



To: Education Safeguarding Sub Group

From: Jatinder Matharu - Education Safeguarding Officer

Date: 15th January 2020

Reference: Sec 175/157 Schools Safeguarding Audit Analysis Report 2019

Purpose:

To provide assurance to the Slough Safeguarding Partnership that Slough schools and the FE College are compliant with current safeguarding and child protection legislation and highlight any safeguarding issues or emerging trends.

Accountability:

Section 175 of the Education Act 2002 introduced statutory duties for schools/settings, governing bodies and local authorities. S.175 guidance, requires governing bodies to carry out an annual review of the school's policies and procedures and provide information to the local authority about how the duties set out in the guidance have been discharged. Independent schools/settings and Academies are covered under Section 157 of the same Act.

The statutory guidance **Keeping Children Safe in Education 2019** sets out the legal duties with which schools and colleges must comply in order to keep children safe and must have regard to when carrying out their duties to safeguard and promote the welfare of children. Schools should also comply with the safeguarding arrangements as outlined in Working Together to Safeguard Children 2018 on behalf of the Slough Safeguarding Partnership and the requirements under the Children's Act 2004 and feed into the Section 11 partnership audits. The new Education Inspection Framework, September 2019 also has a specific focus on safeguarding arrangements under Leadership and Management.

KCSIE was updated in September 2019 however this audit was conducted up to and including 31st August 2019 using the 2018 KCSIE guidance.

Audit methodology:

In 2018 the audit was conducted through a paper desktop exercise. At the start of 2019 Slough Borough Council invested in a comprehensive online audit tool (hosted by Virtual College) covering all aspects of safeguarding across the school from governance and accountability through to professional development and inter-agency working. The audit tool is designed to help schools self assess against each area, with gradings; met, partially met and unmet. Some areas of the audit such as the data collection section are not scored and general demographic information which would not benefit from a score is for information purposes only. The data captured varies depending upon the person completing the audit and their interpretation even though guidance on how to collate this information is provided.

The audit has 10 sections with specific questions relating to each section which include:

1.General demographic information	6.Professional development
2.Child Protection and Safeguarding data	7.Recruitment, vetting and managing allegations
3.Governance and accountability	8. Effective interagency working
4.Policies and procedures	9. Recording and reporting
5.Engagement of children and families	10.Wider Safeguarding themes

The audit tool remains open for to allow schools/settings to update areas they are working towards and is designed to be a working document.

Slough has 57 schools (including 5 independent schools) and 1 college who, were all invited to complete the audit. This audit has occurred within 6 months of the last audit to align with the reporting year. This audit has been refreshed by schools/ FE College to reflect any changes since the previous audit and any current safeguarding and child protection data.

Where they have not met or partially met some of the standards, the audit tool has enabled schools and the FE College to set tasks to meet areas for improvement within defined timescales.

A glossary of the terms is included at the end of the report.

Executive summary:

This report demonstrates that Slough schools/ FE College are meeting the legal requirements with regards to safeguarding children and young people in their care and their on going commitment to promote an open safeguarding culture within their schools.

This report presents a summary of safeguarding work across Slough schools and the FE college in 2019 and includes statistical data for 2018-19 (to ensure a whole year’s worth of data is captured, phase specific). Trends in schools and the college are outlined on page 4.

1. The emerging themes focus around criminal exploitation of children. This requires earlier prevention work in the primary phase as well as secondary. Schools have expressed growing concerns around parenting and home life for some of these vulnerable children. The need to educate parents on how to safeguard their children both online and in setting clear boundaries is especially highlighted in the primary and nursery settings. The special school has also identified an increase in children/young people with behaviour issues at home and parents are struggling to manage these effectively. Schools report the complexity of some families including parental mental issues, lack of understanding and instability in parenting. There may be a connection between some children Missing Education (CME) and families involved in exploitation (CE). This needs to be explored further to gain a better understanding.
2. Schools report significant concerns about the mental ill health and wellbeing of children and young people and issues in signposting to existing, stretched mental health services but are aware of the new services coming to Slough via the CCG funding. There appears to be a lack of parental understanding of their child’s mental ill health reported in this audit. Some schools have adopted peer champions to lead and disseminate positive mental health messages to help reduce stigma. The audit indicates schools have engaged and improved mental wellbeing in schools and some schools are engaged with the new mental health schools teams (MHST)/Getting help developments and the Health and Wellbeing Project Officer since the last audit. Schools are beginning to foster good support for staff wellbeing with a range

of interventions but they need to be encouraged to be more proactive in promoting staff wellbeing and preventing problems arising in the first place.

3. Schools feel confident that staff can identify children in need of early help as they have long established relationships with children and report that children are able to identify a trusted adult. Schools report a 9.5% (2154) increase in supporting children and young people from the previous year who have received school based early help support without any external agency input. The schools and FE College offer a range of in house prevention and early intervention work and offer signposting, pastoral care and counselling (in the case of the FE College this is across both campuses). The college have reported they are supporting 619 students internally without any external input.
4. Schools report a 12.8% decline on the previous year on children needing SEN support, though they have stated a need for further knowledge and training around SEN in schools.
5. CIN and CP caseloads have increased and this is reflected in a 7.6% increase in referrals to SCST.
6. It is reported that families appear to be engaging more than in previous findings. A 39.8% decline in parents refusing or declining support on the previous year may be indicative that schools, early help and social care interventions may be engaging better with families but there is no direct evidence to support this.

Previously, schools stated parents felt services were too intrusive and that they could manage their own problems or had a negative experience but were generally willing to accept help through the school.

7. Strong school attendance at partnership meetings is recorded. Schools report they attend professionals meetings including case conferences and child in need meetings when invited. There appear to be some blockages in the system which schools have highlighted around effective communications and secure email which is reflected in the drop in 11.9% in case conference invitations received even though referrals are higher than last year. Some schools do not get invites to case conferences or may receive late notice for meetings. If schools are unable to attend due to school holidays etc. they state they will always send a report. Multi agency working appears strong across the system. CP conference invitations have started to come through Egress but not routinely.
8. Statutory functions are primarily met across the schools and the college which includes updated policies with reference to emerging safeguarding issues and mandatory duties. Other areas include ensuring established functions are carried out with named DSLs and named safeguarding governors. Some further work in some schools to embed all aspects of safeguarding in their policies and updating DSL job descriptions is still outstanding.
9. There appears to be a variation in how often training is run in schools from every two years to termly bite size topical sessions via staff meetings. Schools are strong on ensuring training and single central records are up to date and recorded robustly. Schools report all staff have received and read Annex A and Part 1 of Keeping Children Safe in Education (KCSIE), but there is some work still to be done how effective the training has been and understood by individuals.
10. Training for governors in most schools still appears predominantly to consist of basic awareness training, online and access to the KEY website for school leaders. Training is scheduled for 20th January 2020 for all Safeguarding Governors around effective scrutiny and accountability to be delivered by the SBC Safeguarding Officer
11. DSLs feel supported through DSL network meetings and some schools have introduced or are exploring reflective supervision to support staff wellbeing in these roles. DSLs report more awareness of policies, procedures and safeguarding tools through the DSL training and termly network meetings.
12. Managing allegations training across the schools varied widely. Some schools recorded having an awareness of the LADO and whistleblowing policies but are not trained. This is not the same. Governors

and head teachers have not all received updated training in this area but it is reported that they are comfortable with the process and use the LADO for consultation. Data from LADO safeguarding investigations in schools have identified some lack of understanding of the process. Also some work to address how to support and promote the welfare of children where children have made an allegation about a member of staff.

13. Recording and reporting is managed well across most schools with an even split of paper based and electronic recording systems. Schools feel confident in the processes in place when a child misses education (CME). Further work needs to be done in this area to improve the transfers more effectively and in a timely way.
14. Schools are meeting the legal obligation on ensuring the single central record (SCR) is kept up to date and this includes the range of staff, volunteers and contractors. There is still some confusion over Disqualification by Association and Disqualification under the Childcare Act. DBS checks are renewed on a 3 year cycle though some schools are choosing to undertake a sample due to the cost implication. The college has also taken this view.
15. A safeguarding culture approach across schools is embedding, however further work around this area needs to be considered.

Trends:

The safeguarding issues across all phases/ages of children in school and college have been outlined on the table below, detailing the trends emerging around safeguarding in educational settings.

For the purposes of this audit, vulnerable children are identified as children where schools have pupil welfare concerns, in need of early help support, child protection issues and child in need plans including episodes of multi agency working under the age of 18. The concerns are detailed in the analysis in section 2 below.

School Phase	Trends
Special School	<ul style="list-style-type: none"> • children have behaviour issues at home and families are struggling to deal with these challenging behaviours • high levels of need at home • increase in referrals made to social care due to unexplained bruises • increase in sexualised behaviour
Alternative Education	<ul style="list-style-type: none"> • All 178 students on roll are vulnerable with complex needs and they are supporting 21 with house support. • 33% have an EHCP and attainment is lower than expected attainment levels • Safeguarding trends are monitored through Serious Youth Violence (SYV) data and mapping. • high levels of deprivation issues and an increase in complexity and range of vulnerabilities • Team around the child (TAF/TAC) meetings have increased re: family finances, parenting and where crime and CSE have affected families. Only 2 families have refused any support.
Nursery Settings	<ul style="list-style-type: none"> • Issues relating to domestic abuse, physical chastisement, neglect, dental care and identifying attachment issues • There appears to be an increase in children with SEN and behavioural issues including social, emotional, and mental health (SEMH) issues • Supporting parent's own needs with issues such as poverty and mental health
Primary Phase	<ul style="list-style-type: none"> • Highly mobile school population with first generation, newly arrived families and family history often unknown until issues surface. • Poverty; poor living conditions including unsuitable and overcrowded accommodation, neglect, <u>domestic abuse</u>, alcohol misuse, physical chastisement, left home alone and gaming and some isolated reports of obesity. • Breakdown of families and related issues such as court orders, parents in prison and acrimonious divorce are impacting negatively in school • Some families are involved in criminal activity, drugs, gang activity. One school has received reports that weapons were present in family home • Poor/low attendance appeared to be a theme, particularly relating to older siblings and impacting on wider family including siblings. There are some reports of non engagement some parents. • Schools report some trauma related behaviour issues and ASD, complex SEN, poor behaviour management at home and a lack of parenting strategies. • Instability in parenting, poor parental mental health, lack of understanding of safeguarding
Secondary Phase	<ul style="list-style-type: none"> • Schools are concerned about the increase in gang affiliation, county lines and violence, bullying and peer on peer abuse. • Schools are concerned about parents understanding of mental ill health and wellbeing especially around how to safeguard young people from social media. Higher number of referrals to counselling services.

	<p>Main theme appears too be low mood, depression, anxiety, suicidal thoughts and self harm. Some referrals made for family problems which, included domestic violence, physical chastisement, family finances and housing difficulties (food banks, temporary accommodation).</p> <ul style="list-style-type: none"> • Increase in referrals to CSE (Engage), Youth Services and Early Help. There has been an increase in the number of young carers identified. • Schools are using in house pupil premium funds-to provide additional support for young people including free breakfast and uniforms. • Transitions between Year 6 and Year 7 could be better and processed in a more timely manner.
College Phase	<ul style="list-style-type: none"> • The FE College has identified an increase in self harm incidents over the last few years. • Young people who are presenting are from complex family backgrounds. Growing concerns of gang afflation and county lines. • There appears to higher incidents of bullying, particularly online which is impacting upon mental health.

Analysis of the audit:

The audit has ten sections with a range of questions within each section. The data has been analysed to provide an overview. Please note the data on the graphs indicating “not started” refers to the new school who has not submitted any data (see page 1 above).

1. General demographic information

- This section requested information on key roles responsible for safeguarding in schools and was an unscored category. All schools completed this section and fully met the areas. A few schools are in the process of recruiting to these roles.
- 100% of the schools and the college have a chair of governors, a DSL and at least one deputy DSL (DDSL) in place. There appears to be some missing information with regard to governor contact details. Some schools have requested contact with the governor to be made via the school. This makes it difficult if there is a complaint about the head for parents to pursue and they do not wish to alert the school about the complaint initially.
- In the 2018 audit one school reported they did not have SENCO provision which has now been actioned. Another new independent school has advised they do not have provision for SEN therefore do not require a SENCO. This is in breach of section 6.2 of the SEND Code of Practice 2014(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). This school states it does not have SEN children on roll. All schools apart from this school have a SENCO. In many schools the DT, SENCO and DSL is the same person and have dual roles. It is reported that there is clear communication between these roles.
- The 2018 audit identified one school where the DDSL was also the safeguarding governor which was a conflict of interest. This has been rectified and a more appropriate safeguarding governor has been appointed.

2. Safeguarding data; A snapshot of the vulnerable children in our schools and education settings

- There is some recognition that it is difficult to define vulnerable children or early help provision. However, for the purpose of this audit we have defined vulnerable children as those for whom there has been a pupil welfare concern, child protection issues, child in need plans and episodes of multi agency working. There has been a 0.8% increase in numbers of vulnerable pupils reported by schools from last year (5489 pupils).
- In 2018/19 schools identified 2154 vulnerable children with low level risks/needs they were supporting independently without any external input. This is an increase of 9.5% on the previous year. In house pupil premium is used to provide additional support for young people. Provisions include ELSA, inclusion mentors, lego therapy, and pick up and drop after/before school, free breakfasts/activities/uniform/food parcels, counselling services, Helping Hands, learning mentors, family support workers and behaviour interventions.

One school has mirrored the EH model in school with a Head of Children’s Services and a full time SENCO with no teaching responsibilities to provide a dedicated provision around SEN and safeguarding. Another school has employed a community partnership manager to seek out opportunities within the community and identify good practice.

The table below details the identified vulnerable children in schools.

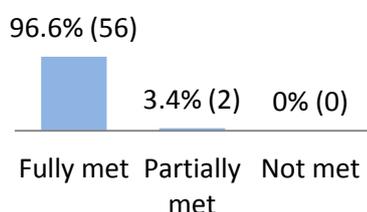
Number of Vulnerable children	2019 audit	2018 audit	% change
Privately Fostered Children	14	1 (but out of area child)	1300%
Young Carers	75	55	36.4%
Early Help Referrals	321	503	-36.2%
Children In Need	395	373	5.9%
Child Protection	388	228	70.2%
Children Looked After	108	122	-11.5%
CSE Referrals	31	11	181.8%
FGM Referrals	4	3	33%
Channel Panel Referrals	13	12	8.3%

- There was a disparity in the numbers for private fostered and young carers reported through schools against data held by the SCST last year and this will need to be further investigated. The numbers are low for these groups and schools recognise that many more remain unidentified. The 36.4% increase in young carers identified primarily look after a parent with disability/medical condition or siblings with SEN.
- Schools have identified **1625** vulnerable children who have SEN. The trend indicates a 12.8% decrease in CYP identified with SEN.
- There is strong school attendance at partnership meetings CIN, CP and CLA. If schools are unable to attend (school holidays) they will always send a report to ensure representation.
- Schools report that outcome letters from social care are not routinely provided and schools often have to chase, though some are reporting a positive shift in this area. Most feedback is done by phone though some outcome letters are emerging. Reports of late notice for meetings and sometimes

schools being missed off the attendance list or notice sent to the incorrect person or general admin school email address at the school. CP conference invites have started to filter through Egress though not all are completed this way routinely.

- Schools report there is 11.5% decrease of CLA across the schools which include a number of Section 20 requests from families and children to be voluntarily taken into care.
- There is a decrease of 50.7% of allegations made against staff and 38 of those were reported to the LADO for external investigation, a further reduction from the previous year of 17.4%. The remainder of allegations were managed internally by the school’s HR services and disciplinary processes.
- Two schools were involved in a serious case review process with the Safeguarding Partners due to the death of a child.

3. Governance and accountability



- This section focussed on the accountability and scrutiny aspect of the audit. Most schools and the college fully met and have in place governance structures with a named safeguarding governor in post. Some schools did not share the safeguarding governor contact details or had email addresses linked to the school to access them. These contact details should remain independent and impartial and available on the website under the complaints procedure. One school is in transition in selecting their governing body and safeguarding governor.

The areas identified for further development include ensuring DSLs have their duties included in their job descriptions and are part of the senior leadership team (SLT). Almost every school has a DDSL in place minus one school.

- The governance and scrutiny of safeguarding varied across the schools from reporting at the governing board to regular termly/annual checks of SCR, CP files and regular themed audits jointly with the DSL, though this is not wide spread practice.

A safeguarding governor module will be rolled out on the 20th January 2020 to equip governor with these skills.

Most schools report any weaknesses identified and have a robust action plan in place to manage and mitigate risk, with clearly defined time lines for action and are monitored. The details are shared to the full governing body and recommendations to review of policies if required.

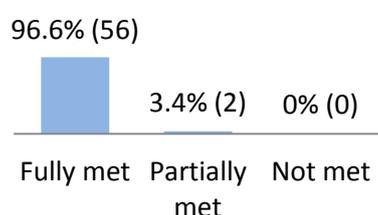
- Two schools have indicated they have no SEN children and one school states it does not offer any SEN provision. Most schools have a SENCO or a couple of SENCOs in place and a SEN policy which (in most schools) is reviewed annually. Many SENCOs are also DSLs

and they discuss cases on SEN and CP to ensure cross fertilisation and sharing of intelligence.

- All schools have a named Designated Teacher in post for Children Looked After even if they have no CLA children on roll.
- A focus on the safeguarding culture within the organisation revealed most schools promote an open safeguarding culture with staff including volunteers through posters, email bulletins, safeguarding leaflets and lanyards to identify visitors, contractors and staff.

Schools are beginning to foster good support for staff wellbeing with a range of interventions ranging from offer informal supervision, counselling, drop-ins, discussions at staff meetings, safeguarding handbooks and induction updates on safeguarding to support staff in schools. 56 schools fully met this section and a couple of schools are working towards strengthening their structures.

4. Policies and procedures

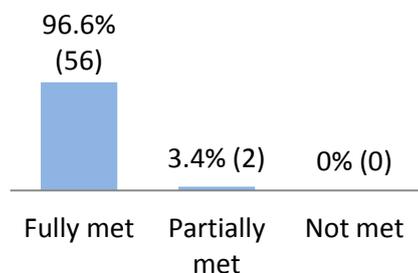


- This section focused on safeguarding policies and every school/setting has a policy which is available on the website.
- Most schools are clear about their statutory duties (FGM, Prevent, CE, Peer abuse) and have stated these are included in the policy and embedded in training. About half of the schools stated not all the safeguarding issues listed were in their policies and would review and embed them as appropriate. Some were not relevant for the nurseries. All schools have requested that staff read and sign they have understood KCSIE at start of the academic year. Three schools are in the process of adding some aspects into the revisions following KCSIE, WT and completing this audit. 96% have fully met and 3.4% have partially met this requirement and are working towards updating their policies.
- Some schools have separate policies for each safeguarding theme for example Prevent, SEN and sexual harassment. Some schools are working towards incorporating them all into one document. Whistleblowing and code of conduct policies are in place across schools.
- All schools report having a Code of Conduct Policy/ Staff Behaviour policy or Handbook in place. A few schools are in the process of updating these.
- All schools and the college have a complaints policy in place but sometimes this can be difficult to find on the website and does not always include the governing body contact details. A few schools have a child friendly version for students as well as parents on how to make a complaint. A desktop sample exercise of 34 schools indicated 2 complaints policies were out of date and unavailable on line.
- Written assurances are sought by most schools around commissioned services (home/school transport, building contractors, cleaners, hirers for after school activities) but not routinely for all schools. Where possible schools try and have contractors in for building works during

the holidays and schools are proactively now asking for written assurances which they may not have done in the past.

- The majority of schools were aware of the Berkshire procedures and the escalation policy which they had recently received updates on through the DSL networks and DSL training. Some schools have used the escalation policy to achieve successful outcomes.

5. Engagement of children and families



- This section focussed on the engagement with children, young people and families. There appears to be a lot of activity to engage children, young people and families (CYPF). The majority of schools have an open door policy and foster a safeguarding culture with high visibility of safeguarding.
- 56 schools have fully met this area and 2 schools are working towards further improved engagement with CYPF.
- Parental engagement is met through school staff ‘meet and greet’ duties at the school gates to encourage engagement between parents at drop off and pick up times. Other reported communication methods include playground whiteboards, communication books and worry boxes. Other schools have engaged in using peer mentors and student councils to ensure the child’s voice is heard. Schools also utilise PTA, emails, parent view surveys, social media (Facebook and twitter), texting services, coffee mornings, drop -ins with FSW, newsletters, parent’s evenings, parent forums and awareness events to disseminate safeguarding information. One primary school has an app where information is uploaded directly to parents, others include parent communication mail.

Nurseries offer home visits and other schools offer parent induction meetings at the point of entry to school and have dedicated key workers for parental contact.

A range of on line surveys are undertaken with children, young people and families and staff. Staff feel supported however; this has not been reported across all schools.

Engagement with children and young people includes School Council, Ambassadors, daily bulletins (YP can contribute too), questionnaires, pupil voice, and post boxes in classrooms. One school has used ‘sugar levy’ funding to develop a wellbeing area.

- Schools embed safeguarding in the curriculum through a range of mechanisms including; assemblies, PSHE lessons using the Jigsaw programme, themed awareness days, bringing in guest speakers (NPSCC, School Nursing, Police, Aik Saath, SEBDOS) and engaging with the Choices Programme. The younger phases use Zippy’s Friends ‘Stop I don’t Like’ initiative and the NSPCC Pants Programme. Schools appear confident that their children know how to approach a trusted adult if they are worried. There appears to be a wide range of coverage of safeguarding topics in schools from promoting British Values to online gaming as part of ICT lessons and modern day slavery in English.

Life skills incorporate healthy body and mind and making safe choices in age appropriate ways some are more direct and others deliver more discreetly.

The college build awareness into form time and are linked to national and local themed safeguarding events.

This is currently an area of focus for most schools as they review their current provision and work towards implementing the new statutory Relationships & Health Education/Relationships, Sex & Health Education curriculum by September 2020.

- Schools have embedded Peer on Peer abuse into policy and training. Support is in place in some schools to support the victim, perpetrator and parents including risk assessments and training in managing challenging behaviours, prominently in secondary schools. Schools are aware of the Brook Sexual Traffic Light tool to help explore harmful behaviours and used with nurseries and primary schools more.
- Some schools have adopted restorative justice practices to defuse and manage difficult situations between pupils. Other schools have used SEBDOS, ELSA, and play therapy, positive behaviour plans to manage challenging behaviours.
- Children at the risk of exclusion are referred to PEAR, Primary Behaviour Panel, Early Help Hub and CAMHS for additional support and support for resolutions. Some secondary schools use the schools police officer for support in providing some targeted interventions for young people at risk of exclusion.
- Nurseries currently use the Leuven scales to support young children with emotional wellbeing. They are working on developing further secure attachment training. Children with additional needs in special schools feel that there are limited services to meet the needs for their children. They are upskilling pupils to promote mental health through the student council.

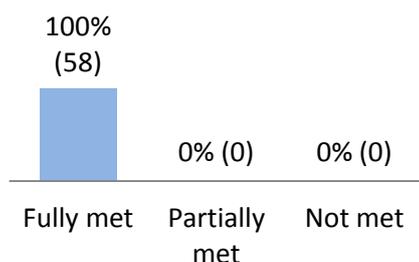
Primary schools use SENCOs, learning mentors, nurture groups, ELSA support, mindfulness, SEBDOS and CAMHS.

Secondary phase schools are making referrals to internal inclusion teams, ANDY Clinic, CAMHS, Kooth counselling, school counselling, Educational Psychologists, SEBDOS and Place2be service. The college has dedicated counsellors on site.

All secondary schools and some primary schools have Mental Health Lead/ambassadors to support children and young people. Some schools have adopted peer champions to lead and disseminate positive mental health messages to help reduce stigma. These initiatives have been led through the national Mental Health First Aid programme.

- The audit indicates that schools have engaged and improved mental wellbeing in schools and some schools are engaged with mental wellbeing services and the Health and Wellbeing Officer since the last audit.

6. Professional development



- This section explored learning and development of the whole school community including whole school training, DSLs and Governors.
- Safeguarding training is routinely delivered in all schools by the DSL or an external person. Some schools use on line learning for flexibility with the workforce especially for governors and new starters at induction. Induction training varies from school to school from a suite of mandatory courses to some information and debrief for supply teachers. Some schools have embedded safeguarding questions into interviews and provide staff handbooks.
- Most schools have refresher training annually and some schools are opting for termly refreshers on topical themes in safeguarding which is a change from previous audits.
- All schools have provided updates and requested staff read and sign they have read and understood KCSIE Part 1 and Annex A. Some schools have undertaken spot checks, having anonymised case scenario discussions weekly/monthly as part of staff meetings and quizzes to test knowledge and understanding which are deemed as best practice. Training is captured and maintained for staff training with HR, SCR or on SIMS.
- The audit findings report some staff are not clear about escalation procedures if they are unsatisfied with the response from the DSL. Some schools have stated this is embedded in their annual refresh training and have visuals up about whistleblowing and Governors do floor walks and visits
- Managing allegations training across the schools varied widely. Some schools reported having an awareness of the LADO and whistleblowing policies but were not trained. This is not the same. Governors and Head teachers have not all received updated training in this area but it is reported that they are comfortable with the process and use the LADO for consultation.

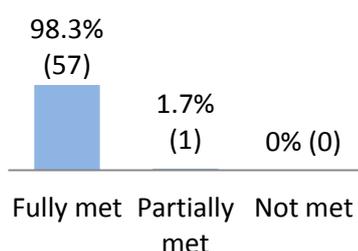
Data from LADO safeguarding investigations in schools identified a lack of understanding of the process. Training has been developed and will be run by the LADO in February 2020.

- Training in most schools focus on Early Help, thresholds, child vulnerabilities, referrals to the DSL, whistleblowing and LADO. Training is embedded differently across schools from induction for new starters, high profile campaigns including posters on the back of toilet doors, dedicated emails, staff meetings and governor walking tours.
- Most DSLs have been trained face to face within their two year refresher and are using other ways such as subscriptions to Andrew Hall (Safeguarding expert), NSPCC to upskill and refresh through the year. A couple of schools are still using the 3 year cycle and they have been notified this has now changed. There is a combination of Safeguarding partnership training and experienced DSL training.
- Training for governors varies from basic safeguarding including KCSIE, and online learning, the KEY website for updates or use RBWM Governor Support Services for CPD or internal Trust training. Some Governors are conducting safeguarding walks, audits and reviews but

this is not across all schools. Some schools have booked onto the training for the spring term 2020.

- Some DSLs may be Head teachers and/or other DSL's do not have teaching responsibilities but it varies across the schools. DSLs report they feel supported and receive dedicated time to fulfil the requirements for the role, including attending meetings and space for reflection. Some Head teachers who hold the DSL function report its challenges. Where capacity has been restricted further capacity has been added to support DSL's in some schools. Larger schools have safeguarding and inclusion teams to share case loads and reflect on the complexities of cases. Schools are exploring or offering reflective supervision.

7. Recruitment, vetting and managing allegations



- This section focussed on appropriate vetting to ensure that all staff, volunteers and contractors are screened in line with the guidance and legislation. It also reviewed how allegations against staff are managed within schools/settings.
- Generally all schools were strong on this section and met this requirement by capturing staff records including training on a single central record (SCR) and were compliant with the list of requirements needed to be captured and being password protected. Some schools have a more comprehensive SCR which includes all contractors, volunteers, and supply staff. Schools commented on information being cleansed in line with GDPR. Some schools have regular SCR audits from their safeguarding governor and termly updates checks. Where checks which are unobtainable from abroad because data being held outside of the UK, schools report that risk assessments are carried out.
- All schools report training compliance on panel members to conduct interviews and in line with the safer recruitment guidance.
- Schools who send children on work placements seek assurances from placement settings for checks on supervisors. Most schools request written confirmation from alternative providers to ensure staff have had the relevant compliance checks. Others will be seeking assurances post the audit process. A few schools have created a check list to capture the checks required from alternative provisions.
- Most after school and breakfast provision is run in house, where it is commissioned out assurances are sought for viability of staff, with a few who conduct their own DBS checks and some schools record this on their SCR.
- Only one independent school operates a homestay exchange scheme and it conducts all the necessary checks.
- Rechecking DBS varies from monthly, yearly, to three yearly and a few schools have opted to do a random sample of 10% or not recheck due to cost implications. The college also holds a

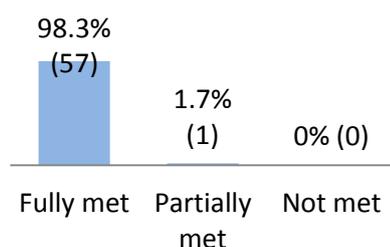
comprehensive manual SCR of all staff, self employed associates, volunteers, invigilators, contractors, work experience and external agencies, checked annually. Supply teachers and freelance worker checks vary from inclusion on the SCR and completing own checks to seeking assurances from the provider that these have been completed.

Volunteers routinely have DBS checks and where not they are risk assessed prior to starting in post. Some schools have volunteer policies in place.

Not all schools were complaint against the volunteer risk assessments and regulated activity and have tasked themselves to explore this further. Most schools were doing enhanced DBS checks and collecting character references for all volunteers.

- There appeared to be confusion on this question between disqualification by association (DBA) and disqualification under the Childcare Act. There is no longer need to collate information regarding partner/family association but there is still a need to record any disqualification of individuals under the Disqualification of the Childcare Act (DCCA). All schools who have under 8 provisions comply with the Disqualification under the childcare act 2006. A considerable amount of schools have commented they no longer need to conduct these checks. This is correct for the DBA but not for DCCA.
- Where schools have guest speakers in, checks for extreme views vary hugely in schools from searches on line through to completing due diligence and ensuring staff are always present during any public speaking.
- Whistleblowing policies and codes of conduct are in place across the majority of the schools, apart from a couple of schools who have not responded to this question. Schools have a clear understanding of the LADO role and share whistleblowing policies through safeguarding training, noticeboards, staff handbooks and induction. All schools had either the Chair of governors/Trustee or the safeguarding governor nominated to investigate any head teacher allegations. To improve practice the process and key investigators needs to be made explicit in the complaints policy. Managing allegations training is also required to ensure an understanding of the process.
- Schools ensure safeguards are in place for children and young people where a staff member is under investigation for allegations under their managing allegations/whistleblowing or safeguarding policies. Schools shared some insight into ensuring children and young people are protected when there is an allegation against a staff member. There is some further work to be done to ensure all schools meet the standard of promoting the welfare of children in these polices, not just managing the adult and the allegation. It is not always explicitly outlined in the policy.

8. Effective interagency working



- This section focussed on how well schools and colleges work with other agencies (SCST, voluntary groups, early help hub, family information service and Operation Encompass) to safeguard children and young people.
- Schools report staff are confident staff and know how to recognise and refer concerns to the DSL. Referrals to the DSL vary from verbal information followed by a completed incident form/cause for concern form, CPOMS, and email. About half of schools have purchased CPOMS, four schools use My Concern system and one school has a safeguarding icon on their desktops so staff can report any safeguarding incidents instantly. The remaining schools/settings use paper based systems.
- Most schools were aware of threshold documents and the new screening tools though it appears there is further work to embed. Schools reported most of the tools had been bought their attention through the DSL networks and training which include DASH, Brook's Traffic Light tool (sexual harm), Neglect screening tool, FGM Screening tool, CE screening tool, Young Carers Screening tool.

Schools were also recognising multi agency meetings though further work on what these do and how they function is required. These included VAMP, SEMARAC, SYV Panel, Channel Panel, MARAC.

Some schools have subscribed to online subscriptions Andrew Hall, Alan McKenzie (E-safety) and NSPCC alerts.

The college has received updates through the DSL newsletters as there has been non attendance at the DSL networks due to capacity.

- Most schools are signed up to Operation Encompass notifications and are receiving alerts. Some schools state they have not had many alerts. Schools that do receive the alerts state it is a very helpful in monitoring the children. The college is now signed up but has some challenges across 14 LAs some of which do not fall into Thames Valley Police (TVP) area.

Nurseries are still unable to receive alerts for children under 5 as TVP state they only provide information to settings who have statutory age children.

- Schools report confidence in quickly be able to identify children needing early help as they feel they have a close relationship with them. Many schools use scenario based training to help staff understand early help and identify potential vulnerable children who may need additional support and is embedded as part of safeguarding training.

Some schools have family support workers, Inclusion teams and pastoral care teams who are able to support and signpost to agencies. Schools feel connected with Early Help services.

Schools have central systems to discuss cases weekly and signpost where relevant and it appears to be a progression from CAF, TAC to early hub and working with the family. Cases for early help hub are referred through the safeguarding processes to the DSL.

Schools feel confident seeking advice and removing barriers to services using the Early Help hub. Schools report the process is better using one universal form for access to early help hub and social care referrals.

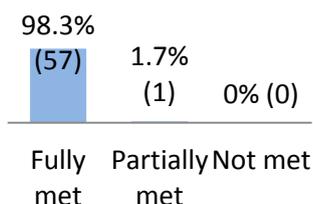
- Schools value the First Contact (SCST) service to able to discuss concerns prior to putting in a MARF. Schools report all referrals are made in a timely way and are well rehearsed.

Some schools review attendance and explore links with vulnerable children, though this needs more exploration. Tracking CP cases is intermittent across schools from weekly meetings, electronic alerts through CPOMS/My Concern to paper file (locked in a drawer)

with clear timescales for reviews. A few schools use both paper and electronic systems in case of systems error/failure.

- Schools have indicated they advise the pupil tracking service when a child is missing education (CME) under CME guidance. What is not clear from the audit is how quickly this is reported and what actions are taken to check if the child is being groomed or criminally exploited. They feel confident on what to do and where to go to report CME. Nurseries do not have to advise for non statutory age children.

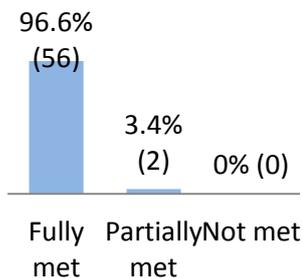
9. Recording and reporting



- All schools report that all paper CP files are kept separately to personnel files in a locked cupboard in the Head Teachers/DSL office. Any electronic files are password protected. Chronologies are included on CP files to monitor activity, manage and review any cases/actions regularly. Schools using CPOMS/ SIMS or My Concern store records on the secure platform which are password protected and only Heads, DSL and DDSL's have access to the password to the full records. Some schools have commissioned or received independent audits to ensure compliance. Some schools complete a weekly update within the safeguarding team to check progress on cases.
- Staff data is password protected and the duty of confidentiality, GDPR is shared widely across the school. Most schools have provided GDPR training to staff to ensure compliance, which has moved on significantly from the previous audit. A large majority of safeguarding teams in schools use the Egress secure platform to share sensitive personal information, with a few still using GCSX accounts. A few schools have appointed their own Data Protection Officer (DPO). A number of schools documented GDPR does not apply to safeguarding the welfare of a child which is really positive. Staff records are also kept securely by HR or the Head and staff are well versed on the duty of confidentiality which is embedded in the Code of Conduct policy.
- CP file transfers are inconsistent across the settings. Where the current school and the receiving (new) school have electronic filing such as CPOMS then cases are transferred electronically. Schools using paper based CP files use courier, personal delivery for signed receipt of file transfer. Further work needs to be done in this area to improve the transfers more effectively and in a timely way. There are some challenges where the new school is not known. Some schools have been signposted to the IRMS guidance and are using this to manage their records.
- In line with KCSIE majority of the schools have successfully managed to acquire a minimum of two contacts which are held on SIMS. A few schools are working with isolated incidents to retrieve these details.

- Schools have a robust system to track children missing education inline with the CME guidance. This includes attendance officers calling parents, sending letters and conducting home visits in line with the CME process. The acceptance threshold is between 90- 95% attendance across schools. The attendance interventions vary from school to school, though some schools are making early referrals to Early Help hub or engaging with families to seek resolutions with family support workers and other schools update families on low attendance is sent half termly. Where contact is not made with families within 10 days it is sent to the LA and taken off roll after 20 days.
Further work to explore early identification of children who may potentially be exploited needs to be explored with the LA Education team, Attendance Officers, DSLs, SCST and TVP.

10. Wider Safeguarding themes



This section related to site security, health and safety, off site school visit and extended services.

- Relevant site security is in place across all phases. This includes CCTV, push button magnetic doors, and locked/supervised access entrances, interphone, swipe entry points, manual and electronic signing, coloured lanyards/stickers to identify staff, visitors and contractors and staff patrols of the school at open and close times in the day. One setting has a security guard on reception.
Following a safeguarding incident earlier in 2019, significant changes were made to improve security to the front of house security
Another school secured funding from the DfE and SBC for suitable fencing to ensure site security which commenced in November 2019, following a safeguarding incident where a child absconded from school.
- There is a visible presence across some schools with pictures of safeguarding teams, information leaflets on safeguarding in school for visitors and coloured lanyards to identify different types of visitors. Some schools provide visitors with a safeguarding leaflet on arrival.
- Some schools have lock down policies in place and alarms which ring different to a fire alarm in place.
- Some schools have car park recognition for only staff cars entering the school premises.
- The college safeguarding team works closely with the Estates Managers to ensure regular ID checks are conducted.
- The Health & Safety advisor function varies across the schools from onsite managers to SLAs with SBC H&S Team. All schools have a named person/service in place.

- All schools have a Health and Safety policy in place, reviewed and ratified within the last 12 months. One school is in transition between merging to their new Trust. Some schools have the H&S policy available on the website.
- Risk assessments are varied across the schools. Some schools have robust policies for all areas of risks including lone working, safe storage of medicines and transportation of children where others are developing risk assessments. This is an area of development for a number of schools.
- Most schools use the Evolve system to record and monitor risks on external school visits. Most schools have risk assessments forms to ensure planning for visits is planned and managed and schools are aware of the Department of Education H&S educational visits guidance.
- The preferred option across schools for de-escalation and positive handling is the implementation Team Teach training strategies which are embedded as part of the school's behaviour policy. Other schools use positive handling, restorative justice and safer handling techniques. A few schools do not have any de-escalation procedures as they report it is not applicable in their setting.

Glossary

CAMHS	Child and Adolescent Mental Health Services
CCG	Clinical Commissioning Group
CCTV	Close circuit television
CPD	Continued Professional Development
CIN	Child In Need
CP	Child Protection
CPOMS	Child Protection On line Management System
CPP	Child Protection Plan
CLA	Child Looked After
CME	Children missing education
CSE	Child Sexual Exploitation
CYPF	Children, young people and families
DAAT	Drug and Alcohol Team
DBS	Disclosing and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department of Education
DPO	Data Protection Officer
DSL	Designated Safeguarding Lead
DT	Designated Teacher
EH	Early Help
EHCP	Education Health and Care Plan
ELSA	Emotional Literacy Support Assistants
FIS	Family information Service
FGM	Female Genital Mutilation
FSW	Family Support Worker
H&S	Health & Safety
IRMS	Information Records Management System
JD	Job description
KCSIE	Keeping Children Safe in Education
LADO	Local Area Designated Officer
PSHE	Personal, Social, Health and Economic Education
PP	Pupil Premium
PTA	Parent Teacher Association
SEN/SEND	Special Education Needs (and Disabilities)
SENCO/SENDCo	Special Educational Needs (and Disabilities)Coordinator
SIMS	School Information Management System
SLA	Service Level Agreement
SCR	Single Central Record
SCST	Slough Children’s Services Trust
SLT	Senior Leadership Team
TAC	Team around the child
TAF	Team around the family
WT	Working Together to Safeguard Children
YOT	Youth Offending Team