



To: Education Safeguarding Sub Group

From: Jatinder Matharu - Education Safeguarding Officer

Date: 15th February 2021

Reference: Sec 175/157 Schools Safeguarding Audit Analysis Report 2020

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.

We must recognise this academic year has been unprecedented in so many different ways. Schools and colleges have worked tirelessly with flexibility, resilience and sheer determination to keep going through the pandemic and beyond. The education providers deserve the highest recognition for the way they have adapted, continued to challenge and allocated time to complete this audit.

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 2020** 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 audit. The new Education Inspection Framework, September 2019 also has a specific focus on safeguarding arrangements under Leadership and Management.

KCSIE was updated on 18th January 2021 however this audit was conducted up to and including 31st August 2020 using the 2020 KCSIE guidance.

Audit methodology:

The online audit tool from the Virtual College has been commissioned to support schools to self assess against each safeguarding section and provide assurances to the Safeguarding Partnership from the education sector. The data from previous years has been included for providers to review and reflect any changes. Some questions were modified from the last audit to reduce duplication and a number of questions were added to

reflect and capture the changes from the COVID-19 working practices. The questions are based on areas in KCSIE and Working Together guidance. There is occasionally cross over in the defined 10 areas.

The data captured may vary depending upon the person completing the audit and their interpretation of each grading even though guidance on how to collate this information is provided within the audit.

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

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 to allow schools/settings to update areas they are working towards and is designed to be a live, ongoing document.

Slough has 56 schools (including 5 independent schools) and 1 college, who were all invited to complete the audit. 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. Reference to schools and settings includes early years (*statutory school age – 5 years and upwards*) for the purposes of this report.

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 ongoing commitment to promote an open safeguarding culture within their schools/college. Education providers worked tirelessly to adapt to remote ways of working and reflected these in their working practices and policies and even more so through COVID.

This report presents a summary of safeguarding work across Slough schools and the FE college in 2020 and includes statistical data for 2019-20 (to ensure a whole year’s worth of captured, phase specific data). Trends in schools and the college are outlined on page 5.

1. Emerging themes emphasise children and young people’s mental health and wellbeing. There are reports of increased online peer on peer abuse, which reflects the past year and being in a lockdown environment where children and young people are more online than ever before. Targeted Peer on Peer CPD sessions were offered in December 2020 to help settings gain a better understanding.
2. Schools report significant concerns about the mental ill health and wellbeing of children and young people and staff wellbeing through COVID. This also extends to parental anxiety around COVID and sending children to school. The wrap around mental health support is more readily available to support with this through Getting Help (GH) in Early Help Hub and Mental Health Schools Team (MHST) attached to schools. The workforce is better at recognising mental health concerns and a huge amount of support around this

has been provided through the LA Wellbeing for Education Return programme and CPD session through the CCG. A dedicated Education Staff Wellbeing page and an Education Staff Self Care Guide have been produced.

3. Schools have expressed growing concerns around parent's own needs which includes understanding risk in their children including setting clear boundaries, managing challenging behaviours and socio-economic factors impacted from COVID.
4. 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 33% increase since 2019 in supporting children and young people who have received school based early help support without any external agency input.
5. There was a 55% increase in children and young people with Early Help assessments which can be indicative of better partnership working, potentially more families in need of support through COVID and/or families being more receptive to support.
6. The impact of COVID resulted in new ways of safeguarding which included door step visits with PPE, video and phone welfare calls to check on vulnerable children, and encouraging these children to remain in schools through lockdown. DSLs report that managing safeguarding through COVID was more challenging due to not seeing the children and families. Some families not on school or any other agency radar also came forward to share concerns/worries during COVID. DSL's were available virtually as well as in school. The impact on Health and Safety in school was also significant through lockdown. Transitions proved difficult as children and staff were unable to say goodbye before children moved onwards. The LA funded a Schools COVID Officer to support education settings with the rapid changes in guidance for education.
7. DSLs feel supported through the virtual DSL network meetings. They report more awareness of policies, procedures and safeguarding tools through the networks and newsletters though training has been challenging during COVID. Reflective Group Supervision has been commissioned. 17 DSL's from partnership schools are engaged in the pilot, which includes a 'train the trainer' element so the model can be adopted at school and embedded as best practice within safeguarding teams. Many schools have adopted central safeguarding email addresses and moved to a rota system of managing safeguarding requests over holiday periods.
8. Schools have reported a 20% increase in the submission of MARF's to SCST compared with last year. The number of CP cases held has fallen by 26% but the CIN caseloads have increased by 11.6%. This may be indicative of interventions through Early Help and CIN working earlier and possibly reducing escalation to CP. Making quality referrals CPD seminars were provided to all settings in March 2021 to improve MARF's. Schools report inconsistencies for outcomes letters for referrals but outcomes are recorded for most cases through follow up with SCST. Schools report they are receiving more closure letters than in previous years. Schools report referrals are made in a timely way and are well rehearsed. Schools value the Front Door (SCST) service to able to discuss concerns prior to putting in a MARF.
9. Schools report a 30% increase in children needing SEN support. This has been highlighted through the audit and a number of networks indicating that SEN children have struggled with remote learning and that the academic gap is widening as these issues were further magnified through lockdown. Special schools noted that more help and support was needed at home to manage challenging behaviour.

The DFE¹ reported; not all schools and colleges were delivering a full curriculum through COVID; some CYP with SEND were on part-time timetables and special school and AP leaders used online learning in a more limited way, often as a way of keeping in touch with pupils rather than as a vehicle for teaching. This is a contrast on the previous year where there was a reported decline of 12% children needing SEN support.

10. Criminal exploitation of children is reported to have decreased due to physical restrictions on movement during COVID though the data indicates a 34% increase in referrals made around CE. This may be reflection of the first 6 months of the year where COVID was not prevalent. Schools report concerns of the impact of CE on siblings in the family home. A task and finish group has been set up to look at pathways in more detail including the links between attendance and CME. The refreshed safeguarding threshold document due for publication April 2021 now recognises contextual safeguarding outside of the family home and the associated risks as part of the safeguarding framework.
11. Schools report they attend professionals meetings including case conferences and child in need meetings when invited. There have been challenges through COVID with virtual working and the use of non compatible secure platforms for meetings has often resulted in ineffective ways of engagement.
12. Statutory functions are primarily met across the schools and the college which includes addendum policies with reference to working in a remote environment, refreshed code of conduct and mandatory duties updated and available on line. Schools are committed to using secure email systems to share sensitive safeguarding information, including the use of encrypted sticks and access to a Data Protection Officer. Schools adopted new ways of delivery including streaming. This varied from school to school and was dependent on families having devices to be able to receive remote learning. Some schools loaned and/or accessed the DfE support for digital devices to ensure children were not disadvantaged due to access to learning.
13. There appears to be a variation in how often training is run in schools from annually to termly bite size topical sessions via staff meetings. There appears to be more connectivity with regular reporting to the governing board, with some providers working on themed safeguarding audits at their governing board. Schools report that all staff have received and read Annex A and Part 1 of Keeping Children Safe in Education (KCSIE). Measures to test knowledge and understanding appear to be more widespread than previous years.
14. There is some further work to be done to ensure all schools meet the standard of promoting the welfare of children in managing allegations, not just managing the adult and the allegation but also supporting the child. This was not always explicitly outlined in the policy.
15. Training for governors in most schools is predominantly basic awareness training, online and access to the KEY website for school leaders, though more Governors have attended Managing Allegations and Safe Recruitment training than in previous years. Training was delivered in March 2021 for all Safeguarding Governors around effective scrutiny and accountability and included resources to help probe and challenge schools/colleges more effectively on safeguarding.
16. Recording and reporting is managed well across most schools with an even split of paper based and electronic recording systems, including the use of chronologies in a number of schools. Tracking CP cases is intermittent across schools from weekly meetings, electronic alerts through CPOMS/My Concern to paper files (locked in a drawer) with clear timescales for reviews.

¹ Ofsted COVID-19 series: [briefing on SEND](#), November 2020 Evidence from education, health and social care leaders and practitioners between Sept and 4 December 2020

17. Schools are meeting their legal obligation to ensure that the single central record (SCR) is kept up to date and includes the full range of staff, volunteers and contractors. DBS checks are generally renewed on a 3 year cycle though some schools are choosing to undertake a sample due to the cost implication. Most schools were completing enhanced DBS checks for all volunteers. This needs further investigation regarding the volunteer role and what level of DBS is required.
18. References to LSCB and FIRST still used by some settings. These have since changed and need to be reflected in communication and policy to Safeguarding Partnership and Early Help.
19. Disqualification under the Child Care Act 2006 still exists. An Early Years setting referenced in their audit that this no longer applies. This has been confused with the Disqualification by Association which no longer applies. A few schools have adopted a 'self declaration' form to encourage staff to share any changes in circumstances since the abolishment of the Disqualification by Association.
20. There was a 50% increase in cases referred to rapid review processes from the previous year. This association links with a surge in knife crime in Slough and changes to the practice review criteria (referring more cases to the National Safeguarding Panel) which increased the number of rapid reviews. Learning from these rapid reviews has been disseminated to all education providers.

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 include children for whom there are individual pupil's welfare concerns, children with a social worker and those on a child protection plan, child in need plan, and/or a children in care. This also includes Children Missing Education episodes (CME) and may include children in care of the state whether in care, or living in other forms of state provision such as offender institutions, Pupil Referral Units, residential special schools, mental health establishments or other forms of hospital.

The concerns are detailed in the analysis in section 2 below.

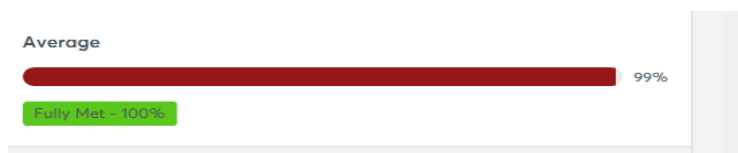
School Phase	Trends
Special School	<ul style="list-style-type: none"> • Cases referred for neglect or respite for most CIN cases. • Families struggling to manage child's challenging behaviour at home. • High levels of need at home.
Alternative Education	<ul style="list-style-type: none"> • A number of CPP have been stepped down to CIN. The number of children and families subject to Team around the Family (TAF) meetings has nearly quadrupled. Reasons range from financial need to supporting parenting and supporting where crime and child exploitation has started to impact families. • 168 students on roll are vulnerable with complex needs include levels of deprivation issues and an increase in the complexity and range of vulnerabilities. Number of CE referrals have decreased this year, though this may be linked to lockdown. • Safeguarding trends are monitored through a matrix of criminal and sexual exploitation data and mapping the appropriate interventions. • 6 families refused any support/ intervention. This has increased by 2 from 2019.
Early Years	<ul style="list-style-type: none"> • Issues relating to domestic abuse, physical chastisement, neglect, and identifying emotional and attachment difficulties. There appears to be an increase in children with SEN and behavioural issues in social, emotional, and mental health (SEMH) issues. • Supporting parent's own needs with issues including socio- economic factors and mental health • Early years report when concerns that are raised some children are withdrawn from the setting.
Primary Phase	<ul style="list-style-type: none"> • Lockdown has enabled some evasive parents to become hidden and more difficult to challenge. • Schools report poor parental boundaries, poor parental mental health, lack of understanding of safeguarding. Mental wellbeing of families is also featured though this audit. • Bereavement and loss (people and structures) has also contributed to poor mental health through COVID. • Largest trends are domestic abuse and neglect for primary phase referrals, closely followed by emotional abuse and mental health concerns. Families have been more forthcoming in sharing concerns and stresses including related behaviour issues and ASD, complex SEN, poor behaviour management at home and a lack of parenting strategies. There are some reports of an increase in sexualised behaviour. • Socio-economic barriers including poverty, poor living conditions such as unsuitable and over-crowded accommodation, substance misuse, physical chastisement, and left home alone. • Breakdown of families and related issues such as court orders, parents in prison and acrimonious divorce are impacting negatively on children. • Some families are involved in criminal activity, drugs, gang activity or managing the impact of children involved in criminal activity.

	<ul style="list-style-type: none"> • Poor/low attendance appears to be a theme, particularly relating to older siblings and the impact on the wider family including siblings which has exacerbated through COVID.
Secondary Phase	<ul style="list-style-type: none"> • Schools report concerns about an increase in mental ill health in young people through the lock down including bullying and peer on peer abuse. Main theme appears to be low mood, depression, anxiety, suicidal thoughts and self harm. This extends to parents own anxieties too. • Concerns of gang affiliation, county lines and violence and how this impacts families and younger siblings. • Schools highlight concerns about parents' capacity to understand risk in the home including how to safeguard young people from the impact of social media and other risky behaviours. • A focus around domestic abuse and neglect was featured in the biggest trends. Other referrals were made around socio-economic factors within families including finances and housing difficulties (food banks, temporary accommodation). • There has been an increase in the number of young carers identified. • Some reports of underage marriages in particular communities are noted in the audit.
Post 16 Provision	<ul style="list-style-type: none"> • An increase in these learners over the last 2 years- in particular those exploited by gangs and involved in county lines crime. Mental health disclosures have risen in the 16-18 years olds. • Young people who are presenting are from complex family backgrounds. Growing concerns of gang afflation, county lines, weapons and physical abuse.

Analysis of the audit:

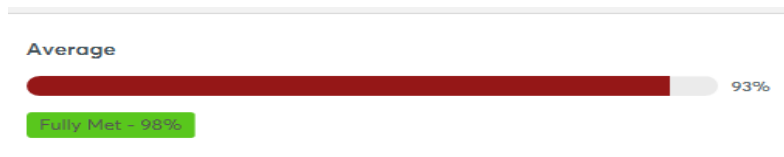
The audit has ten sections with a range of questions within each section. The data has been analysed to provide an overview.

1. General demographic information



- This section requested information on school contact details and key roles responsible for safeguarding and was an unscored category. All schools completed this section fully.

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, a referral made to SCST and awaiting an outcome, on a child protection plan, child in need plan and children looked after. There has been a **10%** increase in numbers of vulnerable pupils reported by schools from last year (6201 pupils).

- There has been 11% increase in CIN cases but a 26% decline in CP cases schools hold. Details of referrals and trends are included the table above.
- In 2020 schools identified 3240 vulnerable children with low level risks/needs they were supporting independently without any external input. This is an increase of **33.5%** on the previous year. In house pupil premium is used to provide additional support for young people. Provisions include free school meals, ELSA, inclusion mentors, Lego therapy, and pick up and drop after/before school, free breakfasts/activities/uniform/food parcels, counselling services, Helping Hands, providing resources for home including digital devices, learning mentors, family support workers, home-school link workers and behaviour interventions. During COVID there has been significant emotional support input to help manage and support parental anxiety about their own and their children's mental health and anxiety regarding the spread of infection.

The table below details the identified vulnerable children in schools.

	2020 Audit	2019 Audit	2018 Audit	Percentage change from 2019 to 2020
How many children/young people within your setting do you identify as vulnerable?	6201	5531	5489	10.8%
How many of the total number of vulnerable children/young people recorded by the school/setting were referred onto Slough Children's Social Care via a MARF?	805	638	593	20.7%
How many of these MARF referrals do you have a record of the outcome?	667	495	456	25.8%
How many of the children identified overall as vulnerable, have you delivered a school based early help intervention without any external services input?	3240	2154	1968	33.5%
How many of the children identified as vulnerable, have been supported with an early help assessment and plan to deliver support through the Early Help Hub?	706	321	503	54.5%
Please provide the number of families withdrawing support / refusing support from any external services?	108	77	128	28.7%
How many of the children identified as vulnerable are pupils with disabilities / special educational needs?	2322	1625	1863	30.0%
Please provide the number of children/young people who have a Child in Need Plan (CIN) and are Slough residents.	447	395	373	11.6%
Please provide the number of children and young people with a Child Protection Plan (CPP) and are Slough residents.	308	388	228	-26.0%
Please provide the number of Children Looked after (CLA) in your school/setting who are Slough residents	110	108	122	1.8%

Is there appropriate representation from the school/setting at Children Looked After meetings/reviews, Child Protection conferences/reviews and/or Child in Need meetings/reviews in person or a written report in advance if you are unable to attend?	58	50	44	13.8%
How many invitations have you received from the Independent Reviewing service at SCST inviting you to attend Initial Child Protection Conference (ICPC) and Review Child Protection Conference (RCPC)?	438	304	345	30.6%
Do you have any privately fostered children in your school? If so, please provide numbers.	14 1	14 -1	11 1	0.0%
Please provide the number of identified young carers in the school/setting that are also Slough residents	80	75	55	6.3%
Please provide the number of Child Exploitation (CE) referrals made to social care?	47	31	11	34.0%
Please provide the number of Female Genital mutilation (FGM) referrals made to social care?	5	4	55	20.0%
Please provide the number of Prevent referrals made to Channel Panel?	11	13	12	-18.2%
Please provide the number of Peer on Peer incidents at your school/setting?	702	-	-	-
Please provide the number of allegations made against staff in your school/setting	47	33	67	29.8%
Please provide the number of staff allegations reported to the Local Area Designated Officer (LADO)	38	38	46	0.0%
Has the school/setting been involved in the systems process for any rapid reviews, practice reviews (formally known as serious case reviews)?	10	5	-	50.0%

- Early Help referrals have increased by 54% which include emotional/behavioural issues, housing/financial hardship, family dysfunction/poor parental boundaries, DA and poor attendance.
- A 28% increase in families refusing support was more evident in complex families. The resistance for support included keeping it within the family unit, mistrust of professionals, stigma, lack of consistency and not seeing families during lockdown, making engagement more difficult, with some families moving on when issues were highlighted.
- There is a disparity in the numbers of pupils which schools report as privately fostered data held by the SCST. On further investigation, the numbers of private fostering did not fall into the formal definition of this lay more closely with kinship care and family arrangements. The numbers are low for these groups and schools recognise that many more remain unidentified. A number of private fostering campaigns and updates have been provided through the DSL network and newsletters including 7 minute briefings which were also disseminated to all education providers to raise the profile.
- 30% increase was reported with SEN children from the previous year with issues ranging from low level needs to needing EHCP. Schools report there is often delays in early diagnosis which impacts in later school life. Early years shared that some parents were unaware of child's needs or maybe in denial.

Resource bases share increased numbers and a need for wider awareness of other professionals having an understanding when talking to their SEN children (police officers and SW's).

- The young carers trends identified children and young people primarily looking after a parent with disability/medical condition or caring for siblings with SEN. The largest proportion of young carers was identified at secondary phase.
- Settings report vigilance around FGM but numbers remain low. One school reported a positive experience with children's social care around IAG.
- Most CE referrals were made by secondary schools and focussed on indecent images and inappropriate engagement online. There was a 34% increase in referrals made.
- Peer on Peer abuse was an additional question added to the audit this year. 702 incidents of peer on peer abuse were recorded with many being managed in house under the behaviour policy. Incidents included online bullying, sharing of images and often within friendship groups. More serious sexual assaults were reported on to SCST. A number of CPD sessions to deepen understanding on *when to call the police* on a range of issues including sexual harassment/assault, drugs and weapons were delivered in December 2020 in line with KCSIE.
- Prevent referrals dropped by 18%. Schools and colleges have reported good IAG and support when needed and feel confident and well versed in prevent. It remains a priority area.
- There are reports of strong school attendance at partnership meetings CIN, CP and CLA. If schools are unable to attend (school holidays) reports are sent in advance to ensure representation. Schools and the college report that more invitations are sent securely with the use of Egress for communication compared with last year. The use of LOOP UP (telephone based system) is a hindrance to a secure and effective way of virtual communication, often resulting in late notices, clashes and challenges as attendees are unable to see each other. Many schools have adopted central safeguarding email addresses and moved to a rota system of managing safeguarding requests over holiday periods.
- Schools report that outcome letters from social care are not routinely provided and schools often have to chase, though some report a slight improvement in this area. Most feedback is done by phone though some outcome letters are emerging.
- Schools report a slight increase of 1.8% from the previous year of CLA across the schools which include a number of Section 20 requests from families and children to be voluntarily taken into care. Please note these figures only reflect CLA in Slough schools.
- There is an increase of 29% of allegations made against staff and 38 of those 47 were reported to the LADO for external investigation. This may be due to better awareness of the role of the LADO and settings have received training around managing allegations which has resulted increased confidence in reporting allegations meeting the criteria for LADO intervention. Allegations were managed internally by the school's HR services and disciplinary processes on non LADO related cases.
- Ten schools were involved in a serious case review process with the Safeguarding Partners due to the death or near miss of a child. This represents a 50% increase from the year before. This has a correlation between surge in knife crime in Slough and changes to the practice review criteria (referring more cases to the National Safeguarding Panel) which increased the number of rapid reviews and not full partnership practice reviews. A range of campaigns and projects are in ongoing through the SSP and Safeguarding Partnership to address these areas.

3. Governance and accountability



- This section focussed on accountability and scrutiny including details of safeguarding governors, SENCO's, designated teachers (DT) and DSL's. Most education providers fully met and have in place governance structures with a named safeguarding governor in post. The governor contact details should be impartial and available on the website under the complaints procedure and should not be monitored by the setting.
- The governance and scrutiny of safeguarding varied across the schools from reporting at the governing board to a standing item agenda at each governing board meetings, regular termly/annual checks of SCR, CP files and regular themed audits jointly with the DSL though this is not wide spread practice. Reporting back to the governing body is variable from Heads and DSL's presenting to some settings where the Safeguarding Governor presents.
- Most schools using the Sec 175 audit to report on safeguarding at their annual full governing board. There appears to be more connectivity with regular reporting to the governing board, with some providers working on themed safeguarding audits at their governing board and reporting back termly or half termly, though again this is variable. A handful of schools have used case studies to evidence compliance of policies.
- 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 which are monitored with some schools using RAG, SMART or STAR approaches to measure impact. The details are shared to the full governing body with recommendations to review of policies if required.
- A handful of schools have external auditors in place as part of their ongoing and/or oversight by Academy directors. Some governors undertake spot checks during visits to ensure compliance.
- A focus on embedding and promoting a positive safeguarding culture within the organisation includes posters, email bulletins, safeguarding leaflets, staff and parent handbooks and lanyards to identify visitors, contractors and staff. Compliance and understanding is more widely tested in settings through lunch time drop ins, questions before briefings, review of the quality of cause for concerns reports. One school has added safeguarding quick reference to their desktops including reporting forms.
- Schools and colleges report that changes to reflect COVID working practices were shared with governors for final sign off before they were shared with staff through briefings and meetings. These included CP, Code of Conduct, Behaviour Policy and Health & Safety. Most schools attached addendum's in line with DfE guidance to their standard policies. There was a variation between governors being involved or informed about the changes within schools.
- Safeguarding governor events were delivered on the 20th January 2020 and 29th March 2021 to equip governor with these skills. Some schools are better engaged with 'The Key' (Governor online support package) and use their compliance tracker.

- Through COVID schools/colleges have recognised and embraced support for staff wellbeing with a range of interventions ranging from offer formal/informal supervision, counselling, drop-ins, discussions at staff meetings, code of conduct policy, staff handbooks and induction updates on safeguarding to support staff in schools. Some schools offer external supervision or counselling including a handful of schools using SEBDOS services. Schools with MHST attached are using them to support professional offloading and reflection on cases. Family support workers use the ELSA. A few schools misinterpreted the point of the question as they focussed on process than support. There appears to be more hands on briefings to keep staff abreast of the constant changes through COVID, providing opportunities for wider discussions. 55 schools fully met this section and some schools are working towards strengthening their structures.
- The 2018 audit identified one school where the DDSL was also the safeguarding governor which was a direct conflict of interest. This has not been rectified and a more appropriate safeguarding governor needs to be appointed.
- All schools have a named Designated Teacher in post for Children Looked After even if they have no CLA children on roll
- In a number of schools the DT and the DSL is the same person and in 6 schools they are also the Head teacher. Some report to having the SENCO role too. Depending on levels of need in the setting this can be a large portfolio to hold.
- Most 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 if not larger pastoral teams.
- Two schools have indicated they have no SEN children and one school states it does not offer any SEN provision. Most schools have a named SENCO or a couple of SENCOs in place and a SEN policy which (in most schools) is reviewed annually. One school has a SENCO working towards the SENCO qualification. It is reported a closer working relationship between SENCOs and DSLs, where they discuss cases on SEN and CP to ensure cross fertilisation and sharing of intelligence.

4. Policies and procedures

Average



Fully Met - 96%

- This section focused on safeguarding policies. Every school/setting has a policy which is available on their website. Through COVID all education providers were requested to update their policies and processes to reflect the new way of working. All schools and colleges have confirmed this has been completed reflecting local and national guidance. A few schools have instigated version controls to manage changes. Schools and colleges reflected the availability of the DSL during COVID in various ways for example having an allocated DSL on site, available by phone or video link. Many pastoral teams undertook welfare checks and conducted home visits during lockdown.
- Schools and colleges publish a complaints policy which is available on their website outlining the formal and informal process. A few schools are in the process of updating policies. Schools feel confident that a range of avenues are available for children and young people to share

concerns with a trusted adult. A number of early years providers have adopted child friendly versions and have adopted a chat about likes and dislikes to capture age appropriate views.

- Most schools are clear about their statutory duties (FGM, Prevent, CE, Peer abuse) and have stated these are included in the policy and delivered through training, briefings and updates. A school has shared key KCSIE messages from LfGL in different languages to their school community.
- Some schools have separate policies for each safeguarding theme for example Prevent, SEN and peer on peer abuse. Some schools are working towards incorporating them all into one document. Whistleblowing and code of conduct policies are in place across all education providers. Most education providers have produced remote learning guidance for young people and families outlining the expectations of remote learning for pupils during COVID.
- A code of conduct policy is published to reflect professional expectations, is referenced in school handbooks/ induction packs and some are published on line. Some schools require staff to sign to record they have received and understood these professional expectations. A few secondary schools have produced young people versions on You-tube regarding expectations in remote learning,
- Due diligence is undertaken 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. Speakers are vetted in schools prior to providing a platform to disseminate any messages (biography; online research). A number of schools report they record contractors and supply staff on their SCR. A handful of schools have commissioning frameworks in place which reflect their safeguarding practice.
- Most schools are now aware of the Berkshire procedures and the escalation policy, with some schools using the escalation policy to achieve successful outcomes. A few schools have shared that they find this a useful tool and have embedded it into policy and practice. A handful of DSLs report it features on their school desktop for ease of access. Awareness of the procedures has been heightened over the year. It is reported the Education Officer has supported a number of cases with escalation with successful outcomes. This was highlighted in a rapid review this year and best practice has been disseminated through the DSL networks and DSL CPD.

5. Engagement of children and families

Average



Fully Met - 95%

- 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 positive safeguarding culture with high visibility of safeguarding, especially around mental wellbeing.
- Parental engagement has been transformed onto the virtual platform to communicate during COVID; PTA, emails, apps, parent view surveys, social media (Facebook and Twitter), texting services, Ofsted parent view, school council/student voice, virtual coffee mornings, drop -ins

with FSW, newsletters, Zoom parent's evenings, parent forums and awareness events to disseminate safeguarding information including wellbeing and safer ICT. There has been a lot of sharing of policies, drop in surgeries to discuss worries/concerns and outlining expectations. Early years and primaries focus more on face to face and secondary use more online platforms for engagement. A range of on line surveys are undertaken with children, young people and families and staff. Most but not all schools report staff feel supported. Engagement with children and young people includes School Council, Ambassadors, daily bulletins (YP can contribute too), questionnaires, pupil voice, and post boxes in classrooms.

- Schools have worked to implement the new statutory Relationships & Health Education/Relationships, Sex & Health Education curriculum. The PHSE Network has been working closely with PHSE leads to design and embed the national changes. Delivery includes assemblies, PSHE lessons using the Jigsaw programme, themed awareness days, and engaging with the Choices Programme. The younger phases follow the EYFS with personal, social and emotional development including Zippy's Friends, Play and Learn to socialise (PALS), '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 has been a significant focus on mental wellbeing this year with mindfulness, healthy minds workshops, student bulletins and parent wellbeing workshops. Many schools now have MHST attached which have been instrumental in supporting the school with IAG and signposting. Life skills incorporate healthy body and mind and making safe choices in age appropriate ways some are more direct and others deliver more discreetly. One school has chosen not to cover all in the PHSE as it aligns the learning to its demographic make up of students. The coverage of safeguarding topics in schools ranges from promoting British Values to online gaming as part of ICT lessons and online harms.
- Schools and the college feel confident Peer on Peer abuse is embedded into policy and training. Anti-Bullying messages are disseminated widely. There appears to be an increase in online bullying through lockdown. Advanced training was rolled out in some secondary schools to help them manage these cases. Support is in place in some schools, particularly secondary, to support the victim, perpetrator and parents including risk assessments and training in managing challenging behaviours (including self regulation). This is managed by individual behaviour plans and risk assessments with weekly discussions about cases. Schools are seeking external support if school based intervention is not enough including SEBDOS, trauma based interventions. Schools are aware of the Brook Sexual Behaviours 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. One school has trained 15 staff and 20 young people to adopt restorative practices through a SSP project. Some targeted work includes a 12 week programme of interventions for more complex cases.
- Children at risk of exclusion are referred to YISP, managed moves, Primary Behaviour Panel, Early Help Hub (Getting Help) for additional support. Some secondary schools use the schools police officer for support in providing some targeted interventions for young people at risk of exclusion. SBC has remodelled some panels, creating pathways to reduce exclusions. It would be interesting to measure any impact of these changes. There are a range of interventions

including the Drugs Diversionary project which aims to reduce exclusions to provide support to schools.

One school has not fully embedded a policy to support children 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, mental health 1st aiders/mentors, CAMHS, KOOTH, Young minds, school counselling, Educational Psychologists, SEBDOS, MHST, Getting Help 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.

The audit indicates schools have significantly improved mental wellbeing support and are engaged with mental wellbeing services and utilising the Health and Wellbeing Officer since the last audit. There was lots of reference to Andy clinic which no longer takes referrals from education providers.

- Through COVID some schools have set up dedicated help email address for parents to email directly regarding any concerns, other schools have adopted structure charts with staff details for parents/young people to make contact with tutors for any concerns. There has been momentous support provided around mental health and wellbeing including IAG, links, self directed support, direct person/contact provision to discuss any issues and facilitating access to services. Vulnerable pupils were contacted through lockdown for regular wellbeing checks and regular contact with SCST and where possible children were encouraged to return to school in line with DfE guidance. Risk assessments were undertaken for all children with an EHCP and SEN packs delivered with additional support on managing behaviour at home. Families were very grateful and some families not on school radar shared concerns/worries during COVID.

Support was extended to all children, young people and parents regarding their own wellbeing. Some primary schools provided off line work to ensure children have screen free time. Schools have made adjustments to support parental and child anxiety around return to school with phased returns and focussed reintegration after the summer with focus on wellbeing. Transitions proved difficult as children and staff were unable to say goodbye before children moved onwards.

6. Professional development



- This section explored learning and development of the whole school community including whole school training, DSLs and Governors. There appears to be trend towards more regular termly briefings than just annual safeguarding training in most schools. A few schools have advanced their training to include themed trends in their locality.
- 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 (Educare) to some information and debrief for supply teachers. Some schools have embedded safeguarding questions into interviews and provide induction summary and staff handbooks. There appears to be a move towards testing of knowledge rather than just a signature of 'read and understood' methods traditionally adopted. A school has used KCSIE in translated languages for staff with low levels of English.
- Staff understanding of vulnerabilities and indicators has been developed through case studies, increased vigilance of reporting, and encouraging staff to report even small concerns. A few schools engage the key worker to assist with completing MARFs and offer feedback following any referrals. The safeguarding Governor undertakes spot checks to test knowledge of staff in some schools.
Group discussions, spot checks and quizzes are used to measure understanding and to close any gaps in understanding, School closures hindered some delivery. All schools have provided updates and requested staff read and sign they have read and understood KCSIE Part 1 and Annex A. Records are captured and maintained for staff training with HR, SCR or on SIMS.
- Training in most schools focuses on Early Help, thresholds, child vulnerabilities, how to make referrals to the DSL (one system), 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. Some schools have creatively used case scenarios, developed videos on safeguarding in the remote world, distributing 7 minutes briefings to themed safeguarding Fridays at team meetings. This year has seen an increased focus on identifying mental health (supported by SBC Wellbeing for Education Return) and online safety. The shift to remote learning has focussed on new delivery platforms, professional boundaries and expectations.
- Managing allegations training across the schools varied widely. COVID and cancellations of courses resulted in a lack of training. In December 2020 a virtual session was delivered by the LADO to fill this gap with 33 attendees. Some schools reported having an awareness of the LADO and whistleblowing policies and were comfortable with the process and use the LADO for consultation. Other schools use HR/legal services for initial advice on managing allegations.
- Training for governors varies widely across the settings from basic safeguarding including KCSIE, 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, attend safeguarding meetings, and undertake audits and reviews. Some settings have safeguarding professionals in post in the safeguarding governor role which is advantageous in provided effective challenge and scrutiny. This is not evident across all schools.
- Some DSLs may be Head teachers and/or other DSLs 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. However, through COVID this has been extremely challenging. Some schools increased their

safeguarding capacity due to the complexity of families, size of the school with phase leaders as DDSLs and provided administrative capacity. Some Head teachers who hold the DSL function reported significant challenges during COVID.

Larger schools have safeguarding and inclusion teams to share case loads and reflect on the complexities of cases.

- Most DSLs have been trained face to face within their two year refresher and use subscriptions to Andrew Hall (Safeguarding expert), High Speed training, MGM training, NSPCC to upskill and refresh through the year. There is a combination of Safeguarding Partnership training, Educare, Key, ESO updates through newsletter and DSL networks and SBC Experienced DSL training. There were some difficulties accessing training due to COVID.
- Some schools provide some supervision, others offer informal catch up. A survey was undertaken by ESO in October 2020 with a 70% return, detailing the need for a reflective, safe space for DSLs. Reflective Supervision was commissioned and 17 DSLs from partnership schools are engaged in the pilot. This will include a trainer element so the model can be adopted at school and embedded as best practice within safeguarding teams.

7. Recruitment, vetting and managing allegations

Average



Fully Met - 97%

- This section focussed on vetting and screening staff, volunteers and contractors 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 included and password protected. Some schools also record training and self declarations. Some schools have a more comprehensive SCR which includes all contractors, volunteers, and supply staff. Some schools have regular SCR audits from their safeguarding governor and termly/spot checks and some governors sign off the SCR checks. Schools report that data is cleansed inline with GDPR for any leavers. There is a variation in how often the SCR is reviewed and cleansed across settings.

Most schools and the college report they do not recruit from abroad so EEA regulations do not apply and where they do risk assessments are in place where checks from abroad are unobtainable.

- All schools report training for 'interview panel' compliance with at least 2 panel members to conduct interviews and in line with the safer recruitment guidance. Most schools have a safer recruitment policy in place, with MATs adopting an Academy wide policy.
- Schools who send children on work placements seek assurances from placement settings for checks on supervisors. A number of secondary schools use 'Learning to work' provision for all checks on placements. Work experience this year has not taken place due to lockdown. One school was not aware of these checks so will follow up as a result of this audit.
- Most schools request written confirmation from alternative providers to ensure staffs have had the relevant compliance checks. Others will be seeking assurance post the audit process.

A few schools have created a check list to capture the checks required from alternative provisions. Some good practice appears to be embedded in this area including regular site visits to alternative provision but there appeared to be a misunderstanding of this question as some schools responded about external visit processes.

- Most extended services are run in house but during COVID these services have been limited. Where services are commissioned out assurances is sought for viability of staff, with a few who conduct their own DBS checks. Some schools record this on their SCR.
- Only two schools operate a homestay exchange scheme. One school stated the checks are made by the families directly and the other school conducts all the necessary checks.
- Rechecking DBS varies from monthly, yearly, but predominately adopting the three yearly cycles for checks. Some schools opted to undertake 10% random sample 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. DBS checks are not routinely held once they are viewed and recorded inline with KCSIE.
- Volunteers routinely have DBS checks, character references and some are risk assessed prior to starting in post. Some schools have volunteer policies in place. Through COVID any movement of staff between sites and schools have been recorded on SCR. Some schools reported they have no volunteers at present.

Most schools were completing enhanced DBS checks for all volunteers. This needs further exploration about the role they are undertaking and what level of DBS is required.

- Schools and the college appear to be clearer between disqualification by association (DBA) and Disqualification under the Child Care 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 if they provide under 8 provision then they still to undertake checks under the DCCA. A few schools have adopted a 'self declaration' form to encourage staff to share any changes in circumstances.
- Where schools have guest speakers in, checks for extreme views vary hugely from searches on line to undertaking due diligence and ensuring staff are always present during any public speaking, to carrying out risk assessments and requesting to see a DBS, ID check are variable across the sector.
- 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. A few schools are in the process of updating their policies. Managing allegations is now rooted in a range of cross cutting policies including complaints, grievance and CP policy. 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. In some schools this includes signposting children to a trusted adult to report concerns. There is some further work to be done to ensure all schools meet the standard of promoting the welfare of children in these policies, not just managing the adult and the allegation. It is not always explicitly outlined in the policy.

8. Effective interagency working

Average



Fully Met - 96%

- This section concentrated on schools and colleges engagement with other agencies (SCST, voluntary groups, early help hub, family information service and Operation Encompass) to safeguard children and young people. There has been a focus on attendance, CME and risks associated with children missing education from this year in this section.
- Schools report that staff are confident and know how to recognise and refer concerns to the DSL through induction and refresher training. Referrals to the DSL vary from verbal information followed by a completed incident form/cause for concern form, behaviour watch schemes, CPOMS, and email. 69% have purchased CPOMS; four schools use My Concern system. One school has a safeguarding icon on their desktops so staff can report any safeguarding incidents instantly. One school has separate recording books in the classroom. This needs further exploration as it is best practice to have one system for reporting. The remaining schools/settings use paper based systems. Schools have reported better recording systems with some schools having SLT oversight weekly on concerns raised.
- 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 brought to their attention through the DSL networks and training which include DASH, Brook's Traffic Light tool Neglect screening tool, FGM Screening tool, CE screening tool, Young Carers Screening tool. Schools have contributed to the neglect screening tool and the Wellbeing tool. Schools were also recognising some multi agency meetings, though further work on what these do and how they function is required. These included VMAP, SEMARAC, SYV Panel, Channel Panel, MACE, MART and MARAC.
Some schools have bought into online subscriptions Andrew Hall, Alan McKenzie (E-safety) and NSPCC alerts. The ESO has widened tool box by sharing local and national tools.
- Majority of schools are signed up to Operation Encompass notifications and are receiving intermittent alerts. Schools receiving alerts state they are very helpful and effective in monitoring and supporting children. There are still ongoing issues with information going to the wrong school. Op Encompass has developed further support to schools with dedicated professional psychologist telephone guidance and insight to support children and young people directly. Nurseries have flagged again they are 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 being able to quickly identify children needing early help through robust training looking at early indicators and using scenario based training to help staff identify potential vulnerable children who may need additional support. This is embedded in safeguarding training. Early identification is used to signpost for internal or external interventions. Some Early years settings have staff trained as Early Help champions with attachment training. Some schools have family support workers, inclusion teams and pastoral care teams who are able to support and signpost to agencies. Through COVID, schools report families have shared worries and struggles at home verbally and at door step visits. They are seen as a trusted service to support them.

Some schools have central systems to discuss cases weekly, signpost where relevant to the early help hub and work with the family. Cases for early help hub are referred through the safeguarding process to the DSL.

- Schools report that referrals are made in a timely way and are well rehearsed. Schools value the Front Door (SCST) service to discuss concerns prior to putting in a MARF. Some schools report using the thresholds document to aid decision making, and where possible some engage and reflect parent views. Some review and include attendance data routinely on referrals.
- All schools report they have systems including Attendance/CME policy in place. Inclusion, attendance and welfare officers monitor and follow up attendance. Staff are well versed on the systems including phone calls to parents/carers, texts, conducting home visits and letters for persistent absences. Formal actions on attendance vary between schools from 93%- 95% before intervention. Further work is underway with the LA Education team, Attendance Officers (AO), DSLs, SCST and TVP to explore early identification of children who may potentially be exploited..

Non responses from home are reported to the police and the CME process is followed. It is unclear what challenge currently exists for persistent absenteeism, school refusers and support offered. The pathway for CME (20 consecutive days) appears to be more defined.

Recommendation: AO have a network to share best practice and explore trends termly.

Some schools report close working relationships between the DSL and attendance and they discuss concerns directly with parents and refer to EH. Managing and measuring attendance through COVID has been extremely challenging. The DfE guidelines were amended for a period and engagement with some families is very difficult with parental anxiety about COVID infections.

- Schools notify the pupil tracking service when a child is missing education (CME) or being electively home educated (EHE) in line with guidance. They feel confident on what to do and where to go to report CME. Most schools state they keep children on roll until a new school becomes available whilst others state they are removed on receipt of a withdrawal form from parents. There is a wide variation in approaches.

Nurseries do not have to advise non attendance for non statutory age children but they do notify SCST if a child is known to social care.

- Schools report they have systems in place if a child goes missing which includes school sweeps, lockdowns, notifying parents and the police if the pupil is not located. Most schools take morning and afternoon registers and some at secondary schools take a register at each lesson.

Only 5 schools were aware of the SBC 'Children absconding from school/college policy' which was written and endorsed in 2019.

9. Recording and reporting



- All schools report that all paper CP files are kept separately to pupil 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 DDSLs 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 and regularly archive these.
- Staff data is password protected and the duty of confidentiality, GDPR is shared widely across the school. Most schools have a DP policy/privacy notices and have provided GDPR training to staff to ensure compliance, which has moved on significantly from the previous audit. Safeguarding teams in schools have been encouraged to use the Egress secure platform to share sensitive personal information and the use of encrypted data sticks for working remotely. A few schools have appointed their own Data Protection Officer (DPO). A number of schools documented that GDPR does not apply to safeguarding the welfare of a child which is really positive.

Transfers of CP files are inconsistent across the settings. Where the current school and receiving (new) school have electronic filing such as CPOMS cases are transferred electronically. Schools using paper based CP files use courier, personal delivery for a signed receipt of file transfer. Best practice has included phone calls to receiving schools to advise files are on their way, which results in only sending files to schools where a child is registered and has been confirmed. This reduces the possibility of any data breaches. Verbal discussions outlining headlines to provide the receiving schools time to plan for child's needs ahead of formal files being sent. This has been crucial through COVID as there were no visits to new schools.

Further work needs to be done in this area to improve the effectiveness and timings of transfers. There are some challenges where the new school is not known, in transferring documents to outbound destination especially at post 16 provisions. The college records an ILP outlining concerns but not any details. Some schools have been signposted to the IRMS guidance and are using this to manage their records.

Retention of files varies across schools as some keep copies and others transfer everything.

- 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. Running parallel systems can be very time consuming, though electronic systems offer the

option of regular alerts making it easier to track cases. Behaviour Watch system also provides regular alerts, helping to manage cases more effectively. Some MATs have introduced toolkits to assist in tracking and tracing cases. Schools using paper based records use electronic calendar prompts for alerts and use RAG rating for flagging priority cases. Schools and the college are regularly seeking outcomes for cases so they can be recorded.

- In line with KCSIE majority schools have successfully managed to acquire a minimum of two contacts which are held on SIMS. These have been extracted through data collection exercises, home school agreements, admission forms, parent apps and parents evenings. Where possible home visits have been conducted to obtain contacts. There are some challenges for schools to retrieve these details due to a range of issues. One school had a major data breach and now are rebuilding their systems.

10. Wider Safeguarding themes



This section discussed site security, health and safety, off site school visit and extended services. SBC provide a SLA to local education providers to provide technical support and guidance. All 5 early years providers and 17 other schools have opted for this service (6 academies, and 11 maintained schools). Some MATs have operating officers to cover a number of schools. All schools have a named person/service in place.

- Relevant site security is in place across all phases. This includes a variation of 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 patrol school at open and close times in the day. Some settings have care taker/staff at pedestrian gates and the college employ a security guard at reception. Secondary schools that report risk assessments are in place for open site policy and use anti climb paint on their fencing. Swipe systems are in place for staff entering and leaving the buildings. Most schools have a single point of entry onto the site, though this was reconfigured following reintegration after lockdown.
- 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 and a briefing guide to supply staff and volunteers. If visitors do not have a DBS they are supervised at all times. Most schools have electronic sign in facilities with a few who use manual visitor books for registering visitors. Some settings operate on an appointment only basis at the school so they can monitor and track visitors. During COVID and the restrictions in place over numbers mixing, a few settings had sign off by the Head for any visitors and introduced the track and trace app on site.
- Some schools have lock down policies in place and alarms which ring differently to a fire alarm.

- All schools and college have a Health and Safety policy in place, reviewed and ratified within the last 12 months, including amended COVID risk assessments (addendum). Some schools have the H&S policy available on their website.
- Risk assessments 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 their risk assessments. Some extensive risk assessments included external auditors' oversight and validation. There are additional risk assessments in place for home visits during COVID to ensure staff had the adequate equipment to carry out their duties. This is an area of development for a number of schools.
- Most schools use the SBC H&S handbook, Evolve system to record and monitor risks on external school visits. Most schools have risk assessments forms to ensure planning for visits is undertaken, staff ratios, SEN needs are considered, named leads and signed by SLT and/or chair of Governors.
Schools are aware of the Department of Education H&S educational visits guidance. Due to COVID not many trips took place this academic year.
- The preferred option across schools for de-escalation and positive handling is the implementation of Team Teach training strategies which are embedded as part of most school behaviour policies. Other schools use positive handling, graduated responses, restorative justice, self regulation techniques, and safer handling techniques across a broad range of staff including TAs, learning mentors and SLT. There is a variation on how incidents are recorded; recording on CPOMS, Serious Incident notifications and written risk assessments. Settings using these techniques more regularly have positive handling/behaviour plans in place.
A small number of schools do not have any de-escalation procedures as they report it is not applicable to the context of 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
CPD	Continued Professional Development
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
ESO	Education Safeguarding Officer
EYFS	Early Years Foundation Stage
FIS	Family information Service
FGM	Female Genital Mutilation
FSW	Family Support Worker
GH	Getting Help
H&S	Health & Safety
IAG	Information, advice and guidance
IRMS	Information Records Management System
JD	Job description
KCSIE	Keeping Children Safe in Education
LADO	Local Area Designated Officer
MAT	Multi Agency Academy
MHST	Mental Health School Team
PSHE	Personal, Social, Health and Economic Education
PP	Pupil Premium
PTA	Parent Teacher Association
RAG	Red, Amber, Green
RSE	Relationships and Sex Education
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

SSP	Safer Slough Partnership
TA	Teaching Assistant
TAC	Team around the child
TAF	Team around the family
WT	Working Together to Safeguard Children
YISP	Youth Inclusion Support Programme
YOT	Youth Offending Team