**Section 175/157 audit 2019/20**

**(ADD NAME OF SCHOOL/COLLEGE)**

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| **Section 175/157 audit 2019/20 - Document Status** |
| Date published by Telford and Wrekin Safeguarding Partnership | 2nd September 2019 | Authors | Telford & Wrekin Council Education Safeguarding Team |
| Date completed | DATE | Completed by designated safeguarding lead | NAME |
| Date of submission to TWSP via educationsafeguarding@telford.gov.uk | DATE | Completed by head teacher | NAME |
| Date agreed by Governing Body/Board/Proprietor | DATE | Completed by governor with responsibility for safeguarding | NAME |

The audit should be completed by the head teacher and the designated safeguarding lead consulting with the school or college governor with responsibility for safeguarding and the wider school or college safeguarding team.

The audit, including supporting evidence together with any actions plans should be reviewed by the Chair of Governors prior to submission. The outcomes should be shared with the full governing body, discussed and minuted during 2019/20. It is expected practice for the full governing body to have sight of the audit itself at least once a year. We recommend governors sample appropriate evidence and to test out the findings of the audit to seek assurance.

The arrangements for completing the 2019/20 section 175/157 audit. The audit should be completed and submitted to Telford and Wrekin Safeguarding Partnership (TWSP) no later than Friday 21st February 2019. Please email all completed audits to educationsafeguarding@telford.gov.uk

This annual schools’ and colleges’ safeguarding audit is vital to ensure that Telford & Wrekin schools and colleges can demonstrate that they are meeting key statutory duties and following safeguarding children and young people guidance. All settings are being asked to complete the audit, enabling them to provide information to the TWSP on how they discharge their duties and help to keep children and young people in Telford & Wrekin safe.

Section 11 was issued under the Children Act (2004) and has been reinforced in Working Together to Safeguard Children 2018. Section 11 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. Section 11 places a duty on schools and colleges (under Sections 175 and 157 of the Education Act 2002).

Section 175 of the 2002 Education Act requires local education authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the 2002 Education Act and the Independent School Regulations 2003 convey the same responsibilities on all other non-maintained settings.

The toolkit uses the traffic light system to provide an assessment of compliance with meeting the standards required:

Red/No – Standard not met (action required to address this)

Amber/Partly – Standard partially met (action required to address this)

Green/Yes or N/A – Standard met or not applicable to type of setting (no action required)

If any areas for further development are identified when completing the toolkit, these should be added to the action plan section.

All returns information is reported to the Telford and Wrekin Safeguarding Partnership (TWSP). A cross sample of all audits are conducted by the Education Safeguarding Team on behalf of the TWSP each year, this includes visiting a selection of schools and colleges and reporting back to the effectiveness of safeguarding.

For advice in relation to completion of this audit, please contact:

**Scott Thomas-White. Education Safeguarding Coordinator**

Tel: 01952 380989 Email: educationsafeguarding@telford.gov.uk

**School or college safeguarding team details**

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| Safeguarding Governor | Name: | Email: | Date trained and provider: |  |
| Designated Safeguarding Lead | Name: | Email: | Date trained and provider: | Date of refresher and provider: |
| Deputy | Name: | Email: | Date trained and provider: | Date of refresher and provider: |
| Deputy | Name: | Email: | Date trained and provider: | Date of refresher and provider: |
| Deputy | Name: | Email: | Date trained and provider: | Date of refresher and provider: |
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| Deputy  | Name: | Email: | Date trained and provider: | Date of refresher and provider: |
| Deputy  | Name: | Email: | Date trained and provider: | Date of refresher and provider: |
| **Summary**  | **No** | **Partly** | **Yes/N/A** |
| All members of the governing body/proprietors/management committees have read all parts of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSIE) 2019. |  |  |  |
| **All** staff have **read** at least Part one of KCSIE 2019.  |  |  |  |
| Governing bodies, proprietors, management committees and senior leaders, especially the designated safeguarding leads, are aware of [Telford and Wrekin Safeguarding Partnership](http://www.telfordsafeguardingboard.org.uk/) (TWSP) arrangements.  |  |  |  |
| **Part one: Safeguarding information for all staff**  | **No** | **Partly** | **Yes/N/A** |
| Staff, temporary staff and volunteers induction includes training on: child protection policy; behaviour policy; code of conduct procedures for children who go missing from education and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead any deputies). |  |  |  |
| **All** staff receive safeguarding and child protection training every three years.  |  |  |  |
| **All** staff receive annual safeguarding and child protection updates. |  |  |  |
| **All** staff are aware of the [Telford & Wrekin Council early help process](http://www.telfordsafeguardingboard.org.uk/lscb/info/13/i_work_with_children_young_people_and_parents/20/policies_procedures_and_guidance) and what groups of children they should be particularly alert to (paragraph 18 KCSIE 2019). |  |  |  |
| **All** staff are aware of the [process for making referrals](http://www.telfordsafeguardingboard.org.uk/lscb/info/13/i_work_with_children_young_people_and_parents/20/policies_procedures_and_guidance) to children’s social care and for statutory assessment under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm). |  |  |  |
| **All** staff know how to respond to disclosure of abuse and neglect.  |  |  |  |
| **All** staff are aware of indicators of abuse and neglect.  |  |  |  |
| Staff are aware of and have available to them [What to do if you are worried a child is being used – advice for practitioners](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) and the [NSPCC](https://www.nspcc.org.uk/) website.  |  |  |  |
| **All** staff are aware some behaviours linked to issues, such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.  |  |  |  |
| **All** staff are aware that children can abuse other children (peer on peer abuse) through: bullying; physical abuse; sexual violence; sexual harassment; upskirting; sexting and initiation/hazing.  |  |  |  |
| **All** staff aware of the policy and procedures with regards to peer on peer abuse.  |  |  |  |
| **All** staff should be aware of indicators, which may signal that children are at risk from, or involved in serious violent crime (as described in paragraph 29 KCSIE 2019).  |  |  |  |
| **All** staff understand the procedures for FGM, including specific **legal duty on teachers** (see Annex A KCSIE 2019 further details). |  |  |  |
| **All** staff, especially the designated safeguarding lead (and deputies) consider the context within which safeguarding incidents and/or behaviours occur known as contextual safeguarding.  |  |  |  |
| Staff are aware of the guides and how to support children required to give evidence in criminal courts and recognise how stressful child arrangement applications via the family courts can be for children (see Annex A KCSIE 2019).  |  |  |  |
| All staff are aware that children going missing, particularly repeatedly, is a vital warning sign of a range of safeguarding possibilities. Staff are aware of the schools or college’s unauthorised absence and children missing from education procedures (see Annex A KCSIE 2019).  |  |  |  |
| All staff understand that children with family members in prison are at risk of poor outcomes. They are aware of NICCO information and guidance (see Annex A KCSIE 2019).  |  |  |  |
| All staff recognise child sexual exploitation as a form of child sexual abuse. They understand what it is, how it can occur and the indicators (see Annex A KCSIE 2019).  |  |  |  |
| All staff understand child criminal exploitation: county lines. They understand the Nation Referral Mechanism and how it can affect a child (see Annex A KCSIE 2019).  |  |  |  |
| All staff recognise domestic violence and abuse and understand the serious, long lasting emotional and physiological impact on children (see Annex A KCSIE 2019).  |  |  |  |
| The designated safeguarding lead (and any deputies) are aware of contact details and referral routines in to the [Local Housing Authority](https://www.telford.gov.uk/housing) to raise/progress concerns for children at risk of or who are homeless (see Annex A KCSIE 2019).  |  |  |  |
| All staff recognise so-called ‘honour-based’ violence (HBV), which includes female genital mutilation, forced marriage and practices, such as breast ironing. Staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Staff know the procedures for reporting HBV (see Annex A KCSIE 2019).  |  |  |  |
| Staff are alert to changes in children’s behaviour, which could indicated they are vulnerable to extremist ideology and radicalisation. They are aware of the referral procedures for reporting, including making a referral to the Channel Programme. All staff have completed a Workshop to Raise Awareness of Prevent (WRAP). The designated safeguarding leads and senior leaders have familiarised themselves with paragraphs 57-76 of the Prevent duty guidance: England and Wales (see Annex A KCSIE 2019).  |  |  |  |
| Staff recognise sexual violence and sexual harassment can occur between children. They are aware that some groups are potentially more at risk, such as girls, children with SEND and LGBT children. Staff make it clear that sexual violence and sexual harassment is not acceptable, never tolerated and not part of growing. They do not dismiss is and they challenge such behaviours (see Annex A KCSIE 2019). The school or college has clear procedures in place to manage sexual violence and sexual harassment (in accordance with Part five KCSIE 2019). |  |  |  |
| Staff recognise what ‘upskirting’ typically involves and that it is a criminal offence (see Annex A KCSIE 2019).  |  |  |  |
| Staff understand how to respond to a report of sexual violence or sexual harassment (see Annex A KCSIE 2019).  |  |  |  |
| Staff act on any concerns about a child’s welfare immediately. Where they have a concern they follow the schools or colleges children protection procedures and speak to a designated safeguarding lead (or deputy).  |  |  |  |
| The designated safeguarding lead (and deputies) understand the options for managing a concerns about a child’s welfare, which include: managing any support for the child internally via pastoral support processes; an early help assessment or a referral for statutory services (Family Connect/Police).  |  |  |  |
| All staff are aware of and have available to them [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice) and the [seven golden rules for information sharing](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf).  |  |  |  |
| The designated safeguarding lead (or deputy) liaise with other agencies to set up early help assessment where appropriate. Staff act as lead practitioner for early help assessment when required.  |  |  |  |
| Referrers to the local authority follow up their referral if the local authority is not forthcoming with information.  |  |  |  |
| The school or college follow the [TWSP escalation procedures](http://www.telfordsafeguardingboard.org.uk/lscb/info/13/i_work_with_children_young_people_and_parents/20/policies_procedures_and_guidance) where a child situation does not appear to be improving following a referral to the local authority.  |  |  |  |
| All concerns, discussions and decisions made, and the reasons for those decisions are recorded in writing. These records are monitored by the designated safeguarding lead.  |  |  |  |
| Staff understand the procedures for reporting any concerns, or an allegation about another member of staff (including volunteers) posing a risk of harm to children (paragraph 50 KCSIE 2019).  |  |  |  |
| All staff and volunteers know how to raise concerns about poor or unsafe practice and potential failures in the school’s or college’s safeguarding regime. The school or college has appropriate whistleblowing procedures. Staff are provided with information about the [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/) (paragraph 53 KCSIE 2019).  |  |  |  |
| **Questions for governors/management committees/proprietors**Have governors had oversight of and signed off on the school or college child protection and safeguarding policy? Have all governors/committee members/proprietors completed raising awareness of child protection training? How have the designated safeguarding lead and head teacher provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations?  |
| **Part two: The management of safeguarding**  | **No** | **Partly** | **Yes/N/A** |
| A safeguarding governor/safeguarding committee member/safeguarding board member are appointed to lead safeguarding arrangements.  |  |  |  |
| There is an effective child protection policy in place which is in accordance with government guidance and TWSP arrangements (it includes the requirements outlined in paragraph 98 of KCSIE 2019). It is updated annually and available either publically and on the school or college website. |  |  |  |
| There is a suitable code of conduct/staff behaviour policy in place.  |  |  |  |
| There are procedures in place to respond to children who go missing from education. School’s or college’s hold more than one emergency contact number of each pupil or student.  |  |  |  |
| A designated safeguarding lead is appointed who is a senior member of staff from the school or college leadership team. They take ultimate **lead responsibility** for children protection and safeguarding. This is explicit in the role-holder’s job description.  |  |  |  |
| The school or college appoint deputy safeguarding leads as appropriate and these are all trained to the same standard as the designated safeguarding lead.  |  |  |  |
| The designated safeguarding lead and/or deputy is always available (during school or college hours). Adequate and appropriate cover is in place for out of hours/out of term activities and educational visits.  |  |  |  |
| The designated safeguarding lead and any deputies undergo training to provide them with the knowledge and skills to carry out the role (two-day new DSL training as recognised by TWSP). The training is updated every two years (one day refresher training as recognised by TWSP). They also regularly update their knowledge and skills (termly DSL updates recognised by TWSP) at least annually).  |  |  |  |
| The school or college understands its role as set out in [Working Together 2018](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2). |  |  |  |
| The governing body, proprietors, management committee, senior leaders and the designated safeguarding leads are aware of the Telford and Wrekin Safeguarding Partnership arrangements.  |  |  |  |
| Governing bodies, proprietors and staff understand the [Telford & Wrekin Council Threshold Guidance](http://www.telfordsafeguardingboard.org.uk/lscb/downloads/file/387/telford_and_wrekin_threshold_guidance_2019).  |  |  |  |
| The school or college allows access for children’s social care to conduct a section 17 or a section 47 assessment  |  |  |  |
| Governing bodies, proprietors and staff understand the obligations of GDPR and information is processed under these conditions.  |  |  |  |
| When children leave the school or college, the designated safeguarding lead ensures their child protection file is transferred to the new school or college as soon as possible, through secure transit, and the obtain confirmation of receipt. As a receiving school or college, key staff, such as designated safeguarding leads and SENCO’s/named persons are aware of this information. The designated safeguarding lead shares appropriate information with the new school or college in advance of a child leaving.  |  |  |  |
| Staff contribute to the safeguarding and child protection policies.  |  |  |  |
| Children are taught about online safety. Staff use the DfE guidance [Teaching online safety in school](https://www.gov.uk/government/publications/teaching-online-safety-in-schools).  |  |  |  |
| The school or college has appropriate filters and monitoring systems in place to limit children exposure to risk online. This does not lead to ‘over blocking’. |  |  |  |
| There is a policy in place on the use of mobile phone technology on the premises, including children’s access to the internet via 3G, 4G and 5G. |  |  |  |
| Staff receive training on online safety. |  |  |  |
| Children are taught about safeguarding through Relationships Education (primary pupils) and Relationships and Sex Education (secondary pupils) and/or Personal Social, Health and Economic Education (health educations for all pupils in state-funded schools).  |  |  |  |
| Staff are aware of the Ofsted inspection or Independent Schools Inspectorate arrangements for safeguarding.  |  |  |  |
| The school or college has written recruitment and selection policies and procedures in place.  |  |  |  |
| At least one member of each interview panel has completed safer recruitment training (Safer Recruitment Consortium training as recognised by TWSP).  |  |  |  |
| There are procedures in place to manage concerns/allegations, against staff (including volunteers) that might pose a risk of harm to children.  |  |  |  |
| There are procedures in place to make a referrals to the Disclosure and Barring Service (DBS) when the criteria are met (see paragraph 95 KCSIE 2019).  |  |  |  |
| Systems are in place for children to express their views and give feedback to enable children’s wishes and feelings.  |  |  |  |
| Schools with residential accommodation are alert to additional factors with regard to safeguarding (as outlined in paragraph 100 KCSIE 2019). |  |  |  |
| Appropriate staff have information in relation to a child’s looked after status, the child’s contact arrangements with parents or those with parental responsibility, the child’s care arrangements and levels of authority delegates to the carer. The designated safeguarding lead has details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.  |  |  |  |
| Staff are alert to how to keep looked after and previously looked after children safe.  |  |  |  |
| There is a designated teacher for children who are registered as looked after. They work with virtual school heads to promote the educational achievement of looked after and previously looked after children.  |  |  |  |
| The designated safeguarding lead has details of the local authority Personal Advisor appointed to guide and support care leavers.  |  |  |  |
| The child protection policy reflects the additional barriers that can exist when recognising abuse and neglect for children with special educational needs and disabilities (as outlined in paragraph 110 of KCSIE 2019). Additional pastoral support is provided for this group of children.  |  |  |  |
| There is a policy on the use of reasonable force which considers the duties under the Equality Act 2010 and Public Sector Equality Duty.  |  |  |  |
| **Questions for governors/management committees/proprietors**How do you receive safeguarding updates at meetings?How do you monitor child protection and safeguarding training needs? Is there a code of conduct for governors/committee members/proprietors? Is the behaviour policy updated annually and do you have oversight of this? How do you ensure there are sufficient resources available to manage safeguarding effectively?How have the designated safeguarding lead and head teacher provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations? |
| **Part three: Safer Recruitment**  | **No** | **Partly** | **Yes/N/A** |
| All governors in maintained school, staff and volunteers have appropriate Disclose and Barring Service (DBS) checks, with barred list checks where required.  |  |  |  |
| The school or college views applicant’s original DBS certificate before they allow applicants to take up post.  |  |  |  |
| All those who are qualified teachers are checked for teacher prohibition orders and historical General Teaching Council for England sanctions or restrictions.  |  |  |  |
| Section 128 checks have been completed on all those in management positions in an independent school, academy or free schools as an employee; a trustee of an academy of free school trust; a governor or member of a proprietor body for an independent school; or a governor on any governing body in an independent school, academy or free school. |  |  |  |
| All teachers who have lived or work in a European Economic Area (EEA) member state have received an EEA check.  |  |  |  |
| Offers of employment are always condition on satisfactory completion of pre-employment checks.  |  |  |  |
| ID, mental and physical fitness, right to work in the UK and qualifications have been verified and overseas checks completed where applicable.  |  |  |  |
| Full written employment history is obtained from all candidates. References are always sought from the candidate’s current employer.  |  |  |  |
| References are sought before interview. Electronic references are verified. References are scrutinised before interview.  |  |  |  |
| School and colleges maintain a single central record in paper or electronic form of pre-employment checks (as outlined in paragraphs 149 and 151 of KCSIE 2019) for all staff, including trainee teachers, agency and third party supply staff and for independent schools all members of the proprietor body.  |  |  |  |
| Written confirmation is received from the employer that they have carried out the relevant checks and obtained the appropriate certificates, with DBS details for all agency and third party supply staff. |  |  |  |
| Multi Academy Trusts (MATs) maintains the single central record detailing the checks carried out in each academy.  |  |  |  |
| The school or college understands the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to child or vulnerable adult.  |  |  |  |
| Unchecked volunteers do not have unsupervised access to children.  |  |  |  |
| Individual proprietors or the chair of the body of an independent school, chair of governing bodies and chairs of governing bodies on non-maintained special schools must have had an enhanced DBS, ID verified and overseas checks where applicable by the secretary of state.  |  |  |  |
| Chairs of academies or free schools must ensure that an enhanced DBS is undertaken for the other members of the body, as well as identify check sand section 128 checks. This is also applicable for members of academy trusts, charity trustees and char of the board of charity trustees.  |  |  |  |
| All contractors should have an appropriate DBS check with barred list check where applicable. Contractor ID is always checked on arrival.  |  |  |  |
| The school or college do not ask to see visitor DBS certificates.  |  |  |  |
| Where a school places a pupil with an alternative provision provider it obtains written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individual working at the establishment. The school remains responsible for the safeguarding of that pupil.  |  |  |  |
| The school or college ensures that work experience placement providers have suitable policies and procedures in place to protect children from harm, including obtaining DBS/barred list checks where supervising a child under the age of 16, where applicable. Where a child aged 16 or over has contact with children in a specified place, the work experience provider should consider obtaining a DBS check for the child.  |  |  |  |
| The school or college has appropriate arrangements in place (in accordance with Annex E KCSIE 2019) for children staffing with host families (homestay). |  |  |  |
| Staff are alert to private fostering and understand when to notify the local authority of private fostering arrangements.  |  |  |  |
| **Questions for governors/management committees/proprietors**How have the designated safeguarding lead and head teacher provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations? |
| **Part four: Allegations of abuse made against teachers and other staff** | **No** | **Partly** | **Yes/N/A** |
| The head teacher or principal or chair of governors, or the chair of the management committee or, proprietor of an independent school understand their responsibilities to discuss any allegations with the designated officer for the local authority.  |  |  |  |
| **Questions for governors/management committees/proprietors**How have the designated safeguarding lead and head teacher provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations? |
| **Part five: Telford and Wrekin Safeguarding Partnership expectations**  | **No** | **Partly** | **Yes/N/A** |
| Safeguarding is on the agenda for all staff meetings.  |  |  |  |
| The school or college has adopted the Suicide Intervention Policy ratified by the Telford & Wrekin Suicide Action Sub Group. |  |  |  |
| Safeguarding supervision is offered to all staff.  |  |  |  |
| The school or college considers the NSPCC guidance for the arrangements for changing for physical education.  |  |  |  |
| The school or college knows of and liaises with the education representatives for the Telford and Wrekin Safeguarding Partnership.  |  |  |  |
| All staff have attended Vulnerability & Exploitation training provided by West Mercia Police in partnership with Telford & Wrekin Council and Telford and Wrekin Safeguarding Partnership. |  |  |  |
| The head teacher/principal and chair of governors have attended the Local Authority Designated Officer Training. |  |  |  |
| **Questions for governors/management committees/proprietors**How do you review the head teacher management of safeguarding and offer them safeguarding supervision? Does the governor/committee member/proprietor with responsibility for safeguarding attend Telford & Wrekin Council Education Safeguarding termly update?How do you monitor exceptional pupil movement to ensure children are not illegally off-rolled? How have the designated safeguarding lead and head teacher provided reassurance to you that their evaluation is accurate? What assurance have you sought to check evidence of the requirements and evaluations? |
| **Actions required**  |
| **Action** | **Success criteria** | **Timescale** | **Personal responsible** | **Date achieved** | **Achieved outcome** |
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