

# Safeguarding in Education Audit 2021

## The audit said...

## We did...



Governance needs to be strengthened for effective leadership and capacity for challenge and scrutiny

- Develop a robust safeguarding module for governors and deliver in the summer term



A wider recognition of the relationship between challenging behaviour, mental health, and wellbeing, relating to Adverse Childhood Experiences (ACEs), is necessary

- Work in collaboration with the Integrated Support Services to develop and promote trauma informed practices
- Offer a comprehensive CPD to upskill professionals on mental health and wellbeing in partnership with the CCG
- Support schools to adopt a 'Whole School Approach'



Identification and tracking of children and young people missing from education needs to be initiated earlier

- Offer professional development and networking to develop professional curiosity amongst attendance officers
- Develop and improve 'Children Missing Education' (CME and children 'missing in education' reporting pathways



There is a need to strengthen transition points between schools

- Establish a task and finish to examine a Slough-wide protocol aimed at fostering prompt, orderly, and efficient transitions, and CP files transfers in accordance with GDPR guidelines



In developing policies, it is imperative to consider both the welfare of children as well as the response to the allegations against the adult and the alleged incident

- Develop guidelines to assist schools in developing child-centric policies in collaboration with the LADO



COVID has presented challenges in engaging in effective safeguarding professional meetings

- Work with the safeguarding partnership to redesign the SCF front door and work towards improving communication methods
- Facilitate the dialogue with the Independent Reviewing service to migrate towards video aided platforms for review meetings