

**School Safeguarding Consultancy**

From November 2020 the Local Authority changed the way it conducts safeguarding consultancies to have a more comprehensive audit of school compliance with safeguarding requirements. The rationale for this decision is that due to the broadening of areas encompassed by safeguarding the previous format of conducting a consultancy did not allow scope for an in-depth review into specific areas.

Schools will be able to choose from a range of options to determine the focus area of the consultancy.

Schools can choose from a half day focusing on three areas or a full day covering the full six areas.

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| **Focus area** | **Evidence** | **People to be present** |
| **1**Single Central Record (SCR) & Recruitment | SCRAlternative provisionStaff personnel filesRecruitment policies and proceduresSuitability declarationsRight to Work Safe recruitment training | Admin/business manager (member of staff that enters the information on to SCR)Headteacher/DSL |
| **2** Training & Staff awareness | Training log/matrixChild Protection PolicySafeguarding/CP updatesCertificatesInterviews with staffSupervisionInductionFirst AidResourcesPeer on Peer abuse | Headteacher/DSLTraining leadMembers of staff (to be chosen by LA lead) |
| **3** Policy and Procedures\* | Safeguarding and CP policyAllegations (including low-level concerns) & WhistleblowingPrevent policy (if separate)Anti-terrorism risk assessmentSafe working practicesCode of conductAUPVisitor code of conduct/visitor protocolMobile phone/ Cameras/ ICT policyComplaintsSafeguarding auditsKCSiEIntimate CareMedication | Headteacher/DSL |
| **4** Records of concern/Incidents\* | EH/Targeted EH/CIN/CPSystems for recording Storage & accessMonitoring logsStaff supervision records (if used)ChronologiesCPOMS/My Concern/Paper based recordsCOVID related risk assessments for pupilsIncidents of Hate CrimeIncidents of child-on-child abusePrevent referralsReports to Police | Headteacher/DSL |
| **5** Curriculum and pupil/parent safeguarding awareness | PSHE/RSHE planningOnline safety policies and curriculum planningChildren’s mental health and well-beingPupil interviewsSchool council agendaAUPRemote learningWebsite (safeguarding information) | Headteacher/DSLPupils (to be chosen by LA lead with support from School)PSHE leadIT lead |
| **6** Governance  | Safeguarding auditsLink Governor reportsTraining for GovernorsKCSiE 2022Safeguarding Complaints processGovernor role and responsibilities for attendance and exclusions | Headteacher/DSLLink Governor for Safeguarding |

**\*Please note that if choosing option 3 then option 4 must also be chosen.**

Additional areas supported by other LA officers/services which would not be included in the safeguarding review

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| **Additional area** | **LA Officer/Service** |
| **7**. Attendance and exclusions (Off-rolling) | EAS Team |
| **8**. Behaviour management/de-escalation | Woodlands Outreach |
| **9.** SEN & Inclusion | SEN/ Inclusion team |
| **10.** Health and Safety/ premises/ Safer Schools/GDPR | Health and Safety Team/Safer Schools |
| **11.** Trips and visits | Outdoor Education Advisor |

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Please return you preferences to Emma Harding at Emma.Harding-Safeguarding@shropshire.gov.uk

Name of school:

Contact email address:

Preferences:

 Full day [ ]  Half day [ ]

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| Focus Area |  |
| 1 |[ ]
| 2 |[ ]
| 3 |[ ]
| 4 |[ ]
| 5 |[ ]
| 6 |[ ]

Below is a more detailed overview of what evidence will be required for each area of safeguarding.

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| **1**Single Central Record (SCR) & Recruitment | * To evidence Single Central Record (Employees, volunteers, agency staff, supply staff, governors, trustees).
* Alternative provision - Is there evidence of quality assurance? What alternative provision is being accessed and for which pupils?
* Evidence that staff personnel files contain the necessary documentation e.g. qualifications, references, application forms, contracts
* Recruitment policies and procedures. Evidence safeguarding statement, interview questions, vetting checklists, risk assessments.
* Safe recruitment training (Certificates)
* Suitability declarations
* Right to Work (Discussion)
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| **2** Training & Staff awareness | * Training log/matrix (CP training/DSL/First Aid/SSCP/Early Help)
* Child Protection Policy
* Safeguarding/CP updates (Minutes/PD agenda/Bulletins/Staff Newsletters)
* Certificates (DSL/First Aid)
* Interviews with staff
* Awareness of procedures where they are concerned about the safety of a child.
* Adults working with them know and understand the indicators that may suggest that a child or young person is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.
* Discussion about induction processes
* Understanding of staff behaviour policy
* Awareness of peer on peer abuse/radicalisation procedures
* Awareness of complaints and whistle blowing procedures
* Understanding of the role of DSL and who has responsibility including any deputy DSLs.
* Do staff understand Early Help?
* An understanding of what strategies are in place to keep children safe online.
* DSL awareness and understanding
* Resources e.g. SSCP Threshold/ practitioner guidance i.e. Neglect, exploitation/
* Escalation & resolution policy and procedure
* Dealing with allegations/LADO referrals
* Able to identify children who may be at risk of abuse or neglect, or who may need support with their mental health.
* Understanding of how the school tackles discriminatory and derogatory language
* Understanding of wider community issues
* Supervision (Agreement and records)
* Induction (policy)
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| **3** Policy and Procedures\* | * Copies of policies/guidance listed below made available:
* Safeguarding and CP policy
* Allegations & Whistleblowing
* Prevent policy (if separate)
* Anti-terrorism risk assessment
* Safe working practices
* Code of conduct
* Acceptable Use Policies
* Visitor code of conduct/visitor protocol (procedures for vetting external speakers)
* Mobile phone/ Cameras/ ICT policy (what filters and monitoring systems are in place to protect children from potentially harmful online material)
* Complaints
* Intimate Care
* Medication
* Safeguarding audits – Section 11
* KCSiE – Evidence of staff awareness including management and governors
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| **4** Records of concern/Incidents\* | * Access to be given to paper records or electronic recording systems e.g. CPOMS/My Concern.
* Monitoring logs made available to indicate which pupils are subject to EH/Targeted EH/CIN/CP.
* Access to written plans for those that are subject to CIN/CP
* Templates to evidence what is used for staff to record concerns.
* Staff supervision records (if used)
* Chronologies
* Incidents of Hate Crime – evidence any reports and actions taken.
* Incidents of child-on-child abuse – evidence of any incidents and process followed
* Police reports
* Prevent Referrals
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| **5** Curriculum and pupil/parent safeguarding awareness | * PSHE/RSHE Planning: Does the programme tackle, at an age-appropriate stage, issues that might arise for children on and offline such as:
	+ healthy and respectful relationships
	+ boundaries and consent
	+ stereotyping, prejudice and equality
	+ body confidence and self-esteem
	+ how to recognise an abusive relationship, including coercive and controlling behaviour
	+ the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called ‘honour’-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
	+ what constitutes sexual harassment and sexual violence and why these are always unacceptable.
	+ How to recognise signs/risks of on and off line abuse and exploitation (including radicalisation) and aware of support available to them.
* Online safety policies and curriculum planning
* Pupil interviews to ask questions such as;
	+ Who would you speak to if you had a worry?
	+ If a child was called horrible names by another child/ bullying where would they go to get help in school?
	+ If a child was called names due to their race/religion/sexual orientation who would that be reported to in school? (secondary school)
	+ Do you feel safe and secure at school?
	+ How are you expected to act/behave in school towards other pupils/staff?
	+ If there was poor behaviour of pupils how do teachers/staff deal with it?
	+ What types of things have you been taught about keeping safe when your are online (in/out of school)?
	+ What do you get taught about respect, friendships, consent etc?
* Children’s mental health and well-being: school approach
* School council agenda
* AUP – evidence of AUPs that are used for pupils and parents (if used)
* Remote learning – what systems are in place to provide remote learning and how do you ensure communication with parents?
* Website – overview of website to look at safeguarding section
* **Communications with parents** about safeguarding (including online safety and what children are being asked to do online in school/remotely, inc filtering and monitoring)
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| **6** Governance  | * Safeguarding audits – to check Governor awareness and understanding of compliance audit.
* Link Governor reports – evidence what safeguarding visits have been undertaken by the link governor
* Training for Link Governor – evidence what training has been accessed by the governor.
* KCSiE 2020 – evidence of awareness of guidance
* Understanding of complaints process
* Understanding of process to deal with allegations against people who work with children.
* Understanding of recruitment process and vetting checks.
* Awareness of safeguarding being delivered in the curriculum.
* Governor role and responsibilities for attendance and exclusions - governors to demonstrate an understanding of statutory responsibilities in relation to attendance procedures and Exclusion guidance.
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