by the Designated Safeguarding Lead which is quality assured and outcomes reported to the Senior Leadership Team / Governing Body / Trustees.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.6 The school has signing in and out for all visitors and contractors with information on expectations made available and visible on reception and are given information on the DSL and how to report any concerns. Evidence is available to demonstrate work with children to support them to remain safe.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.7 Reassurances are sought by the Designated Safeguarding Lead on those not centrally employed, including contractors and regular visitors to the premises prior to them being on site. Details are recorded as supporting evidence to the Single Central Record (SCR). Where relevant, evidence is included of separate mechanisms when contractors need to be on site (e.g. building and maintenance).

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.8 There is an emergency contact to a Designated Safeguarding Lead when pupils are off-site with staff on trips or visits.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels..

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.9 There is more than one emergency contact for all pupils whether on-site or off-site and those details identify who has parental responsibility plus other care arrangements that may be in place.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.10 The school uses robust pre-planning risk assessment tools in any off-site activity and complies with risk assessments and planning for off-site activity in an approved and timely manner.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.11 Appropriate checks and/or risk assessment arrangements are considered for external visitors, speakers or presenters in school.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.12 The use of school premises by external groups (e.g. agencies contractors, clubs, associations) is regularly reviewed and the school implements appropriate safeguarding measures (e.g. employment checks, insurance, training, clarity of safeguarding arrangements and named DSL). Keeping children safe in-out-of-school settings code of practice.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.13 There is an up-to-date Medicines / Administering of Medicines Policy which is made available to parents/carers, evidence is available to reflect that all practice in school reflect policy outline.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

6.14 Where appropriate, there is a Personal Care Policy and Intimate Care Policy which is made available to parents/carers and evidence is available which reflects all policy and practice in school.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Part TWO: Effective Safeguarding

Part TWO of the self-assessment examines how the school/college strives to achieve best practice through effective safeguarding. It is comprised of 4 sections covering:

- > Policy Procedures and Recording
- > Managing Allegations
- > Safeguarding and the curriculum
- > Online Safety

Section 7: Policy, Procedures & Recording

7.1 The school has an effective, personalised and up-to-date Child Protection and Safeguarding Policy that clearly reflects the setting's processes and procedures which is reviewed and approved by the Governing Body on an annual basis. The policy is fully understood and known to everyone in the school and is developed in consultation with pupils and reflects Government, and local authority guidance. It is easily accessible to parents/carers and is available on the school website and references all Safeguarding leads.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.2 The school has reviewed all linked policies and identified those that should be consistent with the Child Protection/Safeguarding Policy (e.g. Anti-Bullying, Behaviour and Relationships, LGBTQ policy, Child on Child, Online Safety including filtering and monitoring).

Statement is:

- Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.3 The school has agreed systems and processes in place for identifying and responding to those children considered vulnerable/most in need.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.4 There is evidence of quality assurance and ratification by the Governing Body/Trustees before implementation of a policy. Staff have confirmed they have received, read (and understood) and signed copies where relevant to their role; a detailed log is kept on file of this activity.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.5 The school is following recommended national GDPR (General Data Protection Act 2018) and wider guidance on access to, sharing and retention of Child Protection / Safeguarding records on children.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.6 The school has the current guidance on recording, retaining, and transfer of child protection records which is evidenced. In line with the "KCSIE statutory guidance, records are passed on within 5 days.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.7 The Designated Safeguarding Lead keeps separate records on child protection concerns and those that are deemed vulnerable/most in need in the school.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.8 There is a system of safe storage of Child Protection/Safeguarding files which have restricted access applied and consideration and reasoning has been given to staff who have access including levels of access to any records.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.9 The school has a robust mechanism/proforma for reporting and recording child protection concerns which can be evidenced and acted upon. This includes a record of actions taken, all/any previous support/work undertaken with the child/family, associated outcomes and the use of a specific Child Protection / Safeguarding chronology for each child where there are concerns.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.10 The school has robust mechanisms in place and is proactive in ensuring knowledge of and attendance at all/any meetings including CP conferences, core groups and other meetings focusing on children’s safety and welfare.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.11 Evidence is recorded where advice has been sought from external agencies, which includes the step up/step down protocol with preventative (EH) and social care partners. Evidence is recorded of tracking, contacts and referrals made.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.12 The school has an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying including sexting, child on child abuse, online and sexual harassment and sexual violence which complies with Section 89 of the Education and Inspections Act 2006. This policy is displayed on the school website and is known to all staff, non-teaching staff and the local community.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.13 There are separate records of bullying incidents and evidence that incidents are analysed for any patterns, trends, and hotspots. This includes strategies/models to prevent and intervene.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

7.14 Designated safeguarding leads have access to regular formal and reflective supervision which prioritises safeguarding.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 8: Promoting the Welfare of Pupils

8.1 All staff, including non-teaching staff and volunteers are aware of the Child Protection and Reporting Procedures within the school. Evidence is available that demonstrates that these are made accessible and are fully understood and applied.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

8.2 The school can demonstrate clear lines of communication on safeguarding matters. There is evidence of regular meetings and structures with Designated Safeguarding Lead/s and/or pastoral staff, allowing for discussion, reflection and reviews of pupils who are deemed as vulnerable - records are kept of this activity.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

8.3 Any early indicators of pupils living with/experiencing Domestic Abuse are identified, are acted upon. Referrals and services are sought for victims and alleged abuser (where available).

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Filtering and monitoring

8.4 Early indicators of unhealthy, problematic use of the online environment (incl. social media) are identified and acted upon. Actions may include providing additional information in the curriculum for all pupils.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

8.5 The school Child protection policy been extended to include updated ‘filtering and monitoring’ standards (see KCSiE 2023 paragraph 14)

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

8.6 Has the school got in place the required filtering and monitoring standards?

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

8.7 Does the school have an Online Safety policy which informs of the management arrangements for filtering and monitoring standard as described in KCSiE 2023

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 9: Managing Allegations - Safer Working Practices

9.1 There is a Code of Conduct for Behaviour and Safer Working practice which applies to and is known to all Staff and all those who regularly come into school. All have signed to confirm that they have read and understood the Code of Conduct / Staff Handbook.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard::

9.2 Independent schools (including academies and free schools) must record details of the Section 128 checks undertaken for those in management positions. Section 128 for Governors / Prohibition - Academies and Barring checks for relevant staff are completed and fully evidenced both on the SCR and in personnel files.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.3 The Designated Safeguarding Lead/ SLT provides information to all staff and pupils around the acceptable use of ICT, use of mobile phones and social media. It forms part of a rolling programme of updates and is included in all staff induction, including non-teaching staff and volunteers.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.4 There is a continuous programme of induction in the school for all new staff including supply, temporary, agency and students which fully informs all new staff of their role in safer working practices and expectations around professional and personal boundaries.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.5 All members of staff including non-teaching staff are aware of the school procedure for responding to and managing allegations against staff, with clear procedures on how to report any concerns they may have, including low level concerns. This includes the process for whistle blowing.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.6 The Local Authority Designated Officer (LADO) Referral Form and Whistle Blowing processes are made available and are accessible in school.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.7 When a LADO referral is made, the threshold criteria has been considered.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.8 When the threshold criteria are considered and a LADO referral has NOT been made, a low-level concern is recorded along with any actions undertaken to manage this.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.9 Where advice or a referral is made to the LADO, records of this are retained in line with established guidance.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.10 Where relevant following a LADO enquiry, staff are referred to the DBS and Teacher Regulation Agency.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.11 There is a robust mechanism/policy in place for the supervision of volunteers which includes frequent visitors / contractors to the school site (e.g. risk assessment).

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

9.12 Recruitment and Selection processes follow safer recruitment guidance, are regularly reviewed to ensure that they are in line with DfE/ KCSIE guidance. DBS checks are rigorous including overseas checks. References are pursued and retained. There are other measures in place including the use of declarations and risk assessments. The school office has a clear and accessible system for monitoring and recording recruitment outcomes.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 10: Safeguarding and the curriculum

10.1 The school identifies opportunities to teach about safeguarding (including online) when planning the curriculum and is aware of the statutory requirements and expectations for effective the delivery of Relationships and Health Education (Primary) and Relationships, Sex and Health Education (Secondary).

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

10.2 Through PSHE or similar approaches in the curriculum, pupils are able to explore how to keep themselves safe, understand risks and harmful behaviours. Pupils are encouraged to express how they feel and are given a variety of coping strategies and support

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

10.3 Pupils are able to explore healthy and safe relationships and understand consent. Relevant to the pupil's needs, age and understanding, the school can demonstrate a commitment to Relationship, Sex and Health Education as part of a whole-school approach.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

10.4 Pupils clearly understand who a trusted adult is, how this applies in and out of school and know who they can share worries or concerns with.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

10.5 Pupils are able to articulate what is keeping safe, how to keep themselves and others safe and how they can report any concerns when outside of school, including when online or using social media.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 11: Online Safety

11.1 The school has an online safety lead who ensures an effective whole-school approach to online safety as part of its safeguarding provision which protects and educates pupils, students, and staff in their use of technology. This includes ensuring robust filtering and monitoring systems/mechanisms to identify, respond to, and escalate any concerns where appropriate.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.2 The school has effective filtering and monitoring systems for both staff and children which blocks internet access to harmful sites and inappropriate content, which is reviewed annually by the online safety lead.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.3 The school ensures that online safety is an embedded and inter-related theme when developing and implementing related policies and procedures. Teaching and learning children how to Keep safe on line and online/ are embedded in the curriculum.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.4 The school has an up-to-date Online Safety Policy which acknowledges the use of social media to educate, communicate and inform, and sets out the school's approach to online safety including expectations and acceptable use when online. The policy has been developed in consultation with both staff and pupils/students and is reflected in the school's Safeguarding/Child Protection Policy and referenced in the Staff Code of Conduct and is regularly updated.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.5 Where pupils/students are required to learn online outside school, all school devices taken home by students have robust filtering systems, and a clear system to manage all activity and the school has actively considered and implemented safeguarding practices to support them and their families.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.6 The school ensures that there are age-appropriate filtering and monitoring systems in place that promote the welfare of pupils/students and limits their exposure to online risks through the school's ICT systems.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.7 The school has appropriate cyber-crime security protection measures in place to safeguard their systems, staff and learners. The effectiveness of these procedures is reviewed periodically to ensure they are up-to-date with evolving cyber-crime threats.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.8 Governors understand their online safety responsibilities and accountabilities and receive annual training to support the school’s approach to online safety and actively contribute to any reviews to assess its effectiveness

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.9 All staff receive appropriate online safety training which is regularly updated. The Designated Safeguarding Lead and those staff with a specific responsibility for online safety attend regular CPD opportunities to ensure that they are aware of, and able to respond to, specific online safety-related issues appropriately and effectively.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.10 The school is effective in its education and protection of vulnerable children who may be at additional risk from the online environment

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.11 The school can demonstrate effective use of the UKCIS national guidance relating to the consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (formerly referred to as 'sexting') and follows the best practice advice when managing such instances. The DSL is expressly familiar with the guidance.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

11.12 The school actively engages with parents/carers and the wider school community to inform and promote shared responsibility to support staying safe online, reinforced through a pupil/parent ICT agreement that is signed at the start of every academic year.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Part THREE: Specific Safeguarding Issues

Part THREE of the self-assessment examines how the school/college approaches a number of specific safeguarding issues. It is comprised of 9 sections covering:

- > Children Absent from Education
- > Parental Responsibility and Private Fostering
- > Elective Home Education
- > FGM, HBA, Forced Marriage, Breast Ironing/Flattening
- > Child Exploitation and Trafficking
- > Child Sexual Abuse within the family (Intra-familial CSA)
- > Gangs and County Lines
- > Sexual Violence and Harassment, Child on Child
- > Extremism and Radicalisation

Section 12: Children Absent from Education

12.1 Relevant enquiries are completed when children move out of the area, go abroad or when families arrive at school from another area to obtain a place.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

12.2 The school has a CME/Attendance lead who regularly makes checks to ensure the systems are robust and effective. Clear plans are in place to support vulnerable learners who go missing or who are regularly absent or late. The CME/Attendance lead understands how to seek advice from the Local Authority when CME is known or suspected.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

12.3 Rigorous systems are in place to follow up on an absence from school and to monitor late arrivals at school

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

12.4 Rigorous systems are in place to follow up on an absence from lessons.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

12.5 If a pupil goes missing from lessons/school during the school day, the school has a clear and established process and or policy, which they follow.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

12.6 Contextual safeguarding issues are considered if a pupil misses lessons or goes missing from school on more than one occasion.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

12.7 The school routinely seeks attendance information whenever pupils are educated off site and, on any occasion, where a pupil is not in attendance the reason for this.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

12.8 Where children are persistently absent due to an illness that is related to wellbeing, including anxiety, or SEND issues you have robust medical evidence that is reviewed regularly.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

12.9 The school mitigates the risks associated with part-time timetables by regularly reviewing any pupils with reduced offers.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 13: Parental Responsibility & Private Fostering

13.1 Parental responsibility is actively confirmed, routinely recorded and included as a question on consent forms.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

13.2 The Designated Safeguarding Lead/s has received information/training on Private Fostering and knows how to identify where it is happening. They understand that they must report any such possible arrangement to the LA.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

13.3 All staff (including non-teaching staff) are familiar with Private Fostering and can discuss and report concerns.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 14: Elective Home Education (sent to Manni)

14.1 All staff can demonstrate a clear knowledge/understanding of the responsibilities and implications of parents/carers electing to home educate their children. Staff are aware of the implications of talking to parents about EHE.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

14.2 All relevant staff can evidence that every effort is made to keep parents engaged and have exhausted all efforts to help keep the child in school, where it is believed the home education intended may be unsuitable and/or unsafe.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

14.3 The school can demonstrate through its recording processes, where appropriate advice has been sought from the LA and a three way meeting has been offered to parents prior to the child being removed from the school roll.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 15: FGM, HBA, Forced Marriage, Breast Ironing / Flattening

15.1 A Designated Safeguarding Lead/s are familiar with the Walsall Children's Services Procedures Manual and access this to gain knowledge regarding Walsall specific safeguarding procedures.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

15.2 All Staff including non-teaching staff have a working knowledge of these specific issues including guidance, regulations, and statutory requirements. They can identify the signs, know how to report and who to. Staff are kept up to date on these and other emerging issues through annual whole school training. Pupils are aware of the issues and know who to report any concerns relevant to age and understanding.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 16: Child Exploitation and Trafficking

16.1 A Designated Safeguarding Lead has developed an understanding of Child Sexual Exploitation, Exploitation and Trafficking and is familiar with the relevant Multi-Agency Safeguarding Children Procedures. The DSL knows how to identify the signs, seek advice and make a referral on concerns regarding pupils who are suspected of; or, who may be a victim.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

16.2 A planned teaching programme on this specific issue takes place through PHSE and/or similar approaches in the curriculum. This is a continuous activity which also includes grooming and trafficking. Appropriate to their age and level of understanding, pupils are aware of the issues and know who to report any concerns to. Age-appropriate resources are being used which may include national and local campaigns/initiatives or SEND-specific resources.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

16.3 The school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their own actions or those of others

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 17: Child Sexual Abuse

17.1 The school actively works to increase knowledge and understanding of CSA in order to identify indicators

Statement is:

- Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

17.2 The school understands the impact of CSA on a child/children in a family and acts upon all suspicions

Statement is:

- Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

17.3 School safeguarding training and updates include CSA.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

[Click here for a reminder of self-assessment grading levels.](#)

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 18: Gangs and County Lines

18.1 The Designated Safeguarding Lead has developed an understanding and knowledge of how to identify the signs of pupils involved in Gangs and County Lines issues.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

18.2 All Staff have a working knowledge of these issues. Staff can identify concerns, seek advice and make an appropriate referral on pupils suspected of; or, who may be a victim.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

18.3 The DSL/s in the school is familiar with existing processes in the LA and where they can refer children of concern.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

18.4 Appropriate to their age and level of understanding, pupils are provided with information on Child Criminal Exploitation (CCE) and understand the dangers of being involved in gangs (KCSIE 2023: Pages 43). They are made aware of who they should report any concerns to. Keeping Children Safe in Education

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 19: Sexual Violence and Harassment, Child on Child Abuse

19.1 The Designated Safeguarding Lead is aware of and understands the current UK Govt guidance on managing sexual violence and harassment in schools. Keeping Children Safe in Education (KCSIE pages 105- 135) All allegations are treated seriously and addressed in-line with the guidance.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

19.2 The Designated Safeguarding Lead is aware of and understands the recommendations from Ofsted's Review of Sexual Abuse in Schools and Colleges

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

19.3 The Designated Safeguarding Lead has ensured the setting's Safeguarding Policy includes clear information and directions regarding procedures for recognising, reporting and responding to allegations/disclosures of sexual abuse/harassment in schools.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

19.4 The Designated Safeguarding Lead has in place a process to risk assess when a disclosure of sexual abuse/harassment in school/college has been made to include specific actions and children's voice.

Statement is:

- Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

19.5 All staff (including non-teaching staff) have received quality training and updates to develop an awareness and understanding of the differences between healthy, problematic and harmful behaviours in the context of promoting a safe and secure school environment. All staff understand the importance of challenge.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

19.6 All staff (including non-teaching staff) promote positive behaviours and respond with challenge through clear and consistent boundaries. They understand the triggers for problematic and/or harmful behaviour and the strategies used to address such behaviour (e.g. curriculum delivery around misogyny, gender hate and crime).

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Section 20: Extremism and Radicalisation

20.1 All Staff (including non-teaching staff) have a working knowledge of the issues and available support for pupils through Prevent and Channel. This has been considered and promoted in the Safeguarding & Child Protection Policy and is communicated to all stakeholders via the school website

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

20.2 The school is aware of its obligations under The Prevent Duty, including training and local protocol of referring all potential concerns to the Walsall Prevent Team/MASH/Adult Services.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

20.3 The school has completed the Prevent Self-Assessment Toolkit and identified all/any learning.

Statement is:

Not Met Partially Met Mostly Met Fully Met

Click here for a reminder of self-assessment grading levels.

Please detail how the school meets the identified standard or the action points you are working on to meet the identified standard:

Part FOUR: Statistical Information

Part FOUR of the self-assessment focuses on school/college statistical data covering a number of key areas. It is comprised of 5 sections covering:

- > Vulnerable children
- > Referrals
- > Early Help
- > Managing attendance
- > Dissent and escalation

Section 21: Vulnerable Children

21.1 In the academic year to date (2023/24), in relation to Vulnerable Children, please provide numbers* for the following:

[at the time of completing the self-assessment. If none type 0.] *

a) How many children are subject to a Child Protection Plan

b) How many children have a Child In Need plan in partnership with Children's Social Care?

c) How many children are currently Looked After?

d) How many children have become EHE and you have informed the LA?

e) How many children are subject to part-time or alternative provision?

Section 22: Referrals

22.1 In relation to referrals:

[at the time of completing the self-assessment. If none type 0.] *

In the academic year to date (2023/24) how many referrals have you made into Children's Social Care (MASH) excluding Early Help?

22.1a Of the {Q310.a} referrals you made into Children's Social Care (MASH) excluding Early Help, how many were:

[at the time of completing the self-assessment. If none type 0.] *

Significant harm (S47)

Child in need (S17)

Safeguarding concerns

22.2 Of the {Q310.a} referrals you made into Children's Social Care (MASH) excluding Early Help, how many included:

[at the time of completing the self-assessment. If none type 0.] *

Indicators of child neglect

Children with SEND

Sexual abuse

22.3 In relation to Police Prevent Referrals:

[at the time of completing the self-assessment. If none type 0.] *

How many Police Prevent Referrals have you completed in the academic year to date (2023/24)?

Section 23: Early Help

23.1 In relation to Early Help:

[at the time of completing the self-assessment. If none type 0.] *

How many families are Early Help and are currently open to your Early Help service?

23.1a In the academic year to date (2023/24) of the {Q314.a} families, how many:
[at the time of completing the self-assessment. If none type 0.] *

a) How many have a Early Help plan in place?

b) How many Early Help Assessments have you undertaken?

c) How many Early Help Assessments have you stepped into Children's Services?

23.2 Does your setting have its own:

- | | Yes | No |
|---|-----------------------|-----------------------|
| a) Early Help Practitioner | <input type="radio"/> | <input type="radio"/> |
| b) Shared Cluster Practitioner | <input type="radio"/> | <input type="radio"/> |
| c) A MAT employed practitioner working across the MAT schools | <input type="radio"/> | <input type="radio"/> |
| d) Other (if yes explain below): | <input type="radio"/> | <input type="radio"/> |

Other (comment here)

Section 24: Managing Attendance

24.1 In relation to concerns about attendance:

[at the time of completing the self-assessment. If none type 0.] *

a) How many pupils are you actively managing attendance for?

b) How many of these are you regularly in touch with parents/carers?

24.2 In relation to concerns about attendance:

- | | Yes | No |
|--|-----------------------|-----------------------|
| Do you ask parents/carers to attend meetings to discuss attendance concerns? | <input type="radio"/> | <input type="radio"/> |

24.3 Of the {Q317.a} pupils you are actively managing attendance for:

[at the time of completing the self-assessment. If none type 0.] *

How many do you have current safeguarding concerns for (e.g. Neglect)?

24.4 If required, could you: *

- | | Yes | No |
|---|-----------------------|-----------------------|
| Provide evidence where you have sought advice from Children Missing Education (CME) / Education Welfare Officer (EWO) teams and other partners to help improve engagement and attendance? | <input type="radio"/> | <input type="radio"/> |

Section 25: FaST: Finding a Solution Together (formerly the Resolution and Escalation Policy)

25.1 In relation to FaST: Finding a Solution Together (formerly the Resolution and Escalation Policy):
[at the time of completing the self-assessment. If none type 0.] *

In the academic year to date (2023/24) how many children have you pursued through FaST: Finding a Solution Together (formerly the Resolution and Escalation Policy)?

End of the Safeguarding Self-Assessment 2023/24. Thank you.

ATTENTION: Before submitting your audit please print / pdf your answers and retain for your own records.

Once you have submitted your answers you will not be able to make any further changes or access the online form via the link.

When you are ready please click 'submit' to send Walsall Council your answers and complete the Safeguarding Self-Assessment 2023/24.