



Kirklees Schools Safeguarding Audit 2023

Allocation Name: Kirklees Schools Safeguarding Audit 2023: Ravenshall School

Groups: Ravenshall School

Exported on 03-Mar-2023 14:58

The annual safeguarding audit for 2023 is now ready for your use and completion.

The audit template fulfils the requirements of Sec 175 / Sec 157 of the Education Act 2002 and the Safeguarding requirements of Ofsted's "Framework for School Inspection" carried out under Sec 5 of the Education Act 2005. (All aspects of Sec 11 of the Children Act 2004 are addressed within this template).

The "Enable" audit is designed to be a "living" document and a tool to assist schools in achieving best practices in respect of your current safeguarding provision. The audit has been designed for schools to self-assess their safeguarding competence and to be used as a baseline for action planning when areas of weakness are identified.

You will note that the initial Pie chart has a number of segments. Each relates to an area of safeguarding business, for example, "safer recruitment". Each segmented area is subdivided into separate questions each of which requires an answer. A fully positive answer will generate a green colour for that particular question (Grade 3). A fully negative answer will generate a red colour. (Grade 1). An amber colour (Grade 2) will indicate answers where you can claim partial compliance at that time and work towards full compliance.

The audit is designed to be intuitive, in so far as each question contains information in the "Description" field to show you the standard required to secure full compliance on that particular question.

The audit is a "Living" document to be used throughout the year as a monitoring tool to assist you with generating focused actions to improve the safeguarding provision in your school or college.

Statistics for use by the LA will be generated from the current state of your audit submission in March 2023

Progress: 100.00%

Score: 100.00%

Grade: Grade 3

Start Date: 07-Oct-2022

Deadline Date: 10-Mar-2023

All Dates and Times (UTC+00:00) Dublin, Edinburgh, Lisbon, London

| | | |
|---|-------------------|---|
| 1 Management of Safeguarding | | |
| Progress: 100.00% | Grade: Grade 3 | Score: 100.00% |
| 1.1 Please provide the full name of your school / college | | |
| Status: Complete | Grade: Not Scored | Score: Not Scored |
| (Text) School/college name: | | Last answer by Clare Blackburn 26-Jan-2023 09:53 |
| Ravenshall School | | |
| 1.2 Does your school have an up to date safeguarding policy and child protection procedure which has been reviewed and signed off by your school governing body | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Your child safeguarding policy should be the subject of annual review by your full governing body who should sign off the policy. It is good practice to incorporate safeguarding as a standing agenda item at all meetings of the full governing body.</p> <p>Safeguarding policy must be made available to parents on request. It is good practice to incorporate the document into the school website</p> | | |
| <p>Grade 1: No safeguarding policy in place.</p> <p>Grade 2: Safeguarding policy in place but currently out of date.</p> <p>Grade 3: Safeguarding Policy is up to date and has been signed off by the governing body. The safeguarding policy is available to parents on request and is available on the school website.</p> | | |
| (Text) Optional evidence can be provided here | | Last answer by Clare Blackburn 26-Jan-2023 09:54 |
| Available on website, updated annually and approved by Governors | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | | Not Answered |
| | | |

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|--|---|
| (Multi Choice) Please select a relevant grade | Last answer by Clare Blackburn 26-Jan-2023 09:54 |
| Grade 3 | |
| 1.3 Does the school use the appendices and pathways included in the LA model safeguarding policy for schools and colleges as a support and guide for decision making | |
| Status: Complete | Grade: Grade 3 Score: 100.00% |
| The pathways and appendices included in the LA model safeguarding policy have been developed as a guide to support schools with identifying and reporting concerns to agencies within Kirklees and should be used as a tool for designated safeguarding leads to inform decision making | |
| Grade 1: Schools are not aware of the pathways, therefore, have not used them to support the decision-making process Grade 2: School are currently using the pathways and advice as a support tool for DSL,s | |
| (Multi Choice) Please select the appropriate response | Last answer by Clare Blackburn 26-Jan-2023 09:54 |
| Grade 2 | |
| (Text) Optional evidence can be provided here | Not Answered |
| | |
| 1.4 The school have a named person on the senior leadership team who holds the post of Designated Safeguarding Lead, please provide contact details | |
| Status: Complete | Grade: Grade 3 Score: 100.00% |
| Keeping Children Safe in Education states: Governing bodies, proprietors, and management committees should ensure an appropriate senior member of staff, from the school or college leadership team , is appointed to the role of the designated safeguarding lead | |
| Grade 1: The school DO NOT have a named person on the senior leadership team who holds the post of the designated safeguarding lead professional (DSL) Grade 2: The school DO have a named person on the senior leadership team who holds the post of the designated safeguarding lead professional (DSL) | |

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|---|---|
| (Multi Choice) Please select a response | Last answer by Clare Blackburn 26-Jan-2023 09:55 |
| Grade 2 | |
| (Text) Optional evidence can be provided here | Last answer by Clare Blackburn 26-Jan-2023 09:55 |
| Clare Blackburn is the DSL and Deputy Head Teacher | |
| 1.5 The school has at least one person holding the role of Deputy Designated Safeguarding Lead, please provide contact details | |
| Status: Complete | Grade: Grade 3 Score: 100.00% |
| <p>Keeping Children Safe in Education states: The school/college must have at least one named person in the role of Deputy Designated Safeguarding Lead professional. This may be any suitably trained member of staff.</p> | |
| <p>Grade 1: The school do NOT have a named person in the role of Deputy Designated Safeguarding Lead professional (Deputy DSL) Grade 2: The school DO have a named person in the role of Deputy Designated Safeguarding Lead professional (Deputy DSL)</p> | |
| (Multi Choice) Please select appropriate response | Last answer by Clare Blackburn 26-Jan-2023 09:56 |
| Grade 2 | |
| (Text) Optional evidence can be provided here | Last answer by Clare Blackburn 26-Jan-2023 09:56 |
| There are 6 deputy DSLs in different phases and departments of the school. One has a full time safeguarding role. | |
| 1.6 Is the DSL always available (during term time school hours) for staff in the school or college to discuss any safeguarding concerns | |
| Status: Complete | Grade: Grade 3 Score: 100.00% |

| | | |
|---|-----------------------|---|
| <p>Keeping children safe in education states that:</p> <p>During term time the designated safeguarding lead and /or deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.</p> | | |
| <p>Grade 1: The school do NOT have a DSL OR DDSL always available (during school or college hours)</p> <p>Grade 2: The school DO have a DSL OR DDSL always available (during school or college hours)</p> | | |
| <p>(Multi Choice) Please select a grade</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 09:56</p> |
| <p>Grade 2</p> | | |
| <p>1.7 Do you have adequate and appropriate DSL cover arrangements for any out of hours/out of term activities</p> | | |
| <p>Status: Complete</p> | <p>Grade: Grade 3</p> | <p>Score: 100.00%</p> |
| <p>Keeping children safe in education states that:</p> <p>It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities.</p> | | |
| <p>Grade 1: The school do NOT have adequate and appropriate cover for an out of hours/out of term activities</p> <p>Grade 2: The school DO have adequate and appropriate cover for any out-of-hours/out of term activities</p> | | |
| <p>(Multi Choice) Please select a grade</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 09:57</p> |
| <p>Grade 2</p> | | |
| <p>1.8 Do you have a photograph or your DSL and Deputy DSL(s) displayed in school so that pupils, staff and all visitors know who is responsible for safeguarding</p> | | |
| <p>Status: Complete</p> | <p>Grade: Grade 3</p> | <p>Score: 100.00%</p> |
| <p>All staff, pupils, and visitors to the school should be able to readily identify who takes the lead responsibility for safeguarding in the school. It is good practice to display photographs of yourself as DSL plus any staff supporting the safeguarding role be placed at strategic points in the school starting with the reception area.</p> | | |

Grade 1: No photographs are on display
 Grade 2: Photographs are on display but are out of date
 Grade 3: Photographs are on display in the reception area and other key areas of the school and are up to date

(Multi Choice) Please select a relevant grade Last answer by Clare Blackburn
26-Jan-2023 09:57

Grade 3

(Text) Optional evidence can be provided here Last answer by Clare Blackburn
26-Jan-2023 09:57

Posters all around school

1.9 Do you have the LA Duty and Advice pink poster displayed in school at various points including the school reception area

Status: Complete Grade: Grade 3 Score: 100.00%

it is good practice to ensure the school is displaying the LA Duty and Advice poster detailing the relevant phone numbers including the name and number of the DSL in school. This should be placed strategically around the school especially in the school reception area.

Grade 1: No posters are on display
 Grade 2: Posters are on display starting with the school reception area

(Multi Choice) please select a relevant grade Last answer by Clare Blackburn
26-Jan-2023 09:58

Grade 2

1.10 How do you ensure your current staff have read and undersood your safeguarding policy and child protection procedure

Status: Complete Grade: Grade 3 Score: 100.00%

It is good practice to ensure that ALL school staff has seen, read, and understood the school safeguarding policy annually. The DSL should keep signed records to this effect. School may also wish to include a safeguarding quiz for staff to complete as a knowledge check on basic safeguarding practices

Grade 1: The safeguarding policy is made available to staff. No records are currently kept in relation to staff who have read and understood the policy.

Grade 2: The safeguarding policy is made available to all staff and records are held within the school of this process taking place.

Grade 3: The safeguarding policy is made available to all staff, a knowledge check is carried out with staff about the policy content and full records are held within the school of this process taking place.

(Multi Choice) Please select a relevant grade

Last answer by Clare Blackburn
26-Jan-2023 09:59

Grade 3

(Text) Optional evidence can be provided here

Last answer by Clare Blackburn
26-Jan-2023 09:59

Time allocated to read and understand the policy. Evidenced on Bluesky portal.

1.11 Do you make a copy of your safeguarding policy available to parents on request and is the policy available on your school website

Status: Complete

Grade: Grade 3

Score: 100.00%

It is good practice to ensure your safeguarding policy is placed on your school website. Any parent or carer must be provided with a copy of your safeguarding policy within 24 hours of any request you receive. There should be nothing contentious in a safeguarding policy. Inclusion on your website allows parents/carers immediate access to the policy.

Grade 1. The safeguarding policy is available to parents on request. It is not on the school website

Grade 2: The safeguarding policy is available to parents on request and is also available by accessing the school website

(Multi Choice) Please select a response

Last answer by Clare Blackburn
26-Jan-2023 10:00

Grade 2

(Text) Optional evidence can be provided here

Last answer by Clare Blackburn
26-Jan-2023 10:00

Parents made aware at induction and as required. Available on website and paper copy if requested.

1.12 Does school have an up to date staff code of conduct in place and can you ensure all staff have read that document.

Status: Complete

Grade: Grade 3

Score: 100.00%

Keeping Children Safe in Education states:

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

Grade 1: School do not have a Staff Code of Conduct in place

Grade 2: School have a Staff Code of Conduct in place

Grade 3: School has a Staff Code of Conduct in place. Each member of staff is provided with a copy and a record is made confirming that they have read the code of conduct annually.

(Multi Choice) Please select a relevant grade

Last answer by Clare Blackburn
26-Jan-2023 10:01

Grade 3

(Text) Optional evidence can be provided here

Last answer by Clare Blackburn
26-Jan-2023 10:01

All staff have an up to date copy. They are given directed time to read and understand it and agree to this on the Bluesky portal.

(File) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

1.13 Are the views / voice of your pupils/students incorporated into your policies

Status: Complete

Grade: Grade 3

Score: 100.00%

Listening to the voice of the child is crucial to effective safeguarding. There are a number of ways schools may incorporate the views and voice of the child into policies and procedures. A pupil /parent survey is a good way of including the voice of the child. You may also consider listening to the voice of the child through the school council process or assemblies linking to PSHE. You may also want to consider adopting a "worry box" or "Tell me box" that can be used to capture the voice of the child who may not want to speak about concerns but can write them down and still have a voice.

Grade 1: The views/voice of pupils is not incorporated into school policies and procedures.

Grade 2: The school council process is used to capture the views/voice of the child.

Grade 3: The school incorporates a wide variety of methods for securing the views and voice of the child which include, school council, class questionnaires on issues such as bullying, parental/pupil questionnaires. These views are considered and where appropriate, incorporated into the review cycle of safeguarding-related policies.

(Multi Choice) Please select a response

Last answer by Clare Blackburn
26-Jan-2023 10:03

Grade 3

(Text) Optional evidence can be provided here

Last answer by Clare Blackburn
26-Jan-2023 10:03

School council, pupils questionnaires completed to inform developments.

1.14 Does your school have an up to date online safety policy in respect of pupils and staff, which is linked to the schools safeguarding policy. Is this updated on a regular basis and supported by the use of Acceptable Use Policies

Status: Complete

Grade: Grade 3

Score: 100.00%

Good practice advice from the Safer Recruitment Consortium:

In order to make the best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. Online safety risks are posed more by behaviors and values than by the technology itself. Staff should ensure that they establish safe and responsible online behaviors, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Grade 1: The school does not currently have an Online safety policy

Grade 2: The school has an online safety policy that is up to date and under regular annual review.

Grade 3: The school has an online safety policy that is linked to the school safeguarding policy is up to date and under annual review. Local and national guidance is followed and the policy is supported by Acceptable Use Policies for all pupils, staff, and visitors to the school

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| (Multi Choice) Please select a response | Last answer by Clare Blackburn 26-Jan-2023 10:06 | |
| Grade 3 | | |
| (Text) Optional Evidence can be recorded here | Last answer by Clare Blackburn 26-Jan-2023 10:06 | |
| Online safety training annually. Updated policy on website linked to SG policy. AUP agreed to by all staff and ebvidence on Bluesky. | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | Not Answered | |
| | | |
| 2 Wider safeguarding procedures | | |
| Progress: 100.00% | Grade: Grade 3 | Score: 100.00% |
| 2.1 Are school providing education to pupils incorporating a broad spectrum of safeguarding related subjects which recognises that a one size fits all approach may not be appropriate for all children | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>There is now a greater emphasis than ever on schools ensuring that children are being taught about safeguarding including online safeguarding, local issues, and as part of providing a broad and balanced curriculum.</p> <p>This will include a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism. Other areas of risk to pupils include.</p> <ul style="list-style-type: none"> Online safety Sex / Relationship / Anti-bullying British values " core personal values Road safety/Bikeability People who help us Healthy Choices Substance misuse/Alcohol misuse Sexual exploitation Criminal Exploitation/county lines Domestic Abuse Honor-based abuse including FGM Gang activity | | |

Grade 1: Schools do not have a program of education around safeguarding related subjects to pupils

Grade 2: School provides basic education around safeguarding related subjects.

Grade 3. School provides a broad and balanced curriculum around safeguarding related subjects, which has a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Evidence can be found in curriculum documents and programs of study undertaken by pupils.

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| (Multi Choice) Please select a relevant grade | Last answer by Clare Blackburn 26-Jan-2023 10:09 |
|---|---|

Grade 3

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| (Text) Optional Evidence can be recorded here | Not Answered |
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| (File) Optional documents can be uploaded here to provide evidential support for your rating. | Not Answered |
|--|--------------|

2.2 Do all staff and visitors check in at school reception and undergo ID checks before being issued with an appropriate form of school identification.

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|------------------|----------------|----------------|
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
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Security
It is essential to ensure staff and all visitors check-in at reception before being admitted to the school. Identification checks must be undertaken with all visitors and an appropriate form of identification must be worn at all times by all adults on school premises.

Grade 1: Staff and visitors are required to check-in at the school reception. No form of visible ID is provided to staff or visitors

Grade 2: Staff and visitors are required to check-in at the school reception. All visitors wear visible forms of identification.

Grade 3: Staff and visitors are required to check-in at the school reception. All visitors wear visible forms of identification in the form of either a coloured lanyard with visitor ID or a visible adhesive visitor pass. All staff are issued with ID cards with lanyards which are required to be worn at all times

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| (Multi Choice) Please select a response | Last answer by Clare Blackburn 26-Jan-2023 10:17 |
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|--|----------------|---|
| Grade 3 | | |
| (Text) Optional Evidence can be recorded here | | Last answer by Clare Blackburn 26-Jan-2023 10:17 |
| Green and red lanyard system. | | |
| 2.3 How do pupils/students know who they can talk to if they have concerns they are worried about. | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Inspecting safeguarding in early years, education and skills settings 2019 (updated August 2021) states :</p> <p>Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk of harm, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example, babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.</p> | | |
| <p>Grade 1: Names and pictures of designated safeguarding lead members of staff are placed in key locations around the school.</p> <p>Grade 2. The school ensures that all pupils are made aware that they can pass their concerns to any members of staff, all of whom are trusted adults and have received the appropriate safeguarding training.</p> <p>Grade 3. The school has a comprehensive engagement system in place to communicate with all pupils on a regular basis. Pupils are made aware they can communicate with any member of staff and can expect that their concerns are taken seriously and that appropriate support will be available. The school recognises that pupils may have difficulty in communicating their concerns verbally and have measures in place to capture their concerns in different formats. Where necessary key members of staff are identified to aid communication with vulnerable learners.</p> | | |
| (Multi Choice) Please select a relevant grade | | Last answer by Clare Blackburn 26-Jan-2023 10:24 |
| Grade 3 | | |
| (Text) Optional Evidence can be recorded here | | Last answer by Clare Blackburn 26-Jan-2023 10:24 |
| Pupils who are cognitively able enough know who the SG team are. Relationships are a strong focus of the school and pupils speak to staff about their feelings. ELSAs in each department. Some pupils have a key person to talk to when needed. | | |
| 2.4 Appropriate filters and monitoring systems are in place to protect children from potentially harmful online material. | | |

| Status: Complete | Grade: Grade 3 | Score: 100.00% |
|--|---|----------------|
| <p>Keeping Children Safe in Education states: It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and monitoring systems are in place. Consider the age range of pupils, how often they access the school IT system, and the proportionality of costs V&E™s risks Informed in part by the risk assessment required by the Prevent duty Careful that “over-blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding Further detailed guidance can be obtained through the following link: www.saferinternet.org.uk/advice-and-resources/teac...</p> | | |
| <p>Grade 1: The school internet usage is not filtered against harmful online content. The school does not monitor the online activity of pupils Grade 2: An appropriate filtering system against harmful online material is in place in school. All pupils are effectively supervised and monitored by staff during activities involving the use of computers. Grade 3: An effective filtering and monitoring system is in place with ongoing checking of all internet usage triggering a reporting system to senior leaders alerting them to any inappropriate use of the internet. This system is proportionate to the perceived risk in school and may well involve the random checking of internet usage on computer devices as a part of the monitoring process.</p> | | |
| <p>(Multi Choice) Please select a response</p> | <p>Last answer by Clare Blackburn 26-Jan-2023 10:25</p> | |
| <p>Grade 3</p> | | |
| <p>(Text) Optional Evidence can be recorded here</p> | <p>Last answer by Clare Blackburn 26-Jan-2023 10:25</p> | |
| <p>Smoothwal is the monitoring system and DSL is alerted if any SG concerns. Staff report to DSL and IT team if pupils access anything of concern.</p> | | |
| <p>(File) Optional documents can be uploaded here to provide evidential support for your rating.</p> | <p>Not Answered</p> | |
| | | |
| <p>2.5 Does school have comprehensive procedures in place around children missing education</p> | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |

Schools should ensure children who go missing receive a well-coordinated response that reduces harm or the risk of harm to them. Schools should understand the risks and ensure any impact is minimised.
 Staff should be fully aware of local procedures around children missing education and implement them in full. These procedures include notifying the local authority and parents of any child missing education.
 ...Comprehensive records should be held and shared between relevant agencies to help protect children

Grade 1: School does not have effective procedures in place to manage risks around children missing education

Grade 2: School does have effective procedures in place to manage risks around children missing in education however there is an identified training need to ensure all relevant staff are fully conversant with procedures and can implement them.

Grade 3. The school has comprehensive procedures and systems in place for managing risks around children missing education. All relevant staff is fully trained in CME procedures and the school is confident that the procedures are being followed and implemented.

(Multi Choice) Please select a response

Last answer by Clare Blackburn
26-Jan-2023 10:27

Grade 3

(Text) Optional evidence can be provided here:

Last answer by Clare Blackburn
26-Jan-2023 10:27

School fully understands CME procedures and has reported those when concerned. Liaise with APSO as required

(File) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

2.6 Do school have effective procedures in place for notifying the local authority when pupils are admitted from schools outside of the LA or transferred to schools outside of the LA

Status: Complete

Grade: Grade 3

Score: 100.00%

Statutory DfE schools (including independent schools) will be required to:
 Inform their LA (Admissions) when they are about to delete a pupil's name from the admission register.
 Record details of the pupil's residence, the name of the person with whom they will reside, the date from which they will reside there, and the name of the destination school (where they can reasonably obtain this information);
 Inform their LA of the pupil's destination school and home address if the pupil is moving to a new school; and
 Provide information to their LA when registering new pupils within five days, including the pupil's address and previous school (where they can reasonably obtain this information).
 Local authorities also have the discretion to require the same information on children leaving or joining the school at standard transition points, which occur when a child of compulsory school age begins school at the start of the first year or leaves at the end of the final year of that school.
 Regulations also require "reasonable enquiries" to identify a pupil's whereabouts to be performed collaboratively between the school and LA where there is continuous absence after a grant of leave.
 The procedures ensure all leavers from Kirklees schools enroll elsewhere as soon as possible, or are tracked to another local authority.
 The procedures also ensure that all pupils living in Kirklees without a school place are identified and followed into education as soon as possible.

Grade 1: Schools do not have effective procedures in place to notify movement of pupils to the local authority

Grade 2: Schools does have effective procedures in place to notify movement of pupils to the local authority however there is an identified training need to ensure all relevant staff are fully conversant with procedures and can implement them.

Grade 3. School do have comprehensive procedures and systems in place for the notification of pupil movement to the local authority All relevant staff are fully trained in those procedures and school are confident they are being implemented.

(Multi Choice) Please select a response

Last answer by Clare Blackburn
26-Jan-2023 10:29

Grade 3

(Text) Optional evidence can be provided here:

Last answer by Clare Blackburn
26-Jan-2023 10:29

Business support team follow all procedures correctly. All SG files are transferred via CPOMS or on paper and signed fro by the school SG representative.

(File) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

2.7 Is there evidence that staff are aware of pupils who are vulnerable or at risk and that concerns have been recorded appropriately and shared with the DSL

Status: Complete

Grade: Grade 3

Score: 100.00%

| | | |
|---|-----------------------|---|
| <p>All staff should have an awareness of safeguarding issues locally and nationally that put children at risk of harm. If staff have any concerns about a child's welfare, they should act on them immediately</p> | | |
| <p>Grade 1: Staff are not confident in identifying risk and vulnerability in school</p> <p>Grade 2: Staff are able to identify and manage risk, concerns are assessed and shared with the DSL</p> | | |
| <p>(Multi Choice) please select a response</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 10:30</p> |
| <p>Grade 2</p> | | |
| <p>(Text) Optional evidence can be provided here:</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 10:30</p> |
| <p>Staff are aware of vulnerable pupils. Information is shared with those who need to monitor. Staff report concerns within 15 mins to the SG team.</p> | | |
| <p>2.8 Do all staff in school engaged in the role of Designated Safeguarding Lead or Deputy Designated Safeguarding Lead receive appropriate supervision and support specific to their role</p> | | |
| <p>Status: Complete</p> | <p>Grade: Grade 3</p> | <p>Score: 100.00%</p> |
| <p>There should be clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults should receive regular supervision and support if working directly with children and learners whose safety and welfare are at risk.</p> | | |
| <p>Grade 1: There are currently no supervision and support arrangements in place for staff working directly with children and learners whose safety and welfare are at risk.</p> <p>Grade 2: School does have a supervision and support system in place for all staff, however, it is not specific to key safeguarding staff.</p> <p>Grade 3: School has a comprehensive system in place for the supervision and support of staff working directly with children and learners whose safety and welfare are at risk.</p> | | |
| <p>(Multi Choice) Please select a response</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 10:30</p> |
| <p>Grade 3</p> | | |
| <p>(Text) Optional evidence can be provided here:</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 10:30</p> |

| | | |
|---|----------------|---|
| Regular supervision schedule in place to support team. | | |
| 3 Governance | | |
| Progress: 100.00% | Grade: Grade 3 | Score: 100.00% |
| 3.1 Do you have a governor with responsibility for safeguarding who is not a member of staff and is suitably trained in that role | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>The governing body should have one member holding responsibility for safeguarding matters. The safeguarding governor must NOT be a member of staff at the school. The safeguarding governor should receive training to undertake the role at induction Safeguarding Training relevant to the role is available through the Governor training package offered by the Local Authority Governor Service It is a requirement that this training is renewed every 3 years</p> | | |
| <p>Grade 1: School does not have a member of the governing body holding responsibility for safeguarding matters Grade 2: School does have a governor with specific responsibilities for safeguarding. They are NOT a member of the staff Grade 3: School does have a governor with specific responsibilities for safeguarding. They are NOT a member of staff and they have received appropriate training at induction and which has been renewed every 3 years</p> | | |
| (Multi Choice) Please select a relevant grade | | Last answer by Clare Blackburn 26-Jan-2023 10:41 |
| Grade 3 | | |
| (Text) Optional Evidence can be recorded here | | Last answer by Clare Blackburn 26-Jan-2023 10:41 |
| Our Chair of Govs, Beth Goodliffe, is the SG Governor. She has completed SG training and is not a school employee. | | |
| 3.2 Have the governing body ensured that staff are aware of and have due regard to the principles of The Data Protection Act 2018 and GDPR and understand that these do not prevent or limit the sharing of information to keep children safe | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |

Keeping Children Safe in Education states that:

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information MUST NOT be allowed to stand in the way of the need to promote the welfare and protect the safety of children

Grade 1; Staff DO NOT understand in what circumstances they can share information within the guidance of The Data Protection Act and GDPR

Grade 2; Staff understand but ARE NOT CONFIDENT when they can share information within the guidance of The Data Protection Act and GDPR

Grade 3: Staff understands when they can share information within the guidance of The Data Protection Act and GDPR and are confident to share information when necessary.

(Multi Choice) please select a relevant grade

Last answer by Clare Blackburn
26-Jan-2023 10:42

Grade 3

3.3 Is safeguarding a standing item at your full Governing Body meeting

Status: Complete

Grade: Grade 3

Score: 100.00%

In order to demonstrate the importance the school places on safeguarding it is good practice to include safeguarding as a standing item on all regular meetings of the full governing body.

Grade 1: Safeguarding is not a standing item on the agenda of full Governing Body meetings

Grade 2: Safeguarding is a standing item at all meetings of the full Governing Body

Grade 3: Safeguarding is a standing item at all meetings of the full Governing Body which is reported on and evidenced in the minutes of the meetings

(Multi Choice) Please select a relevant grade

Last answer by Clare Blackburn
26-Jan-2023 10:43

Grade 3

(Text) Optional evidence can be provided here

Last answer by Clare Blackburn
26-Jan-2023 10:43

Always a standing item and full report is shared.

3.4 where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals they should ensure that appropriate arrangements are in place to keep children safe

Status: Complete

Grade: Grade 3

Score: 100.00%

The school Governing Body should be satisfied that all independent providers operating on school premises have appropriate safeguarding policies and procedures in place and that they have a named person responsible for safeguarding. This information should be communicated to parents and shared with the school.

Grade 1: No information is known about the safeguarding provision of independent services using the school

Grade 2: School ensures that independent providers operating on school premises have appropriate safeguarding policies and procedures in place however this information is not widely communicated to others

Grade 3: School ensures that independent providers operating on school premises have appropriate safeguarding policies and procedures in place and a named person responsible for safeguarding. This information is communicated to parents and the school.

(Multi Choice) Please select a relevant grade

Last answer by Clare Blackburn
26-Jan-2023 10:44

Grade 3

(Text) Optional evidence can be provided here

Last answer by Clare Blackburn
26-Jan-2023 10:44

Space not currently hire out but procedures in place if needed

4 Safer Recruitment

Progress: 100.00%

Grade: Grade 3

Score: 100.00%

4.1 Has the head teacher, an appropriate governor and other relevant staff completed Safer Recruitment training, updated on a 3 yearly basis

Status: Complete

Grade: Grade 3

Score: 100.00%

At least one member of any staff interview panel must have completed recognised safer recruitment training
Safer Recruitment training can be accessed via the Local Authority Governor Services and the recommendation is to refresh this training every 3 years.

Grade 1: No Senior leaders, staff, or Governors have completed safer recruitment training

Grade 2: The number of senior leaders, staff, and governors who have completed safer recruitment training is inadequate to support a robust safer recruitment process

Grade 3: The school is satisfied that the number of senior leaders, staff, and governors that have completed safer recruitment training is adequate to support a robust safer recruitment process and this training has been updated on a three-yearly basis

(Multi Choice) Please select a relevant grade

Last answer by Clare Blackburn
26-Jan-2023 11:03

Grade 3

(Text) Optional Evidence can be recorded here

Last answer by Clare Blackburn
26-Jan-2023 11:03

All SLT , some senior leaders and governors have completed safer recruitment training.

(File) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

4.2 The governing body/proprietor is satisfied that stringent recruitment and vetting procedures are in place for all new staff. References for shortlisted candidates are collected prior to interview and used as part of the interview process.

Status: Complete

Grade: Grade 3

Score: 100.00%

Keeping Children Safe in Education Part 3 states:

It is vital that as part of their whole schools and college approach to safeguarding, governing bodies and proprietors create a culture that safeguards and promotes the welfare of children in their school or college

The guidance describes in detail those checks that a governing body or proprietor may be, required for any individual working in any capacity at, or visiting, the school or college. Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks, and prohibition checks together with references and interview information.

Grade 1: Inconsistent application of the recruitment process. Some or all staff are recruited without all pre-employment checks being undertaken

Grade 2: Consistent application of the recruitment process. Safer recruitment checks are undertaken prior to appointment. The governing body does not yet ensure the school/college is compliant with the requirements of Keeping Children Safe in Education 2021 Part 3

Grade 3: School has a thorough Safe Recruitment policy in place and all relevant pre-employment checks are undertaken as part of a comprehensive safer recruitment process. References have been obtained and checked. All staff having regular unsupervised contact with children have been subject to enhanced Disclosure and Barring Service Checks prior to appointment. The governing body ensures that the school/college is fully compliant with the requirements of Keeping Children Safe in Education 2021 Part 3

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| (Multi Choice) Please select a relevant grade | Last answer by Clare Blackburn 26-Jan-2023 11:04 |
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Grade 3

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| (Text) Optional Evidence can be recorded here | Last answer by Clare Blackburn 26-Jan-2023 11:04 |
|---|---|

Safer recruitment policy in place- all recommended SG procedures are followed for the school recruitment process.

| | |
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| (File) If required please upload one or more supporting documents | Not Answered |
|--|--------------|

4.3 There is a single central record (SCR) in place, the content of which is reviewed on a regular basis by senior school leaders and the governing body

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| Status: Complete | Grade: Grade 3 | Score: 100.00% |
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Schools and colleges MUST maintain a single central record of pre-appointment checks, referred to in the regulations as the register and more commonly known as the single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school. In colleges, this means those providing education to children; and for independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust.
- The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
 - an identity check;
 - a barred list check;
 - an enhanced DBS check/certificate;
 - a prohibition from teaching check;
 - a section 128 check (for management positions as set out in paragraph 124 for independent schools (including academies and free schools));
 - further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
 - a check of professional qualifications; and
 - a check to establish the person's right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received, and whether any enhanced DBS check certificate has been provided in respect of the member of staff. Where checks are carried out on volunteers, schools should record this on a single central record.

Grade 1. The Single Central Record is in place however not all adults working within the school/college in regulated activity are incorporated on the SCR.

Grade 2: The Single Central Record is in place. All adults working within the school/college in regulated activity are included in the SCR and all relevant fields of the SCR template are populated.

Grade 3: The Single Central Record is in place. All adults working within the school/college in regulated activity are included in the SCR and all relevant fields of the SCR template are populated. The senior leadership of the school reviews the SCR on at least a termly basis. The governing body has an overview of the process and a representative governor will review the SCR at least annually.

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| (Multi Choice) Please select a relevant grade | Last answer by Clare Blackburn 26-Jan-2023 11:06 |
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| Grade 3 | |
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| (Text) Optional Evidence can be recorded here | Not Answered |
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| (File) If required please upload one or more supporting documents | Not Answered |
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| 4.4 School ensures that all agency and third party organisation staff working in regulated activity with children have been subject to relevant enhanced DBS checking through written notification (Letters of Assurance) |
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| Status: Complete | Grade: Grade 3 | Score: 100.00% |
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Keeping Children Safe in Education part 3 states:
 Schools and colleges must obtain written notification from any agency, or third-party organisation they use, that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform.
 Where the position requires a barred list check, this must be obtained by the agency or third party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.

Grade 1: No assurance is obtained from agencies or third-party organisations in respect of their employees working in regulated activity in school that their staff has undertaken enhanced DBS checks.

Grade 2: Assurance is obtained from agencies or third-party organisations in respect of their employees working in regulated activity in school that their staff has undertaken enhanced DBS checks.

Grade 3: Assurance is obtained from agencies or third-party organisations in respect of their employees working in regulated activity in school that their staff has undertaken enhanced DBS checks. The assurance is secured in writing and retained on file by the school. Staff at school ensure that identity checks are made of any agency or third-party organisation staff that work within the school.

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| (Multi Choice) Please select a relevant grade | Last answer by Clare Blackburn 26-Jan-2023 11:07 | |
| Grade 3 | | |
| (Text) Please provide evidence | Last answer by Clare Blackburn 26-Jan-2023 11:07 | |
| Letters of assurance/ comfort are kept on fo=ile for certain professionals eg Moving and Handling trainer. | | |
| (File) If required please upload one or more supporting documents | Not Answered | |
| | | |
| 5 Allegations Management | | |
| Progress: 100.00% | Grade: Grade 3 | Score: 100.00% |
| 5.1 Staff are aware of the role of the Local Authority Designated Officer for Allegations and there are procedures in place on the management of allegations against staff which are compliant with Keeping Children Safe in Education Part 4 | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Keeping Children Safe in Education states: Governing bodies and proprietors should ensure there are procedures in place (as described in paragraph 71) to manage to safeguard concerns or allegations against staff (including supply staff and volunteers, and contractors) Concerns and allegations that may meet the harms test should be addressed as set out in section one of part four of the KCSiE guidance 'Lower level' concerns and allegations that do not meet the harms test should be addressed as set out in section two of part four of KCSiE</p> | | |
| <p>Grade 1: No procedures are currently in place and staff have not received training in allegations management.</p> <p>Grade 2. Procedures in place but are out of date and/or do not comply with LSCP Guidance</p> <p>Grade 3: School has adopted the guidance laid down in Part 4 of Keeping Children Safe in Education. School also adopts local guidance in respect of LADO procedures provided by the Kirklees Safeguarding Children Partnership. Staff receives regular basic awareness in child safeguarding training and updates which incorporate the managing allegations procedures.</p> | | |
| (Multi Choice) Please select a relevant response | Last answer by Clare Blackburn 26-Jan-2023 11:14 | |

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| Grade 3 | | |
| (Text) Optional Evidence can be recorded here | | Not Answered |
| | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | | Not Answered |
| | | |
| 5.2 Is there a governor nominated to liaise with the Local Authority in the event of an allegation being made against the head teacher | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Keeping Children Safe in Education states: it is important that policies and procedures make clear to whom allegations should be reported and that this should be done without delay. A "case manager" will lead an investigation. This will either be the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor</p> | | |
| <p>Grade 1: The Governing Body does NOT have a named nominated governor to liaise with the Local Authority in the event of an allegation being made against the headteacher</p> <p>Grade 2: The Governing Body does have a named nominated governor to liaise with the Local Authority in the event of an allegation being made against the headteacher</p> | | |
| (Multi Choice) Please select a response | | Last answer by Clare Blackburn 26-Jan-2023 11:14 |
| Grade 2 | | |
| (Text) Optional Evidence can be recorded here | | Last answer by Clare Blackburn 26-Jan-2023 11:14 |
| The Chair of Governors, Beth Goodliffe. | | |
| 5.3 Does school have a "whistleblowing" Policy and procedures in place and are they effectively communicated to all staff | | |

| | | |
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| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Keeping Children Safe in Education states: All staff and volunteers should feel able to raise concerns about poor or unsafe practices and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school or college's senior leadership team. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: General guidance can be found at www.gov.uk/whistleblowing The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way concern is being handled by their school or college. Staff can call 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk</p> | | |
| <p>Grade 1: No "whistleblowing" policy/procedures in place within the school Grade 2: The school has an up to date "whistleblowing" policy and accompanying procedures Grade 3: The school has an up-to-date "whistleblowing" policy and accompanying procedures. The policy and procedures are communicated to staff through regular safeguarding training and through school internal communications.</p> | | |
| (Multi Choice) Please select appropriate response | Last answer by Clare Blackburn 26-Jan-2023 11:15 | |
| Grade 3 | | |
| (Text) Optional Evidence can be recorded here | Not Answered | |
| | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | Not Answered | |
| | | |
| 6 Training | | |
| Progress: 100.00% | Grade: Grade 3 | Score: 100.00% |
| 6.1 Have ALL staff who have regular contact with children in your school received face to face training in Basic Awareness of Child Abuse and Neglect | | |

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| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Keeping Children Safe in Education provides the standard for training and states: Governing bodies and proprietors should ensure that ALL staff undergoes safeguarding and child protection training (including online safety) at induction which is regularly updated. Induction and training should be in line with advice from the local three safeguarding partners. In addition, all staff should receive regular safeguarding and child protection updates, including online safety (for example, via e-mail, e-bulletins, and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.</p> | | |
| <p>Grade 1: All staff require training in Basic Awareness of Child Abuse and Neglect</p> <p>Grade 2: Some, but not all staff have completed Basic Awareness of Child Abuse and Neglect training and are up to date with that training</p> <p>Grade 3: All staff have completed Basic Awareness of Child Abuse and Neglect training and are up to date with that training. Details of all training are evidenced in files held by the Designated Safeguarding Lead.</p> | | |
| (Multi Choice) Please select a relevant grade | | Last answer by Clare Blackburn 26-Jan-2023 11:20 |
| Grade 3 | | |
| (Text) Evidence optional | | Last answer by Clare Blackburn 26-Jan-2023 11:20 |
| Kirklees online course completed as part of induction process. | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | | Not Answered |
| 6.2 What is the school response to staff who have missed face to face Basic Awareness in Child Abuse and Neglect, Safeguarding in Schools Training | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Efforts should be made to ensure that ALL staff receives face-to-face training in Basic Awareness of Child Abuse and Neglect. As a very basic measure staff can complete an appropriate online training course and school should ensure they have read Keeping Children Safe in Education Part 1 and Annex B</p> | | |

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| <p>Grade 1: The staff member will await the next scheduled face-to-face training session in school.</p> <p>Grade 2: As part of their induction process, the staff member will be required to complete an appropriate online basic awareness in child safeguarding course in addition to which they will be required to read and acknowledge they have read Keeping Children Safe in Education Part 1 and Annex B.</p> <p>Grade 3. The staff member will be required to complete an appropriate online basic awareness in child safeguarding course in addition to which they will be required to read and acknowledge they have read Keeping Children Safe in Education Part 1 and Annex B. Efforts will be made to ensure the staff member concerned is scheduled to attend a face-to-face basic awareness in Child Abuse and Neglect training course at an alternative location as soon as possible.</p> | | |
| <p>(Multi Choice) Please select a relevant grade</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 11:23</p> |
| <p>Grade 3</p> | | |
| <p>(Text) Optional evidence can be provided here</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 11:23</p> |
| <p>It's an online course so accessible at any time. Annual school SG twilight is in October, with a "mop up" session for those who missed it in February.</p> | | |
| <p>6.3 Have ALL staff read HM Government guidance document - Keeping Children Safe in Education Part 1 (and Annex B) and have they signed to confirm acknowledgement of this fact</p> | | |
| <p>Status: Complete</p> | <p>Grade: Grade 3</p> | <p>Score: 100.00%</p> |
| <p>It is a requirement that this document be read by staff on an annual basis as part of their training and safeguarding updates.</p> | | |
| <p>Grade 1: Staff have not read Keeping Children Safe in Education Part 1 (including Annex B)</p> <p>Grade 2: Some staff have read Keeping Children Safe in Education Part 1 (including Annex B) but not all</p> <p>Grade 3: All staff has read Keeping Children Safe in Education Part 1 (including Annex B) and the school retains a record of their signature confirming acknowledgment.</p> | | |
| <p>(Multi Choice) Please select relevant score</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 11:24</p> |
| <p>Grade 3</p> | | |
| <p>(Text) Optional evidence can be provided here</p> | | <p>Last answer by Clare Blackburn 26-Jan-2023 11:24</p> |

| | | |
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| All staff have done this and have evaluated it electronically as a record. | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | | Not Answered |
| 6.4 Do ALL staff receive safeguarding updates at least annually in order to provide them with relevant skills and knowledge to safeguard children effectively and how do assess knowledge | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Keeping Children Safe in Education provides the standard for training and states: All staff undergoes safeguarding and child protection training (including online training) at induction. The training should be regularly updated. Induction and training should be in line with the advice from the local three safeguarding partners. In addition, all staff should receive safeguarding and child protection updates (for example, via e-mail, e-bulletins, and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.</p> | | |
| <p>Grade 1: Staff do not receive safeguarding updates on at least an annual basis</p> <p>Grade 2: Staff receive safeguarding updates throughout the year via email or e-bulletins</p> <p>Grade 3: Staff receive face to face updates from the Designated Safeguarding Lead Professionals at staff meetings, staff engagement sessions, and by email /e-bulletins throughout the year</p> | | |
| (Multi Choice) Please select relevant grade | | Last answer by Clare Blackburn 26-Jan-2023 11:26 |
| Grade 3 | | |
| (Text) Optional evidence can be provided here | | Last answer by Clare Blackburn 26-Jan-2023 11:26 |
| annual SG twilight training Induction training- face to face and online Regular bulletins and emails Briefing updates and knowledge checks Key stage and ETA briefing updates | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | | Not Answered |

6.5 The school has a named designated safeguarding lead who has completed all initial DSL training as recommended by Kirklees Safeguarding Children Partnership

Status: Complete

Grade: Grade 3

Score: 100.00%

The school/college must have a named person in the role of Designated Safeguarding Lead professional. This must be a member of the school leadership team
The DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. KSCP recommend the following three courses:

1. Roles and Responsibilities of the DSL
2. Working Together to Safeguard Children
3. Making a Positive contribution to Child Protection Conferences and Core Groups

In addition to their formal training, their knowledge and skills should be updated (for example, via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

Grade 1: No named person acting as DSL within the school/college

Grade 2: Named DSL in post who has completed some, but not all related training courses

Grade 3: Named DSL in post who has completed all relevant training courses including refresher training courses

(Multi Choice) Please select appropriate response

Last answer by Clare Blackburn
26-Jan-2023 11:27

Grade 3

(Text) Optional evidence can be provided here

Last answer by Clare Blackburn
26-Jan-2023 11:27

DSL and DDSLs have completed the required training and other Kirklees/ NSPCC/ MHST etc training relevant. SG team read and share a range of updates weekly.

(File) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

6.6 The School has at least one person holding the role of deputy designated safeguarding lead who has completed all initial DSL training as recommended by Kirklees Safeguarding Children Partnership

Status: Complete

Grade: Grade 3

Score: 100.00%

The school/college must have a named person in the role of Deputy Designated Safeguarding Lead professional. This can be any appropriately trained staff member
 The DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years KSCP recommend the following three courses:

1. Roles and Responsibilities of the DSL
2. Working Together to Safeguard Children
3. Making a Positive contribution to Child Protection Conferences and Core Groups

In addition to their formal training, their knowledge and skills should be updated (for example, via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

Grade 1: No named Deputy DSL within the school/college

Grade 2: Named DDSL in post who has completed some, but not all related training courses

Grade 3: Named DDSL in post who has completed all relevant training courses including refresher training courses

(Multi Choice) Please select a response

Last answer by Clare Blackburn
26-Jan-2023 11:27

Grade 3

(Text) Optional evidence can be provided here

Not Answered

(File) Optional documents can be uploaded here to provide evidential support for your rating.

Not Answered

7 Prevent Radicalisation and Extremism

Progress: 100.00%

Grade: Grade 3

Score: 100.00%

7.1 Do you have procedures in place to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Status: Complete

Grade: Grade 3

Score: 100.00%

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| <p>Keeping Children Safe in Education states: All Schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. Prevent Duty should be seen as part of the schools' and colleges' broader safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised prevent duty guidance; for England and Wales, especially paragraphs 57-76, which are concerned explicitly with schools (and also covers childcare) The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.</p> | | |
| <p>Grade 1: The school does not have effective procedures in place to ensure staff has the ability to identify children who may be at risk of being drawn into terrorism or displaying support for extremist views.</p> <p>Grade 2: The school follow the Prevent duty guidance and advice which is covered in the school's safeguarding policy</p> <p>Grade 3 School follows the guidance in the National Prevent Strategy and has effective measures in place to ensure staff has the ability to identify children who may be at risk of being drawn into terrorism or displaying support for extremist views. These include staff fully trained on Prevent guidance, and an effective reporting and referral system into the Kirklees Prevent Hub where concerns are identified.</p> | | |
| <p>(Multi Choice) Please select a response</p> | | <p>Last answer by Clare Blackburn 26-Feb-2023 19:24</p> |
| <p>Grade 3</p> | | |
| <p>(Text) Optional evidence can be provided here</p> | | <p>Last answer by Clare Blackburn 26-Feb-2023 19:24</p> |
| <p>Staff have completed Prevent training. Regular training and bulletins about the risks of radicalisation and our pupils' particular vulnerabilities.</p> | | |
| <p>(File) Optional documents can be uploaded here to provide evidential support for your rating.</p> | | <p>Not Answered</p> |
| <p>7.2 Have all staff in your school received appropriate awareness training in Preventing radicalisation and extremism</p> | | |
| <p>Status: Complete</p> | <p>Grade: Grade 3</p> | <p>Score: 100.00%</p> |
| <p>The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. At a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.</p> | | |

Grade 1: School currently have no staff having received awareness training in preventing radicalisation and extremism

Grade 2: Key members of the school senior leadership team and safeguarding leads have received awareness training in preventing radicalisation and extremism. These staff provides advice and support to other staff on protecting children from the risk of radicalisation.

Grade 3: All members of staff in school who engage with pupils have received awareness training in preventing radicalisation and extremism which is regularly updated. Trained staff are made fully aware of the procedures to be followed in the event of identifying any child displaying signs of radicalisation and extremism.

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| (Multi Choice) Please select a response | Last answer by Clare Blackburn 26-Feb-2023 19:26 |
|---|---|

Grade 3

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|---|---|
| (Text) Optional evidence can be provided here | Last answer by Clare Blackburn 26-Feb-2023 19:26 |
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Staff have received Prevent training from the LA. For new staff, Prevent and radicalisation is a part of induction training. Regular briefings and bulletins relate to this.

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| (File) Optional documents can be uploaded here to provide evidential support for your rating. | Not Answered |
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8 Records Management

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| Progress: 100.00% | Grade: Grade 3 | Score: 100.00% |
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8.1 Do staff record pupil safeguarding concerns in a timely and appropriate manner. Are all records held securely with access by trained staff. Are information sharing agreements followed correctly.

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| Status: Complete | Grade: Grade 3 | Score: 100.00% |
|------------------|----------------|----------------|

Record keeping
All concerns, discussions, and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.
Written records should be made in an appropriate and timely way and are held securely where adults working with children or learners have concerns about their safety or welfare. Safeguarding records should only be shared appropriately and where necessary with consent.

Grade 1: Staff record concerns in writing and pass them to the designated safeguarding lead professional.

Grade 2: All pupil safeguarding concerns are documented in writing and passed in a timely manner to the Designated Safeguarding Lead Professional. All reports are held within the child safeguarding file.

Grade 3: All pupil safeguarding concerns are documented in writing and passed in a timely manner to the Designated Safeguarding Lead Professional. All reports are held within the child safeguarding file. Pupil safeguarding records are stored securely (3 lock rule or electronic equivalent) with controlled access. All information sharing around safeguarding follows agreed local and regional child safeguarding board guidance.

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|---|---|
| (Multi Choice) Please select a response | Last answer by Clare Blackburn 26-Feb-2023 19:29 |
|---|---|

Grade 3

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|---|---|
| (Text) Optional evidence can be provided here | Last answer by Clare Blackburn 26-Feb-2023 19:29 |
|---|---|

Staff report concerns within 15 mins and pass to a member of the SG team.
Concerns and actions are recorded on cpoms. Only the SG team and SLT have access to records.

8.2 Do school have a clear procedure for the transfer of safeguarding records when a pupil leaves the school

| | | |
|------------------|----------------|----------------|
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
|------------------|----------------|----------------|

Safeguarding records should always be kept by the current education provider with the original file being transferred to any school or setting the child moves onto, clearly marked "Child Safeguarding, Confidential, for the attention of Designated Safeguarding Lead for Child Safeguarding." A receipt should be obtained. Transferring schools/settings do not need to keep copies of child safeguarding files, but if they do they must be kept in accordance with data retention rules. In cases where there may be ongoing involvement from transferring schools/settings, for example, if any siblings still attend your school/setting, then DSLs may wish to retain copies of safeguarding documentation. It is the responsibility of the transferring school/setting to ensure that child safeguarding files are sent to the receiving school/setting. However, DSLs in receiving schools/settings should always seek to proactively ensure that positive communications are in place with any feeder schools/settings at transition. Current guidance from the Records Management Society is that when a child with a child safeguarding record reaches statutory school leaving age, the last school/setting attended should keep the child safeguarding file until the child's 25th birthday. Following this, the file should then be shredded and a record should be kept of this having been done including the date, and why.

Grade 1: School procedures in respect of the transfer of safeguarding records are not clear and the above standard is not applied consistently

Grade 2. The school does have clear procedures in place for the transfer of safeguarding records.

Grade 3 School does have clear procedures in place for the transfer of safeguarding records. All identified files are transferred in a timely manner and a receipt is obtained from the receiving school. School proactively seeks to ensure any providing school has supplied all available records and wherever possible a personal handover of the case occurs with the other school. The school is aware that the file should be kept until the child's 25th birthday where the school is the last educational establishment involved.

| | | |
|---|---|----------------|
| (Multi Choice) Please select a response | Last answer by Clare Blackburn 26-Feb-2023 19:32 | |
| Grade 3 | | |
| (Text) Optional evidence can be provided here | Last answer by Clare Blackburn 26-Feb-2023 19:32 | |
| Files are transferred via cpoms. Any key information is shared in person by the DSL/ DDSL. If hard copies are sent, they are taken by a DDSL and a receipt is kept. We chase up any info not received with urgency. | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | Not Answered | |
| | | |
| 8.3 Do you have a question in your admissions process to capture information from a new parent/carer about previously known safeguarding concerns. | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| Schools should provide an opportunity for parents/carers of newly admitted pupils to provide details of any known safeguarding concerns or information that would benefit the school in ensuring the safeguarding and well-being of the child. This may include a general question on safeguarding or any other service/agency teams involved with the family/child. | | |
| <p>Grade 1: The is currently no question raised with new parents/carers in respect of safeguarding information known about the child.</p> <p>Grade 2: A question is raised about safeguarding concerns with the parent/carer as part of the admissions process.</p> <p>Grade 3: A question is raised about safeguarding concerns with the parent/carer as part of the admissions process. This information is recorded in the child safeguarding file and shared as appropriate with key members of staff involved in the education and welfare of the child.</p> | | |
| (Multi Choice) Please select a response | Last answer by Clare Blackburn 26-Feb-2023 19:33 | |
| Grade 3 | | |
| (Text) Optional evidence can be provided here | Last answer by Clare Blackburn 26-Feb-2023 19:33 | |

| | | |
|---|----------------|---|
| There is a question within the transition paperwork. The annual review paperwork also records this. | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | | Not Answered |
| 9 Attendance, Antibullying and Harassment | | |
| Progress: 100.00% | Grade: Grade 3 | Score: 100.00% |
| 9.1 Do you have rigorous systems in place to promptly follow up any absence from school or from lessons and to manage late arrivals at school | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| All staff should be aware that poor attendance can act as a vital warning sign of a range of safeguarding possibilities Schools should be aware of and use the first-day calling procedure and the West Yorkshire Policy truancy policy | | |
| Grade 1: school DO NOT currently follow the first-day calling procedures and West Yorkshire Police Truancy Policy and these are not linked to the school safeguarding policy Grade 2: school USE the first day calling and West Yorkshire Police truancy policy procedures effectively and these are linked to the school safeguarding and child protection policy | | |
| (Multi Choice) please select a response | | Last answer by Clare Blackburn 26-Feb-2023 19:34 |
| Grade 2 | | |
| (Text) Optional evidence can be provided here | | Last answer by Clare Blackburn 26-Feb-2023 19:34 |
| First day calling procedures are followed as per policy. | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | | Not Answered |

9.2 Do school routinely inform the LA when the school/parents de-register their child/ren from the school

Status: Complete

Grade: Grade 3

Score: 100.00%

Schools have a legal duty to:

- Inform their local authority in every circumstance when they are about to delete a pupil's name from the admission register; under all 15 grounds (Annex A)
- Inform their local authority of the pupil's destination school and home address if the pupil is moving to a new school (where they can reasonably obtain this information); and
- Provide information to their local authority when registering new pupils, including the pupil's address and previous school (again where they can reasonably obtain this information)

Full guidance and referral form for schools and academies can be found on the Kirklees Council Intranet.

(As a reminder, Education Safeguarding Service is no longer handling Pupil Movement notifications, these are now handled by Pupil Admissions, please follow their process for Pupil Movement notifications, which can be found here:)

<http://kirkleesbusinesssolutions.uk/Article/78303>

Grade 1: School do not notify the LA

Grade 2: School notifies school admissions and is aware of the changes around handling pupil movement.

(Multi Choice) Please select a response

Last answer by Clare Blackburn
26-Feb-2023 19:35

Grade 2

9.3 Is your decision making process for de-registering a child from school rigorous and evidenced

Status: Complete

Grade: Grade 3

Score: 100.00%

Children missing education: statutory guidance for local authorities

Annex A: Grounds for deleting a pupil from the school admission register

Grade 1: Decisions are not rigorous and can not be evidenced

Grade 2: Decisions are in accordance with policy, procedure, and protocol and can be evidenced

| | |
|--|---|
| (Multi Choice) Please select a response | Last answer by Clare Blackburn 26-Feb-2023 19:36 |
| Grade 2 | |
| (Text) Optional evidence can be provided here | Last answer by Clare Blackburn 26-Feb-2023 19:36 |
| Pupils are not removed from roll until next setting has confirmed their place- all pupils have an EHCP. | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating | Not Answered |
| | |
| 9.4 Do you automatically seek attendance information whenever pupils are educated off site | |
| Status: Complete | Grade: Grade 3 |
| Score: 100.00% | |
| <p>Keeping Children Safe in Education states:</p> <p>Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that the appropriate safeguarding checks have been carried out on individuals working at that establishment i.e. those checks that the school would have otherwise performed in respect of its own staff.</p> <p>The school also has a responsibility to work in partnership and have a written process with the alternative provider in respect of following up on poor attendance and the first-day calling procedure.</p> | |
| <p>Grade 1: School do not have written confirmation that the relevant checks have been completed on all staff working in the alternative provision</p> <p>Grade 2: School do have written confirmation that the relevant checks have been completed on all staff working in the alternative provision</p> <p>Grade 3: School does have written confirmation that the relevant checks have been completed on all staff working in the alternative provision, and also has a written process agreed with the school and the alternative provider who will follow up poor attendance and use the first-day calling procedure.</p> | |
| (Multi Choice) please select a response | Last answer by Clare Blackburn 26-Feb-2023 19:37 |
| Grade 3 | |

| | | |
|---|---|----------------|
| (Text) Optional evidence can be provided here | Last answer by Clare Blackburn 26-Feb-2023 19:37 | |
| AP rarely used, but attendance info was shared and any attendance concerns followed up by school immediately. | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating | Not Answered | |
| | | |
| 9.5 All staff can demonstrate a clear knowledge/understanding of the responsibilities and implications of parents/carers electing to home educate their children. | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| All staff can demonstrate a clear knowledge/understanding of the responsibilities and implications of parents/carers electing to home educate their children.Â Staff is aware of the implications of talking to parents about EHE. All discussions and information are clearly recorded. The DSL and Governing Body are kept informed of any cases within the school where there are any safeguarding concerns ensuring procedures are adhered to.Â | | |
| <p>Grade 1:The school cannot demonstrate where appropriate advice has been sought from the LA & cannot demonstrate how/what advice has been given to parents/carers and any discussion around the implications of such a decisionÂ</p> <p>Grade 2:The school can demonstrate by their recording where appropriate advice has been sought from the LA & can demonstrate how/what advice has been given to parents/carers and any discussion around the implications of such a decision</p> | | |
| (Multi Choice) Please select a response | Last answer by Clare Blackburn 26-Feb-2023 19:37 | |
| Grade 2 | | |
| 9.6 Do you have systems in place to record and analyse types,rates and patterns of bullying and harrassment | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| This includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation, and gender reassignment | | |

| | | |
|---|-------------------|---|
| Grade 1; The school records incidents of bullying | | |
| Grade 2: The school record and analyse incidents of bullying | | |
| (Multi Choice) Please select a response | | Last answer by Clare Blackburn 26-Feb-2023 19:38 |
| Grade 2 | | |
| 9.7 All staff including non-teaching staff have an awareness & understanding of the differences between healthy, problematic & harmful behaviours | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| Sexual violence, harassment, and peer-on-peer abuse can manifest in many ways, including online bullying, youth-produced imagery, upskirting, initiation, and harmful sexualised behaviors | | |
| The designated safeguarding lead is responsible for providing support and responding to such concerns, any concerns around peer on peer abuse must be reported and recorded in line with the school child protection procedures | | |
| Grade 1: Not ALL staff have awareness & understanding of the differences between healthy, problematic & harmful behaviours | | |
| Grade 2: All staff including non-teaching staff have awareness & understanding of the differences between healthy, problematic & harmful behaviours, in the context of promoting a safe & secure school environment | | |
| Grade 3: All staff including non-teaching staff have awareness & understanding of the differences between healthy, problematic & harmful behaviours, in the context of promoting a safe & secure school environment and use the KSCP Harmful sexual Behaviour Response Checklist and The Hackett continuum of children and young peoples' sexual behaviours framework to inform decision making | | |
| (Multi Choice) please select a response: | | Last answer by Clare Blackburn 26-Feb-2023 19:42 |
| Grade 3: | | |
| 9.8 Supporting attendance and children to access education and learning through the covid-19 pandemic | | |
| Status: Complete | Grade: Not Scored | Score: Not Scored |

| | | |
|--|-----------------------|---|
| <p>It continues to be the aim that all pupils, in all year groups, remain in school full-time</p> <p>Being in school is vital for children's education and for their well-being. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of education, and children's future ability to learn, therefore we need to ensure all pupils can return to school sooner rather than later.</p> | | |
| <p>How has the school supported and ensured that children have been protected and kept safe from harm and still had the opportunity to learn throughout the pandemic</p> | | |
| <p>(Text) please supply evidence of how school have supported attendance, and children to access education and learning through the covid-19 pandemic:</p> | | <p>Last answer by Clare Blackburn 26-Feb-2023 19:43</p> |
| <p>Pupils attended school through the pandemic. If they were unable to attend, online learning took place/ other supported methods as appropriate.</p> | | |
| <p>(File) Optional documents can be uploaded here to provide evidential support for your rating.</p> | | <p>Not Answered</p> |
| <p>10 Child on child sexual violence and sexual harrassment</p> | | |
| <p>Progress: 100.00%</p> | <p>Grade: Grade 3</p> | <p>Score: 100.00%</p> |
| <p>10.1 A whole school approach 'it could happen here'</p> | | |
| <p>Status: Complete</p> | <p>Grade: Grade 3</p> | <p>Score: 100.00%</p> |
| <p>Schools should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.</p> <p>School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.</p> <p>Keeping children safe in education says that all staff should be aware that children are capable of abusing their peers and that they should be clear about their relevant policies and procedures to address child-on-child abuse.</p> | | |

Grade 1: The dominant culture amongst students and staff features evidence of harmful and unhealthy attitudes towards relationships, gender equality, and acceptance of difference, and the school is yet to take effective steps to address this

Grade 2: The school has taken some steps to promote positive relationships, gender equality, and acceptance of difference, but these are not fully embedded within the school ethos

Grade 3: The school actively promotes healthy and positive relationships, gender equality, and acceptance of difference. Students and staff recognise, welcome, and participate in this ethos

(Multi Choice) please select a relevant response

Last answer by Clare Blackburn
02-Mar-2023 09:25

Grade 3

(Text) Optional evidence can be provided here

Last answer by Clare Blackburn
02-Mar-2023 09:25

HSB has been a key focus of training, bulletins and discussion. Our school culture strongly focuses on acceptance and celebrating difference (All different, All Equal, All Important). Any form of sexualised behaviour and harrasment is addressed immediately- this is evidenced on cpoms. Curric and assemblies focus ion this and individual cases are actioned with family and sometimes agency involvement if needed.

10.2 Do school have procedures in place to minimise the risk of child on child abuse

Status: Complete

Grade: Grade 3

Score: 100.00%

Keeping children safe in education States that all staff should recognise that children are capable of abusing their peers and should be clear about their school or college's policy and procedures with regard to child-on-child abuse.

Grade 1: The school has yet to develop a strategic response to HSB.

Grade 2: The school's strategic response to HSB is: embedded within behaviour and/or exclusions policy or has been developed without reference to local or national guidance.

Grade 3: The school's strategic response to HSB is: clearly outlined in a standalone HSB/child-on-child abuse policy or explicitly integrated into a broader safeguarding policy linked to national and local HSB procedures

(Multi Choice) please select a relevant response

Last answer by Clare Blackburn
02-Mar-2023 09:26

Grade 3

10.3 Responding, recording and reporting Harmful Sexual Behaviour incidents in schools and colleges

| Status: Complete | Grade: Grade 3 | Score: 100.00% |
|--|----------------|---|
| <p>A routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse</p> <p>The school has a safeguarding and behaviour log recording systems that allow for flagging or marking cases as HSB or a related term</p> | | |
| <p>Grade 1: Systems to record or track HSB, for example, HSB flags, are not yet in place at the school.</p> <p>Grade 2: school staff has an awareness of HSB trends informally however systems to formally record or track HSB, such as HSB flags, are not yet fully in place within the school</p> <p>Grade 3: The school uses its safeguarding or behaviour log systems to flag or mark cases as HSB or a related term. The school uses these systems to log details of locations and peers linked to incidents. The school uses data to identify trends associated with HSB; for example, chronologies are used to contextualise incidents that have occurred and peer-group mapping exercises are used to support the prevention</p> | | |
| <p>(Multi Choice) please select a relevant grade</p> | | <p>Last answer by Clare Blackburn 02-Mar-2023 09:27</p> |
| <p>Grade 3</p> | | |
| <p>(Text) Optional evidence can be provided here</p> | | <p>Last answer by Clare Blackburn 02-Mar-2023 09:27</p> |
| <p>HSB is a standalone category on cpoms. It is discussed at the weekly meeting (see minutes).</p> | | |
| <p>10.4 High-quality training for Designated Leads and teachers delivering RSHE</p> | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Training to ensure that all staff (and governors, where relevant) are able to:</p> <ul style="list-style-type: none"> • better understand the definitions of sexual harassment and sexual violence, including online sexual abuse • identify early signs of peer-on-peer sexual abuse • consistently uphold standards in their responses to sexual harassment and online sexual abuse | | |

Grade 1: School staff does not receive training relevant to HSB. Or training delivered to the DSL is not drawn from national or local expertise. Or training is delivered on a less than annual basis to the DSL for the purposes of dissemination to other staff.

Grade 2: DSLs receive training relevant to HSB and disseminate to school staff. HSB training that is delivered to all school staff is not drawn from national or local expertise. HSB training for all school staff is delivered on a less than annual basis

Grade 3: All school staff receives regular training specifically on HSB, in addition to training on safeguarding processes and issues generally, informed by national and local evidence. Staff is provided with updates more than annually on relevant issues to HSB. Staff receive training on teaching RSE in a safe and effective way for all pupils

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| (Multi Choice) please select a relevant grade | Last answer by Clare Blackburn 02-Mar-2023 09:29 |
|---|---|

Grade 3

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| (Text) Optional evidence can be provided here | Last answer by Clare Blackburn 02-Mar-2023 09:29 |
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Awareness of HSB is highlighted through curriculum, assemblies, briefings and bulletins as well as training.

10.5 A carefully sequenced RSHE curriculum, based on the Department for Education’s (DfE’s) statutory guidance, that specifically includes sexual harassment and sexual violence, including online.

| | | |
|------------------|----------------|----------------|
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
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The curriculum should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of ~nudes

The most effective preventative education program will be through a whole_school approach that prepares pupils for life in modern Britain. The school will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life

Grade 1: RSE education is delivered to a limited number of students/year groups.RSE is delivered without reference to national guidance or local expertise

Grade 2: The RSE curriculum is delivered to all year groups, however, the focus is on laws and the negative consequences of sexual behaviour. RSE is delivered through drop-down days but is not embedded in student timetables.

Grade 3: The RSE curriculum is delivered to all year groups, and learning is embedded and consistent (i.e. RSE has a regular slot in the timetable). The RSE curriculum recognises the gendered nature of HSB, takes steps to tackle victim-blaming, engages an equalities approach (e.g. that recognises the intersection of gender, disability, and ethnicity); and ensures students are involved in curriculum development. Teaching about HSB in RSE lessons supports students to feel confident about options for disclosure and the school’s referral pathways. The RSE curriculum is taught in line with safe and effective principles of PSHE pedagogy (e.g. establishing a safe classroom environment by setting ground rules and is age appropriateness).

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| (Multi Choice) please select a relevant grade | Last answer by Clare Blackburn 02-Mar-2023 09:31 |
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| Grade 3 | | |
| (Text) Optional evidence can be provided here | | Last answer by Clare Blackburn 02-Mar-2023 09:31 |
| PSHE curriculum and assemblies have a clear focus on HSB. Class tutors highlight school values. | | |
| 10.6 Working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| As part of your approach to sexual violence and sexual harassment, schools and colleges should consider carefully if external input is necessary. | | |
| Grade 1: Â Inconsistent referrals to relevant agencies following HSB incidents. Grade 2:Â School refers HSB incidents to social care services. However, school intervention ceases the following referral. Â Grade 3: School refers HSB incidents to social care services and relevant agencies where necessary and actively facilitate a joint partnership response to the incident | | |
| (Multi Choice) please select a relevant response | | Last answer by Clare Blackburn 02-Mar-2023 09:33 |
| Grade 3 | | |
| (Text) Optional evidence can be provided here | | Last answer by Clare Blackburn 02-Mar-2023 09:33 |
| We have reported to social care in the past when we have had serious concerns about HSB. We work with external agencies for individual strategy support as needed. | | |
| 11 Inter- Agency working | | |
| Progress: 100.00% | Grade: Grade 3 | Score: 100.00% |
| 11.1 Governing Bodies recognise the pivotal role the school has to play in multi-agency safeguarding arrangements in line with statutory guidance Working Together to Safeguard Children | | |

| | | |
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| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Keeping Children Safe in Education states:</p> <p>Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children</p> | | |
| <p>Grade 1: Governing bodies DO NOT recognise the pivotal role school has to play in multi-agency working</p> <p>Grade 2: Governing bodies DO recognise the pivotal role school has to play in multi-agency working and actively contribute to this</p> | | |
| (Multi Choice) please select a response | | Last answer by Clare Blackburn 02-Mar-2023 09:34 |
| Grade 2 | | |
| 11.2 Do school have effective systems in place for referring safeguarding concerns to children's social care Duty and Advice Team | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| <p>Keeping Children Safe in Education Part 1 states:</p> <p>All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47(a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.</p> | | |
| <p>Grade 1: Staff are made aware of the referral process to children's social care however effective systems to refer are not in place</p> <p>Grade 2: Staff is made aware of the referral process to children's social care. An effective assessment and referral process is in place</p> <p>Grade 3: Staff is made aware of the referral process to children's social care. An effective assessment and referral process is in place. The process is fully communicated to all staff and relevant Duty and Advice Team referral posters are displayed in key areas of the school</p> | | |
| (Multi Choice) Please select a response | | Last answer by Clare Blackburn 02-Mar-2023 09:34 |
| Grade 3 | | |
| (Text) Optional evidence can be provided here | | Last answer by Clare Blackburn 02-Mar-2023 09:34 |

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| Posters up. Briefings and bulletins remind staff about this. | | |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | | Not Answered |
| 11.3 Do school have an understanding of contextual safeguarding | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| A Designated Safeguarding Lead has developed an understanding of Child Sexual Exploitation, Child Criminal Exploitation & Trafficking (contextual safeguarding) and is familiar with the relevant Kirklees Safeguarding Children Partnership Procedures. The DSL knows how to identify the signs, seek advice and make a referral on concerns regarding pupils who are suspected of; or, who may be a victim | | |
| Grade 1: school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their own and others actions outside of the family home | | |
| Grade 2: school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their own and others' actions outside of the family home. The school can demonstrate knowledge in how they have taken advice, are using local mechanisms (local partnership groups), are using the CSE toolkit & or made a referral using safeguarding procedures | | |
| (Multi Choice) please select a response: | | Last answer by Clare Blackburn 02-Mar-2023 09:35 |
| Grade 2 | | |
| (Text) Optional evidence can be provided here | | Not Answered |
| (File) Optional documents can be uploaded here to provide evidential support for your rating. | | Not Answered |
| 11.4 Do school recognise individual pupils who would benefit from timely intervention through the early support process. | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |

Keeping Children Safe in Education states:
 All school and college staff should be prepared to identify children who may benefit from early support. Early support means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
 In the first instance, staff should discuss early support requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early support assessment.
 All staff should be aware of the local early support process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment, and, in some cases, acting as the lead professional in undertaking an early help assessment.

Grade 1. The school makes contact with social care following the identification of a concern. Where that concern does not meet the threshold for a child protection investigation, the school continues to monitor them. The school does not participate in the early support process for supporting pupils and their families.

Grade 2. Where concerns do not meet the threshold for a child protection investigation school will engage with families and seek early support where it is necessary

Grade 3. Each concern is addressed by a trained Designated Safeguarding Lead professional who will seek advice in the first instance from the social care Duty and Advice team. Where the threshold for child protection investigation has not been met school will proactively seek to assess the current levels of concern and address them through the early support process. Cases will receive a multi-agency response through assessment of the case and the implementation of interventions designed to provide early support via a team around the family approach.

(Multi Choice) Please select a response

Last answer by Clare Blackburn
02-Mar-2023 09:36

Grade 3

(Text) Optional evidence can be provided here

Not Answered

11.5 Child Protection Conferences, Core Groups and Strategy meetings - Do school ensure minimum standards have been met in respect of staff attendance, preparation and submission of the school report to the conference.

Status: Complete

Grade: Grade 3

Score: 100.00%

The school should ensure that a suitably trained member of staff attends strategy meetings, child protection conferences, and subsequent Core Group meetings.
 The school should prepare a report to the conference using the template provided on the Kirklees Safeguarding Children's Partnership website ensuring minimum standards have been met. The report should be shared with parents/carers prior to the Child Protection Conference to avoid situations of potential conflict.

| | | |
|--|----------------|---|
| Grade 1: School is unable to meet current minimum standards in respect of staff attendance, preparation, and submission of the school report to the conference | | |
| Grade 2: School does have staff suitably trained in respect of attendance at strategy meetings and child protection conferences who will be used to attend conferences where possible. A report is prepared in advance of any conference or core group meeting. | | |
| Grade 3: School has suitably trained staff in respect of attendance at strategy meetings, child protection conferences, and Core Group meetings who attend the conference/core group and prepare a report in advance of the conference/meeting. The report is shared with parents/carers in advance. | | |
| (Multi Choice) Please select a response | | Last answer by Clare Blackburn 02-Mar-2023 09:37 |
| Grade 3 | | |
| (Text) Optional evidence can be provided here | | Last answer by Clare Blackburn 02-Mar-2023 09:37 |
| At least one member of the safeguarding team attends each meeting. | | |
| 11.6 How effective is the process in school to ensure designated safeguarding leads can receive and act on the information provided before 9.00am. | | |
| Status: Complete | Grade: Grade 3 | Score: 100.00% |
| Operation Encompass is a police and education early information sharing partnership, enabling schools to offer immediate support for children and young people experiencing domestic abuse | | |
| Grade 1: School does not currently have a process in place | | |
| Grade 2: School does have a process in place however effective information sharing in school is inconsistent | | |
| Grade 3: School does have a process in place and information sharing is effective and pupils are supported as soon as possible | | |
| (Multi Choice) please select a response: | | Last answer by Clare Blackburn 02-Mar-2023 09:37 |
| Grade 3 | | |
| (Text) Optional evidence and feedback can be provided here: | | Not Answered |

| 12 Safeguarding Vulnerable Children Statistical Data | | |
|---|-------------------|---|
| Progress: 100.00% | Grade: Grade 3 | Score: 100.00% |
| 12.1 In the previous 12 months how many pupils have been identified as requiring a Child Protection Plan (section 47) | | |
| Status: Complete | Grade: Not Scored | Score: Not Scored |
| <p>The Children Act 1989</p> <p>Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child (who lives or is found in their area) is suffering or is likely to suffer significant harm, it has a duty to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare</p> | | |
| Please provide the statistical data requested | | |
| (Text) The number of children subject to a Child Protection Plan : | | Last answer by Clare Blackburn 02-Mar-2023 16:55 |
| 2 pupils | | |
| 12.2 In the previous 12 months how many pupils have been identified as requiring a Child in Need Plan (section 17) | | |
| Status: Complete | Grade: Not Scored | Score: Not Scored |
| <p>The Children Act 1989</p> <p>Section 17 of the Act places a general duty on all local authorities to 'safeguard and promote the welfare of children within their area who are in need</p> | | |
| Please provide the statistical data requested | | |
| (Text) The number of children subject of a Child in Need Plan is : | | Last answer by Clare Blackburn 03-Mar-2023 11:49 |
| 5 pupils | | |

12.3 In the previous 12 months how many Children's Social Care Strategy meetings has the designated Safeguarding Lead attended

Status: Complete

Grade: Not Scored

Score: Not Scored

A Strategy Discussion (sometimes referred to as a Strategy Meeting) is normally held following an Initial Assessment which indicates that a child has suffered or is likely to suffer Significant Harm. The purpose of a Strategy Meeting is to determine whether there are grounds for a Section 47 Enquiry.

Please provide the statistical data requested

(Text) The number of strategy meetings attended :

Last answer by Clare Blackburn
03-Mar-2023 11:50

4 Strategy meetings

12.4 In the previous 12 months, how many Early Support Assessments have the school participated in

Status: Complete

Grade: Not Scored

Score: Not Scored

Children and families may need support from a wide range of local organisations and agencies. Where a child and family would benefit from co-ordinated support from more than one organisation or agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early [support] assessments should be evidence-based, be clear about the action to be taken and services to be provided and identify what help the child and family require to prevent needs escalating to a point where intervention would be needed through a statutory assessment under the Children Act 1989. [Working Together 2018]

Please provide the statistical data requested

(Text) The number of Early Support Assessments undertaken is:

Last answer by Clare Blackburn
03-Mar-2023 11:50

6 Early Support assessments

12.5 In the previous 12 months how many pupils have been identified as being vulnerable and at risk of child sexual exploitation (CSE) or child criminal exploitation (CCE)

Status: Complete

Grade: Not Scored

Score: Not Scored

Keeping children safe in education states that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male, and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Please provide the statistical data requested

(Text) The number of children identified at risk of CSE, CCE where referrals have been made to children's social care:

Last answer by Clare Blackburn
02-Mar-2023 17:08

No pupils

12.6 In the previous 12 months how many pupils have been identified at risk of being drawn into gangs and youth violence

Status: Complete

Grade: Not Scored

Score: Not Scored

What is a gang?

The word "gang" means different things in different contexts, the government in their paper "Safeguarding children and young people who may be affected by gang activity" distinguishes between peer groups, street gangs and organised criminal gangs.¹

Peer group

A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.

Street gang

"Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity."

Organised criminal gangs

"A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation'."

It's not illegal for a young person to be in a gang " there are different types of "gang" and not every "gang" is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime

Please provide the statistical data requested

(Text) how many pupils have been identified at risk of being drawn into gangs and youth violence:

Last answer by Clare Blackburn
02-Mar-2023 17:09

No pupils

12.7 In the previous 12 months how many pupils have been placed on a reduced Timetable

Status: Complete

Grade: Not Scored

Score: Not Scored

The guidance on the use of reduced timetables is to support all schools maintained by the council, academies, free schools, and independent schools in the appropriate use of a reduced educational provision and to ensure that no child is excluded illegally through the imposition of a reduced timetable (sometimes referred to as a "part-time" timetable).

Please provide the statistical data requested

(Text) In the previous 12 months how many pupils have been placed on a reduced Timetable

Last answer by Clare Blackburn
03-Mar-2023 14:42

5 pupils

12.8 in the previous 12 months have many pupils have school de registered due to Elective Home Education

Status: Complete

Grade: Not Scored

Score: Not Scored

Elective home education is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time. This is different to education provided by a local authority other than at a school, for example for children who are too ill to attend school.

Please provide the statistical data requested

(Text) Please provide the statistical data requested:

Last answer by Clare Blackburn
02-Mar-2023 09:40

none

12.9 Review of the safeguarding audit by the school governing body.

Status: Complete

Grade: Grade 3

Score: 100.00%

Please ensure that the findings of your audit and shared with your governing body and discussed at a full governing body meeting. In the response field please provide evidence of this taking place. ie. date the audit findings were shared with governing body and any response

Grade 1: School have not shared the completed audit with the governing body

Grade 2: School have shared the completed audit with the governing body and used the audit as an action plan

**(Text) Please provide the date that this safeguarding audit was reviewed by your governing body.
You are welcome to record any additional evidence of the audit review.**

Last answer by Clare Blackburn
02-Mar-2023 17:12

Audit to be reviewed at the next meeting on 15.3.23. Actions and priorities will form part of the safeguarding report.

(Multi Choice) please select a relevant response

Last answer by Clare Blackburn
02-Mar-2023 17:12

Grade 2