

# **Telford & Wrekin Safeguarding Children Board (TWSCB)**

## **Safeguarding Children in Telford & Wrekin Section 11 Self Assessment Toolkit, Roles & Responsibilities Designated Safeguarding Leads - Education**



**September 2017-18**

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## Part One - Introduction and Guidance

Information provided in the self assessment will be used by TWSCB to provide assurance that partners providing education locally have safe and effective systems in place for safeguarding children. As a DSL all your roles and responsibilities are outlined in your Child Protection & Safeguarding in Schools Policies.

### What is s.11?

s.11 Children Act (2004) places duties on a range of organisations and individuals to ensure that 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.

s.11 does not give organisations any new or additional functions, nor does it override their existing functions. Rather it seeks to ensure that, when organisations go about their day to day business, they do so in a way that takes into account the need to safeguard and promote the welfare of children. In practice this means that organisations need to have in place safe systems and safe processes, for example by ensuring the safe recruitment of staff, by providing appropriate training and by having up to date policies which staff know how to access.

Compliance with s.11 is a statutory requirement for the Local Authority and a range of other organisations

## Purpose of self-assessment

Working Together to Safeguard Children (2015) requires LSCBs to gather data to assess whether *partners are fulfilling their statutory obligations*, this includes compliance with s.11. In Telford & Wrekin, compliance with s.11 is monitored every year using a self-assessment toolkit. Following completion of the toolkit, organisations should produce an action plan outlining those areas (if any) where additional work is needed to ensure full compliance with the requirements of s.11. Progress with implementing action plans will be monitored by TWSCB at yearly intervals with random samples of audits and progress reported to the Executive Boards.

The TWSCB s.11 self-assessment toolkit for Educational settings has been reviewed and re issued in September 2017. A clear function being:

- Ensuring the scope of the self-assessment is clearly focused and concentrates on those areas of work which are deemed essential for safeguarding children.
- Introducing a sample yearly audit of education s.11's within the summer term.

## Ofsted inspection

Safeguarding procedures and policies will be checked as an integral part of Ofsted inspections and schools / settings are likely to be asked about the outcomes of annual s.11 audits and the key actions to be taken to address weaknesses across the breadth of safeguarding activity. We therefore recommend that a Governors /Designated Safeguarding Leads carry out an annual s.11 audit and use the outcomes to inform school development planning activities. Please refer to the Part 3 guidance of this document to assist the audit process and read "Possible questions for providers".

## Keeping Children Safe in Education 2014 & 2016

### Purpose and Scope

On the 4<sup>th</sup> April 2014, the DfE published its long awaited statutory guidance to schools and colleges '**Keeping Children Safe in Education.**' The statutory guidance sets out the implications for LSCBs, local authorities, schools (excluding maintained nursery schools) and colleges. This version of the s. 11 takes into account the latest guidance.

Replaces

- Safeguarding Children and Safer Recruitment in Education (2006)
- Dealing with Allegations against Teachers and other staff 2012, (the DfE website states that this is now an archived document and is replaced by this document.)

and **must** be read in conjunction with Working Together 2015.

**Part 1 should be read by the whole of the school and college workforce. (\*\*Although best practice would be for all staff to be given/access to a copy of KCSIE for all staff to read)**

The guidance stipulates clearly that this document should be read in conjunction with Working Together 2015, which states (page 49) that in order to fulfil their duty under s157/175 of the Education Act 2004, all educational settings should have in place the arrangements set out in paragraph 4 (page 47, 48 and 49). Noticeably there are some key statutory duties set out in Working Together 2015 which are not referenced in the new guidance, therefore educational settings, must also be mindful of:

- *Accountability for commissioning arrangements/services*
- *Supervision arrangements for the Designated Safeguarding Lead (previously Designated Persons) and appropriate supervision of school staff.*
- *Arrangements for ensuring staff competency*
- *Creating an environment where staff feel secure to share concerns*
- *Review processes of staff practice*

The guidance has removed all references to the Local Authority's statutory duty under section 175 to ensure the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.

Section 11 of the Children Act 2004 placed a duty on key persons and bodies to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children.

Whilst section 11 does not apply to individual schools, rather to the Local Authority, Section 10 of the Children Act 2004, (page 11 paragraph 28) sets out that the Local Authority should make arrangement to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children.

The local authority have some responsibilities in relation to schools, however the detailed strategic, support and operational responsibilities which were in the previous guidance are no longer specified.

References are however made to Section 14b of the Children Act 2004 which confers a number of responsibilities on the LSCB. LSCBs and Local Authorities will therefore need to examine their arrangements with regard to the above legislation and associated statutory guidance.

The guidance has four parts:

- **Part 1 Safeguarding information for all staff**
- **Part 2 The management of safeguarding**
- **Part 3 Safer recruitment**
- **Part 4 Allegations of abuse made against teachers and other staff**

### **The Local Telford & Wrekin Safeguarding Children Board (TWSCB)**

The TWSCB has a number of representatives who represent Education at full board level. They are currently;

- Educational settings in 2015-16 are represented on the full TWSCB by;
  - ✓ Education LA-Heather Loveridge
  - ✓ Representing School Governors-Maggie Langdale
  - ✓ Representing Special Schools-Haughton School-Gill Knox
  - ✓ Representing Academies-Madeley Academy-Duncan Marshall
  - ✓ Representing Primary Schools-Holmer Lake Primary-Sian Deane
  - ✓ Representing Secondary Schools-Ercall Wood School-Chay Davies
  - ✓ Representing Further Education-TCAT-Jo Lomax/Pam Kaminski
  - ✓ Early Years-Christine Harding

## How to complete the toolkit

The toolkit contains nine key areas of work covering;

- Leadership
- Policies & Procedures
- Safe Recruitment and Selection of Staff and Volunteers
- Training and Development
- Effective Practice
- Contracting with third parties
- Sharing and Storing Information
- Learning from reviews
- Curriculum activity

The toolkit should be used to highlight areas of strength as well as areas for development.

Within each of these nine areas we have included a short description of why this work is important to safeguard children, and listed the type of activity we would expect to see. ***The list is not exhaustive and you may wish to place more evidence of your particular practice.*** It is intended to assist when providing evidence of how the requirements of s.11 are put into practice locally. ***The questions underneath the rationale are self prompts for you to consider before adding to the evidence column*** and if you cannot evidence them, then they need to be transferred into actions required section for planning. By the very nature of safeguarding these may move from one section to another.

The toolkit uses the traffic light system to provide an assessment of compliance with meeting the standards required by s.11:

**Red**- Standard not met (action required to address this detailed on action plan)

**Amber** – Standard partially met (action required to address this detailed on action plan)

**Green**- Performing well / no concerns

Examples of suggested evidence which could be used to complete the toolkit can be found in Part Three of this document (page 18)

## Developing action plans

If any areas for further development are identified when completing the toolkit, these should be added to the action plan section. Details of the action that needs to be taken, who will be responsible for this and expected timescales should be included. Updates on progress with monitoring action plans will be requested at yearly intervals and reported back to TWSCB. We propose that the Designated Safeguarding Lead /Governor Workbooks are ideal vehicles to incorporate the s. 11 audits, action plans and outcomes. It is for schools to decide whether they choose for the s. 11 audits to sit within those Workbooks.

## Part Two – The Self-Assessment Toolkit

Your details:

<b>Name:</b>	<b>Rachael Brown</b>
<b>Role/job title:</b>	<b>Headteacher</b>
<b>Educational Setting:</b>	<b>The Linden Centre Primary &amp; Secondary</b>
<b>Named Safeguarding Governor:</b>	<b>Gill Knox</b>
<b>Return to:</b>	<a href="mailto:lscb@telford.gov.uk">lscb@telford.gov.uk</a> including in the email subject line "s11 Schools"
<b>Return by:</b>	<b>1<sup>st</sup> January 2018</b>

1. Senior Managers take leadership responsibility for Safeguarding Children. Safeguarding is embedded within organisations	Rating			
	✓			
<i>Rationale- organisations should have in place arrangements which reflect the importance of safeguarding and promoting the welfare of children</i>				
<ul style="list-style-type: none"> <li>There is a governing body level lead for safeguarding, who works closely with the Designated Safeguarding Lead (DSL). The DSL takes overall responsibility for the organisation's safeguarding arrangements and reports directly to the governing body lead.</li> </ul>				
<ul style="list-style-type: none"> <li>There is a clear accountability framework which enables all staff to understand their role in safeguarding children and vulnerable adults (e.g. detailed in job descriptions, highlighted through training, suitable inductions and DSL/Governor Workbooks that are available)</li> </ul>				
<ul style="list-style-type: none"> <li>Staff are aware that there is an educational setting representative at TWSCB Meetings and sub groups as relevant and that their views can be shared at these meetings through the representative.</li> </ul>				
<ul style="list-style-type: none"> <li>There are termly network meetings for the DSL to attend for disseminating safeguarding updates (national and local) back in your organisation. It is strongly recommended that the DSL or Senior Management Team colleague attend these as this is a requirement for you continuing professional development (CPD) that you need to evidence.</li> </ul>				
<ul style="list-style-type: none"> <li>Safeguarding updates are on all agendas for staff and governor meetings.</li> </ul>				
<ul style="list-style-type: none"> <li>Governor with responsibility for safeguarding has a clear overview of training needs and roles and responsibilities and has acquainted them selves with the s11 Designated DSL/Governor Workbooks, where</li> </ul>				

the role is clearly defined					
Evidence		Rating			
		✓			
Safeguarding Children	<ul style="list-style-type: none"> <li>• Management Committee Poster with roles and responsibilities</li> <li>• DSL poster</li> <li>• Management Committee Folder for Safeguarding including Workbook</li> <li>• Safeguarding folders for staff</li> <li>• Job Descriptions including Safeguarding sections</li> <li>• Safeguarding Stickers on the back of staff badges</li> <li>• KWANGO annual training</li> <li>• PREVENT 3 year training</li> <li>• KCSIE document annually</li> <li>• Safeguarding on all Meeting agendas</li> <li>• Safeguarding Concern Forms</li> <li>• Bound Book of Safeguarding Concern Forms</li> <li>• Safeguarding Umbrella and Mission Statement</li> <li>• Safeguarding Training needs on Appraisal</li> <li>• Safeguarding section on Headteacher's Report</li> <li>• DSL to attend network meetings</li> <li>• Governor with responsibility for safeguarding has S11 Designated DSL/Governor Workbooks</li> <li>• Staff training records</li> </ul>				
Actions Required					

2. Organisations have Policies and Procedures in place to support effective working	Rating			
	✓			
<i>Rationale – Good policies help staff do their job more effectively by setting out their individual responsibilities in relation to safeguarding children. Procedures clarify the steps to be taken in specific circumstances e.g. if a service user makes an allegation. Policies should be regularly reviewed, promoted among the workforce and easily accessible by staff.</i>				
<ul style="list-style-type: none"> <li>• There is an up to date (2017-2018) Child Protection &amp; Safeguarding Children Policy which is signed off by the Governing Body and minuted as such</li> </ul>				
<ul style="list-style-type: none"> <li>• The policies are easily accessed by all staff and parents, and provide clear, straightforward guidance on how to recognise and respond to possible abuse or neglect. The policies are on the school website and a paper copy has to be supplied on request for parents free of charge.</li> </ul>				
<ul style="list-style-type: none"> <li>• There is an organisational whistle-blowing/Speak Up policy which encourages staff to report poor practice,</li> </ul>				



<b>Evidence</b>			<b>Rating</b>		
		✓			
Safeguarding Children	<ul style="list-style-type: none"> <li>• Up to date Safeguarding policy signed off by Management Committee</li> <li>• on website and in Safeguarding folder for all staff and Management Committee</li> <li>• Speak Policy on Website and in Safeguarding folders and poster displayed in Centre</li> <li>• Staff Code of Conduct in Safeguarding folders on website</li> <li>• Social Media policy and CISP on website</li> <li>• Use of Mobile Policy on Safeguarding folder</li> <li>• Safeguarding Concern forms in bound book</li> <li>• Robust policies are in place meeting the needs of pupils who are receiving prescribed medications and are reviewed annually</li> </ul>				
Actions Required	<ul style="list-style-type: none"> <li>• NSPCC Whistleblowing Helpline information for staff</li> <li>• Update Behaviour and Anti Bullying Policies</li> <li>• Staff need to be aware of the West Midlands Procedures which Telford &amp; Wrekin sit within Section 1.14 "Allegation Against Staff and Volunteers"</li> </ul>				

3. Safe Recruitment and selection of Staff and Volunteers	Rating			
	✓			
<i>Rationale – organisations must have in place recruitment and selection procedures which help to identify people who want to – and are suitable – to work with children and families</i>				
<ul style="list-style-type: none"> <li>• Safe recruitment practices ensure the proper selection of staff who will have regular contact with children. These practices include:               <ul style="list-style-type: none"> <li>a) policies on where disclosure barring checks are necessary</li> <li>b) face to face interviews</li> <li>c) verification of identity and qualifications</li> <li>d) references are obtained (at least 2)</li> <li>e) previous employment history is checked</li> <li>f) any anomalies or discrepancies are taken up</li> <li>g) at least one member of any interviewing panel has been on Safer Recruitment Training as certificated by the Lucy Faithfull Foundation Consortium</li> <li>h) any interview panel clearly documents whom has been on the training as stipulated above</li> </ul> </li> </ul> <p>Best practice following advice from HMI December 2014 is that all personnel files should include the following :</p>				
<ul style="list-style-type: none"> <li>• Their original application form</li> </ul>				
<ul style="list-style-type: none"> <li>• A copy of the advert which was placed making reference to the enhanced DBS check</li> </ul>				
<ul style="list-style-type: none"> <li>• All interview questions to prove that safer recruitment processes were adhered to and that the process was fair. This allows scrutiny of any gaps in the interview process</li> </ul>				
<ul style="list-style-type: none"> <li>• The references which were supplied. References need to address the person specification, with clear guidance for referees</li> </ul>				
<ul style="list-style-type: none"> <li>• A copy of the job description</li> </ul>				
<ul style="list-style-type: none"> <li>• Prohibition from teaching checks are carried out</li> </ul>				
<ul style="list-style-type: none"> <li>• NQT induction certificate (if completed at the school)</li> </ul>				
<ul style="list-style-type: none"> <li>• Documentation of evidence when progressing to upper pay ranges</li> </ul>				
<ul style="list-style-type: none"> <li>• Documentation that was used to prove right to work in the UK, DBS evidence and any evidence from people who have lived abroad</li> </ul>				
<ul style="list-style-type: none"> <li>• Evidence that staff have completed the disqualification by association declaration</li> </ul>				
<ul style="list-style-type: none"> <li>• If an individual (paid worker or volunteer) is removed from work which involves children (or would have been removed if the person had not left first) then a referral is made to the Disclosure and Barring Service.</li> </ul>				
<ul style="list-style-type: none"> <li>• Compliance with Single Central Record which is updated regularly and monitored by a named Governor</li> </ul>				

Evidence		Rating		
		✓		
Safeguarding Children	<ul style="list-style-type: none"> <li>• Disclosure barring checks</li> <li>• Face to face interviews</li> <li>• Verification of identity and qualifications</li> <li>• References are obtained</li> <li>• Previous employment history is checked</li> <li>• Any anomalies or discrepancies are investigated</li> <li>• At least one member of any interviewing panel has been on Safer Recruitment Training</li> <li>• Interview panel clearly documents whom has been on the training as stipulated above</li> <li>• All personnel files should include all the Relevant Documents: Application Form, Advert, Interview Questions, Reference, Job Descriptions, NQT Induction Certificate, UPS Documents, Right to work in UK, DBS and Evidence from people who have lived abroad, Disqualification by Association Declaration, Single Central Record updated regularly and monitored by Chair of Management Committee</li> </ul>			
Actions Required	<ul style="list-style-type: none"> <li>• Prohibition from teaching checks are carried out – currently these are not completed in addition to the DBS, Kate to check</li> </ul>			
<b>4. Training and Development</b>		<b>Rating</b>		
		✓		
<i>Rationale- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding children. All those who work with children and, families must receive training on their responsibilities in relation to safeguarding children.</i>				
<ul style="list-style-type: none"> <li>• Safeguarding training is mandatory on induction for all staff who will have contact with children. This induction should cover familiarisation with child protection and safeguarding responsibilities and how to recognise and respond to possible abuse or neglect. Everyone in the school community should be made aware of the school's Child Protection &amp; Safeguarding Policies</li> </ul>				
<ul style="list-style-type: none"> <li>• Training and a budget is in place for the DSL to ensure that they have a thorough understanding of their role</li> </ul>				
<ul style="list-style-type: none"> <li>• Training records are maintained and are monitored as part of the Health and Safety Audit</li> </ul>				
<ul style="list-style-type: none"> <li>• Training is arranged to address topical safeguarding matters</li> </ul>				
<ul style="list-style-type: none"> <li>• Continual Professional Development and on-going support is available for all staff working with children.</li> </ul>				
<ul style="list-style-type: none"> <li>• There is a named Designated Safeguarding Lead (DSL), which all staff are aware of. All staff know to</li> </ul>				

contact the DSL, without delay if they have any concerns regarding the safety of pupils				
<ul style="list-style-type: none"> <li>In the event of the DSL being unavailable there is a clear structure of who to approach with any concerns a person may have and is on site at all times</li> </ul>				
<ul style="list-style-type: none"> <li>All staff and Governors have received and read and understood at least section 1 of “Keeping Children Safe in Education” 2016 and signed that they have done so (Mandatory)</li> </ul>				
<ul style="list-style-type: none"> <li>Best practice is in place to arrange for all staff and Governors to have read and understood all four sections and signed that they have done so. <b>(OPTIONAL)</b></li> </ul>				
<ul style="list-style-type: none"> <li>Recording of training development in Designated Safeguarding Lead/s11 Governor Workbooks or stipulate any other method of recording this.</li> </ul>				
<ul style="list-style-type: none"> <li>The listing/documenting of any training undertaken as suggested in Child Protection &amp; Safeguarding in Schools Policy</li> <li>Training records are documented for all staff/Governors with names of courses attended and dates taken, this includes details of all inductions to new staff and volunteers-all records are signed for</li> </ul>				
<ul style="list-style-type: none"> <li>For whole school staff online safety is a major concern for all professionals/parents not only Social Media forums but issues around “<b>sexting</b>”. For information and support in these areas the following websites below are available for all staff and parents to view. The sites are for all age groups, parents and carers. which will form the basis and assist with online safety education, support and policy in our school.</li> <li><a href="http://www.swgfl.org.uk">www.swgfl.org.uk</a> <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> &amp; <a href="http://www.virtualglobaltaskforce.com">www.virtualglobaltaskforce.com</a> <a href="http://www.parentsprotect.co.uk">www.parentsprotect.co.uk</a> <a href="http://www.lucyfaithfull.org.uk">www.lucyfaithfull.org.uk</a> <a href="http://www.stopitnow.org.uk">www.stopitnow.org.uk</a> <a href="http://parentinfo.org/">http://parentinfo.org/</a></li> </ul>				
<ul style="list-style-type: none"> <li>Ensure the expertise/recognition of staff through training to addresses how children can keep themselves safe and seek support from all forms of bullying including cyberbullying, sexual exploitation, radicalisation, FGM, Honour Based Violence, drug/substance misuse, gang activity, domestic violence, child trafficking, Modern Slavery and Forced Marriage</li> <li>Staff are aware of Private Fostering and the law. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a student that has not been notified to</li> </ul>				

<p>Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information to Children's Social Care as appropriate.</p>				
<ul style="list-style-type: none"> <li>• Governor with responsibility for safeguard has a clear overview of training needs and roles and responsibilities and has acquainted them selves with the s11 Governor Workbook, where the role is clearly defined. This is the "challenge" approach to ensure child protection and safeguarding is measured, accountable and understood by the Governing Body. The s11 is carried out jointly or separately on a year to year basis confirming/documenting evidence and any actions needed to be to be taken</li> </ul>				
<ul style="list-style-type: none"> <li>• The lead Governor for Safeguarding has attended relevant training in order to fulfil the function of the role</li> </ul>				
<ul style="list-style-type: none"> <li>• The school takes seriously its duties to assist parents and help them with on line safeguarding resources. As such we will make them aware of the web page <b>Parent Info</b>, which is a comprehensive, free resource for schools and parents covering a range of safeguarding topics and information about apps and when they are updated etc. The content is updated by CEOP (Child Exploitation &amp; Online Protection Centre) and can be found at <a href="http://parentinfo.org/">http://parentinfo.org/</a></li> </ul>				

Evidence			Rating		
		✓			
Safeguarding Children	<ul style="list-style-type: none"> <li>• Staff complete the T &amp; W Safeguarding training every 3 years and KWANGO each year and everyone in the school is aware of the school's Child Protection &amp; Safeguarding Policies which are in their Safeguarding folder</li> <li>• DSLs have a thorough understanding of their role</li> <li>• Training records are maintained and are monitored as part of the Health and Safety Audit</li> <li>• Training is arranged to address topical safeguarding matter through team meetings</li> <li>• Continual Professional Development and on-going support is available for all staff working with children through team meetings</li> <li>• There is a named Designated Safeguarding Leads (DSLs) are displayed on a poster and on the back of staff badges with all contact numbers</li> <li>• A DSL is available at all times on one of the sites</li> <li>• All staff and Management Committee have received and read and understood at least section 1 of "Keeping Children Safe in Education" 2016 and signed that they have done so on a sheet displayed in the office</li> <li>• Record of training development is in Designated Safeguarding Lead/Governor Workbooks and on the school's CPD list</li> <li>• Management committee member with responsibility for safeguarding has relevant experience for the role and a clear overview of training needs and roles and responsibilities and has acquainted themselves with the Designated Governor Workbook, where the role is clearly defined in their Management Committee file.</li> <li>• All training development is recorded in Designated Safeguarding Lead/s11 Governor Workbooks and on our own training record</li> </ul>				
Actions Required	<ul style="list-style-type: none"> <li>• Develop E-safety lessons including sexting.</li> <li>• Develop staff training to addresses how children can keep themselves safe and seek support from all forms of bullying including cyber bullying, sexual exploitation, radicalisation, FGM, , Honour Based Violence, drug/substance misuse, gang activity, domestic violence, child trafficking, Modern Slavery and Forced Marriage</li> <li>• Staff need to be are aware of Private</li> </ul>				

	<p>Fostering and the law. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a student that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information to Children's Social Care as appropriate.</p> <ul style="list-style-type: none"> <li>• Ensure parents/carers are aware of the web page <b>Parent Info</b>, which is a comprehensive, free resource for schools and parents covering a range of safeguarding topics and information about apps and when they are updated etc. The content is updated by CEOP (Child Exploitation &amp; Online Protection Centre) and can be found at <a href="http://parentinfo.org/">http://parentinfo.org/</a></li> </ul>				
<b>5. Effective Practice – how services respond to and engage with children, vulnerable adults and their families</b>		<b>Rating</b>			
		✓			
<p><i>Rationale - 'Safeguarding is everyone's business' and staff from across different organisations need to work together to ensure children and, young people are protected from abuse and neglect. Starting with the identification of need, school staff need to be confident in how to respond to safeguarding issues and how to work with other professionals to provide appropriate and timely responses</i></p>					
<ul style="list-style-type: none"> <li>• Identification of need - staff members can recognise the abuse or neglect of children and make referrals as appropriate to the DSL in the first instance. All referrals are hand written and signed by those who make them. Schools who use CPOMS have an option of an electronic referral process which is acceptable.</li> </ul>					
<ul style="list-style-type: none"> <li>• The DSL makes a referral to Family Connect and a request for service sought, based on the written information and any other evidence collected on the child, following the referral process</li> </ul>					
<ul style="list-style-type: none"> <li>• There are processes for recording incidents, concerns and referrals in relation to children. This includes recording the action that results.</li> </ul>					
<ul style="list-style-type: none"> <li>• The DSL is aware and makes others aware of the Sexual Harmful Behaviour Safety Plan that can be used to manage/assess children that may need a plan in place (This can found on the hyperlink in the School Policies Section)</li> </ul>					
<ul style="list-style-type: none"> <li>• Staff understand the importance of intervening early to prevent problems escalating.</li> </ul>					
<ul style="list-style-type: none"> <li>• The DSL participates in multi-agency meetings and</li> </ul>					

assessments to safeguard children.				
<ul style="list-style-type: none"> <li>The wishes and feelings of children are taken into account when services are designed and delivered</li> </ul>				
<ul style="list-style-type: none"> <li>Where possible, working with other professionals, children are fully involved in plans to safeguard their welfare, and individual case decisions are informed by the wishes, feelings and experiences of children.</li> </ul>				
<ul style="list-style-type: none"> <li>Children and families are given the opportunity to feedback on interventions provided by workers, at Core Groups, Case Conferences, CAF and TAC meetings and this feedback is used to enhance service provision</li> </ul>				
<ul style="list-style-type: none"> <li>Information on how to complain is readily available for children and families on the school website and that the complaints procedure is concise and clear</li> </ul>				

<i>Evidence</i>		<i>Rating</i>			
		✓			
Safeguarding Children	<ul style="list-style-type: none"> <li>Staff can recognise the abuse or neglect of children and make referrals as appropriate to the DSLs in the first instance. All referrals are hand written and signed by those who make them on the Student Concern Forms.</li> <li>The DSLs make a referrals to Family Connect and a request for service sought, based on the written information and any other evidence collected on the child, following the referral process.</li> <li>Incidents, concerns and referrals in relation to children including actions are recorded on the Student Safeguarding Forms.</li> <li>Staff understand the importance of intervening early to prevent problems escalating.</li> <li>The DSLs participate in multi-agency meetings and assessments to safeguard children.</li> <li>Staff ensure that the wishes and feelings of children are taken into account when services are designed and delivered.</li> <li>When working with other professionals, children are fully involved in plans to safeguard their welfare and individual case decisions are informed by the wishes, feelings and experiences of children.</li> <li>Children and families are given the opportunity to feedback on interventions provided by workers, at Core Groups, Case Conferences, CAF and TAC meetings and this feedback is used to enhance service provision.</li> <li>Information on how to complain is readily available for children and families on the website and that the complaints procedure</li> </ul>				



Evidence		Rating		
		✓		
Safeguarding Children	<ul style="list-style-type: none"> <li>Suitable arrangements are in place which manages visitors whilst in the setting which include clearly asking for identification, signing in procedures, chaperoning of visitors and suitable identification of them.</li> </ul>			
Actions Required	<ul style="list-style-type: none"> <li>We need to ensure Safeguarding is integrated into all contractual processes with clear expectations and reporting requirements to prevent abuse and neglect and where our expectations and procedures are clearly explained to providers</li> <li>We need to ensure providers are provided with the Schools Safeguarding &amp; Child Protection Policy and know their responsibilities within the setting and who to report to. This must include the schools whistle blowing /Speak Up policy which all staff are aware of, that will assist them in escalating concerns and reporting poor practice to the Designated Safeguarding Lead within the setting</li> </ul>			
<b>7. Sharing and storing information</b>		<b>Rating</b>		
		✓		
<i>Rationale – Where there are concerns about safeguarding children, relevant information should be shared with Family Connect Team without delay.</i>				
	<ul style="list-style-type: none"> <li>There are arrangements which set out clearly the processes for sharing information with other professionals where this is necessary to protect children from harm.</li> </ul>			
	<ul style="list-style-type: none"> <li>Details of these arrangements for sharing information are covered on induction with all staff. Staff are aware of the 7 Golden Rules of Information Sharing</li> </ul>			
	<ul style="list-style-type: none"> <li>Training and guidance on information security is shared with all staff; staff are compliant with record keeping policies including the security of personal information.</li> </ul>			
	<ul style="list-style-type: none"> <li>Procedures are in place as identified within the schools child protection and safeguarding in schools policies to transfer school records around child protection and safeguarding (please document in evidence). **If you are using CPOMS then please state this as the method which is carried out electronically to the next school if they use CPOMS</li> </ul>			
	<ul style="list-style-type: none"> <li>The DSL acquaints themselves with Information Governance Service and the services that they offer and can assist with-this can be found on policies section of TWSCB Schools Policies section of the website</li> </ul>			
	<ul style="list-style-type: none"> <li>In respect of files being released when requested by the Police under <b>Section 29 of the Data Protection</b></li> </ul>			

<p><b>Act a Form A222</b> should accompany that release and a copy will be retained for our records. Also we will consider the <b>7 Golden Rules for Information Sharing</b>. If in any doubt we will seek advice from the <b>T&amp;W Information Governance Team</b> on 383103</p> <ul style="list-style-type: none"> <li>• Upon releasing records the school will request ID Badges for release.</li> </ul>				
<ul style="list-style-type: none"> <li>• Records are stored securely and safely and there are clear processes in place to ensure that records are retained as required.</li> </ul>				
<ul style="list-style-type: none"> <li>• Your records retention policy takes account of the need to access information which may be required to undertake Case Reviews and Serious Case Reviews</li> </ul>				
<ul style="list-style-type: none"> <li>• The DSL is aware of the TWSCB “Workbook Guidelines for Child Protection Records, Transfer, Retention &amp; Archiving” (July 1<sup>st</sup> 2017)</li> </ul>				

Evidence			Rating		
		✓			
Safeguarding Children	<ul style="list-style-type: none"> <li>• There are arrangements which set out clearly the processes for sharing information with other professionals where this is necessary to protect children from harm.</li> <li>• Details of these arrangements for sharing information are covered on induction with all staff</li> <li>• Training and guidance on information security is shared with all staff; staff are compliant with record keeping policies including the security of personal information.</li> <li>• The DSLs acquaint themselves with Information Governance Service and the services that they offer and can assist with-this can be found on policies section of TWSCB Schools Policies section of the website</li> </ul>				
Actions Required	<ul style="list-style-type: none"> <li>• We need to ensure records are stored securely and safely and there are clear processes in place to ensure that records are retained as required.</li> <li>• We need to ensure our records retention policy take account of the need to access information which may be required to undertake Case Reviews and Serious Case Reviews</li> <li>• We need to ensure all the DSLs are aware of the TWSCB “Workbook Guidelines for Child Protection Records, Transfer, Retention &amp; Archiving” (April 1<sup>st</sup> 2015)</li> <li>• Details of these arrangements for sharing information are covered on induction with all staff. Staff are aware of the 7 Golden Rules of Information Sharing</li> <li>• Procedures are in place as identified within the schools child protection and safeguarding in schools policies to transfer school records around child protection and safeguarding (please document in evidence). **If you are using CPOMS then please state this as the method which is carried out electronically to the next school if they use CPOMS</li> <li>• In respect of files being released when requested by the Police under <a href="#">Section 29 of the Data Protection Act a Form A222</a> should accompany that release and a copy will be retained for our records. Also we will consider the <a href="#">7 Golden Rules for Information Sharing</a>. If in any doubt we will seek</li> </ul>				

	<p>advice from the <a href="#">T&amp;W Information Governance Team</a> on 383103</p> <ul style="list-style-type: none"> <li>• Upon releasing records the school will request ID Badges for release.</li> </ul>				
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8. Learning from Reviews	Rating			
	✓			
<p><i>Rationale – Professionals and organisations need to reflect on the quality of their services to children and learn from their own practice and that of others. Good practice should be shared so there is a growing understanding of what works well. Conversely when things go wrong there needs to be a rigorous, objective analysis of what happened and why, so that important lessons can be learnt and services improved to reduce the future risk of harm.</i></p>				
<ul style="list-style-type: none"> <li>• There are clear expectations for taking part in reviews of cases if requested by the TWSCB and other agencies; including gathering evidence, completing action plans and embedding any learning. Guidance on the process for this would be sought from the TWSCB</li> </ul>				
<ul style="list-style-type: none"> <li>• The setting has reviewed the Telford &amp; Wrekin Safeguarding Children Board website and makes staff aware of its existence and purpose-especially the school policies section which is the one stop shop for relevant documents</li> </ul>				
<ul style="list-style-type: none"> <li>• Learning from any reviews, inspections and other serious incidents is disseminated among staff. These could be of local, regional or national significance</li> </ul>				
<ul style="list-style-type: none"> <li>• Evidence of regular attendance at termly DSL updates is essential where this process usually captures any relevant cases that can be disseminated to staff from the DSL</li> </ul>				

Evidence		Rating		
		✓		
Safeguarding Children	<ul style="list-style-type: none"> <li>These is regular attendance at termly DSL updates where this process usually captures any relevant cases that can be disseminated to staff from the DSLs</li> </ul>			
Actions Required	<ul style="list-style-type: none"> <li>We need to ensure there are clear expectations for taking part in reviews of cases if requested by the TWSCB and other agencies; including gathering evidence, completing action plans and embedding any learning. Guidance on the process for this would be sought from the TWSCB.</li> <li>We need to ensure that we have reviewed the Telford &amp; Wrekin Safeguarding Children Board website and makes staff aware of its existence and purpose- especially the school policies section which is the one stop shop for relevant documents.</li> <li>We need to learn from any reviews, inspections and other serious incidents and ensure they are disseminated among staff. These could be of local, regional or national significance.</li> </ul>			
<b>9. The curriculum</b>		<b>Rating</b>		
		✓		
<i>Rationale – The school offers a curriculum which prepares children for life in modern Britain. The curriculum gives pupils the opportunity to develop life skills for keeping themselves safe and to allow them to fully participate in society.</i>				
<b>The taught and hidden curriculum</b>				
	<ul style="list-style-type: none"> <li>addresses how children can keep themselves safe and seek support from all forms of bullying including cyberbullying, sexual exploitation, radicalisation, FGM, Honour Based Violence, trafficking, modern slavery drug/substance misuse, gang activity, domestic violence and Forced Marriage</li> </ul>			
	<ul style="list-style-type: none"> <li>supports pupils in how to identify different types of abuse, how and who to report it to</li> </ul>			
	<ul style="list-style-type: none"> <li>prepares pupils to be resilient to being pressurised into behaviours which puts their safety at risk</li> </ul>			
	<ul style="list-style-type: none"> <li>helps to identify vulnerable pupils, who may be persuaded to become involved in unsafe behaviour by helping them to find an interest/club to belong to</li> </ul>			
	<ul style="list-style-type: none"> <li>allows pupils time to learn how to reflect on what they are taught, told and believe in</li> </ul>			
	<ul style="list-style-type: none"> <li>supports pupils to be mindful of others and air any concerns they have about their own or others' welfare</li> </ul>			
	<ul style="list-style-type: none"> <li>gives pupils the opportunity to question what they are taught and debate a range of issues</li> </ul>			
	<ul style="list-style-type: none"> <li>where sex education is taught consideration is given to</li> </ul>			

the target audience of the pupils that will receive this. In respect of the balance being proportionate and recognition of the different learning levels in the class. Thought will also be given to those that may have exposed to abusive and potential abusive situations either as victims or perpetrators.				
<ul style="list-style-type: none"> <li>empowers pupils by teaching them their rights and responsibilities</li> </ul>				
<ul style="list-style-type: none"> <li>promotes the spiritual, moral, cultural and social development of pupils at the school and of society.</li> </ul>				
<ul style="list-style-type: none"> <li>prepares pupils at the school for the opportunities, responsibilities and experiences of later life</li> </ul>				
<ul style="list-style-type: none"> <li>promotes British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> </ul>				
<ul style="list-style-type: none"> <li>enables pupils to have the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> </ul>				
<ul style="list-style-type: none"> <li>gives pupils a sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul>				
<ul style="list-style-type: none"> <li>allows the use of imagination and creativity in their learning</li> </ul>				
<ul style="list-style-type: none"> <li>teaches pupils to have a willingness to reflect on their experiences</li> </ul>				
<ul style="list-style-type: none"> <li>gives pupils the ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</li> </ul>				
<ul style="list-style-type: none"> <li>develops an understanding of the consequences of their behaviour and actions and that of others</li> </ul>				
<ul style="list-style-type: none"> <li>Gives pupils an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues</li> </ul>				
<ul style="list-style-type: none"> <li>enables pupils to use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> </ul>				
<ul style="list-style-type: none"> <li>encourages pupils to have a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> </ul>				
<ul style="list-style-type: none"> <li>teaches acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>				
<ul style="list-style-type: none"> <li>develops an understanding and appreciation of the wide range of cultural influences that have shaped</li> </ul>				

their own heritage and that of others				
<ul style="list-style-type: none"> <li>develops an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> </ul>				
<ul style="list-style-type: none"> <li>provides knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> </ul>				
<ul style="list-style-type: none"> <li>encourages a willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> </ul>				
<ul style="list-style-type: none"> <li>fosters an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>				
<ul style="list-style-type: none"> <li>gives opportunities for pupils to work with safeguarding professionals such as NSPCC and specialist theatre groups etc.</li> </ul>				
<ul style="list-style-type: none"> <li>provides a forum for pupils to play an active role within the school to keep themselves and other pupils safe</li> </ul>				
<ul style="list-style-type: none"> <li>Advice and support is offered to parents as part of the curriculum offer; such as E-Safety(Digital Literacy) workshops, updating of the anti-bullying policy, guidance on when relationships and sex education, homophobia etc. is taught</li> </ul>				

<b>Evidence</b>			<b>Rating</b>		
		✓			
Safeguarding Children	<ul style="list-style-type: none"> <li>• Pupils reflect on what they are taught, told and believe in during lessons and tutor time.</li> <li>• Pupils are mindful of others and air any concerns they have about their own or others' welfare during the day.</li> <li>• Pupils are given the opportunity to question what they are taught and debate a range of issues in lessons and during tutor time.</li> <li>• Pupils are taught about their rights and responsibilities.</li> <li>• We fully promote British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; this is evident throughout the Centres.</li> <li>• Pupils are given the opportunity to be reflective about their own beliefs, religious or otherwise, that informs their perspective on life and their interest in and respect for different people's faiths, feelings and values.</li> <li>• Pupils are given the opportunity to have a sense of enjoyment and fascination in learning about themselves, others and the world around them by the wide ranging curriculum offer.</li> <li>• Pupil's use of imagination and creativity in their learning.</li> <li>• Pupils are taught to have a willingness to reflect on their experiences in the engagement programme, in lessons and in tutor time.</li> <li>• Pupils develop an understanding of the consequences of their behaviour and actions and that of others using the behaviour reflection sheets.</li> <li>• Pupils use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</li> <li>• We encourage a willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</li> <li>• Pupils are given opportunities for pupils to work with safeguarding professionals such as NSPCC and specialist theatre groups each term.</li> </ul>				
Actions Required	<ul style="list-style-type: none"> <li>• We need to addresses how children can keep themselves safe and seek support from all forms of bullying including cyber bullying, sexual exploitation, radicalisation, FGM, Honour Based Violence, trafficking, modern slavery drug/substance misuse, gang activity, domestic violence and</li> </ul>				

	<p>Forced Marriage.</p> <ul style="list-style-type: none"> <li>• We need to support pupils in how to identify different types of abuse, how and who to report it to.</li> <li>• We need to prepare pupils to be resilient to being pressurised into behaviours which puts their safety at risk.</li> <li>• We need to help to identify vulnerable pupils, who may be persuaded to become involved in unsafe behaviour by helping them to find an interest/club to belong to.</li> <li>• We need to promote the spiritual, moral, cultural and social development of pupils at the school and of society.</li> <li>• We need to prepare pupils at the school for the opportunities, responsibilities and experiences of later life.</li> <li>• We need to give pupils the ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</li> <li>• We need to give pupils an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues</li> <li>• We need to encourage pupils to have a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</li> <li>• We need to teach acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> <li>• We need to develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>• We need to develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</li> <li>• We need to provide knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain.</li> <li>• We need to foster an interest in exploring, improving understanding of and showing respect for different faiths and cultural</li> </ul>			
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	<p>diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <ul style="list-style-type: none"> <li>• We need to provide a forum for pupils to play an active role within the school to keep themselves and other pupils safe.</li> <li>• We need to ensure advice and support is offered to parents as part of the curriculum offer; such as E-Safety (Digital Literacy) workshops, updating of the anti-bullying policy, guidance on when relationships and sex education, homophobia etc. is taught.</li> <li>• When sex education is taught consideration is given to the target audience of the pupils that will receive this. In respect of the balance being proportionate and recognition of the different learning levels in the class. Thought will also be given to those that may have exposed to abusive and potential abusive situations either as victims or perpetrators.</li> </ul>				
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## Part Three – Guidance Notes and Examples of Evidence

Below are some examples, which may be useful when thinking about how to evidence the ways in which your organisation complies with the requirements of s.11. They are intended as a guide only and are not an exhaustive list.

The s.11 toolkit is a supportive process allowing each agency to identify the standards that they meet and those where further actions are needed. If, when completing the toolkit, you identify areas where your organisation is not complying fully with the requirements of s.11, describe how this will be addressed in the action plan section.

### Possible questions for providers

- What is your relationship with the LSCB?
- What are they doing about Child Sexual Exploitation (CSE)?
- What are they doing about bullying?
- What are they doing about E safety?
- What are they doing about Extremism and Radicalisation?
- What are they doing about Female Genital Mutilation (FGM)?
- And how has this affected you?
- Have you accessed suitable training from the LSCB and what impact do you think it's had?
- How do you access the LSCB child protection and safeguarding policies and procedures?
- Have you had any contact with the LADO? If so, what and with what outcome?

### Examples of evidence that can be used to demonstrate compliance with the requirements of s.11

#### *1. Senior managers take leadership responsibility for Safeguarding Children and Vulnerable adults. Safeguarding is embedded within organisations.*

Evidence:

- Name / details of the board level lead for safeguarding children
- Description of processes used to disseminate safeguarding updates (newsletter, email, intranet, refresher training events etc)
- Describe process by which employees are enabled to understand their role in safeguarding children (e.g. in job description, in safeguarding children policy, use of Designated Safeguarding Lead Workbooks (Senior Management and Governors) or via line management supervision, by individual responsibility in attending bespoke training and covering knowledge, skill base gaps)
- Detail organisation's attendance, if any, at TWSCB, sub groups and contribution to TWSCB priorities
- Information on any internal meetings which have safeguarding issues included on the agenda for discussion.

#### *2) Organisations have policies in place to support effective working*

Evidence:

- Safeguarding children policies are in place. Details on the date of the last review. Details on how staff are able to access these policies
- Details of whistle-blowing /Speak Up policies
- Information on procedures used to respond to allegations against staff

### 3) *Recruitment of Staff and Volunteers*

Evidence:

- Details of safer recruitment policy / practices
- Details of Disclosure and Barring Policy and any referrals made.

### 4) *Training and Development*

Evidence:

- Outline of the induction process and training for new starters; information on the content of induction training and that it meets all the requirements.
- Information on how staff training is recorded
- Details of training available for staff, including multi agency training; details of training pathways.
- There is guidance regarding individual or group supervision; evidence that senior managers monitor supervision.
- Use of Designated Safeguarding Lead Workbooks

### 5) *Effective Practice – how workers engage children and their families*

Evidence:

- How the organisation monitors incidents, concerns and referrals
- Policies used to support inter agency working; where these are located and steps taken ensure staff are aware of and working to these policies
- Staff working with children and families attend meetings / panels in relation to individual children (for example contact with Family Connect, Core Groups, Child Protection Conferences, Strategy Meetings, Team Around the Child/Family meetings, MAPPA meetings etc)
- Ways in which service users are involved in providing feedback and can contribute to the development of plans
- How complaints are monitored
- Work that has taken place to ensure services are responsive to local demographic changes.

### 6) *Contracting with other organisations*

Evidence:

- Details of processes in place to ensure that any services which are commissioned are also s.11 compliant

### 7) *Sharing and storing information*

- Details of the guidance used in the organisation
- How guidance and training, on information sharing, is made available to staff (both on induction and for existing staff).

### 8) *Learning from Reviews*

- Details of reviews, if any, which the organisation has participated in
- How learning is shared throughout the organisation

## Example

<b>1. Senior Managers take leadership responsibility for Safeguarding Children. Safeguarding is embedded within organisations</b>
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<i>Rationale- organisations should have in place arrangements which reflect the</i>
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<i>importance of safeguarding and promoting the welfare of children</i>		
<ul style="list-style-type: none"> <li>• There is a Governing Body level lead for safeguarding. The lead takes overall responsibility for the organisation's safeguarding arrangements.</li> <li>• There is a clear accountability framework which enables all staff to understand their role in safeguarding children (e.g. through training and support / supervision from managers)</li> <li>• The organisation is represented at TWSCB and sub groups where appropriate.</li> <li>• There are identified processes for disseminating safeguarding updates (national and local) back in your organisation.</li> <li>• Safeguarding issues are routinely discussed at relevant internal meetings.</li> </ul>		
<i>Evidence</i>		<i>Rating</i>
Safeguarding Children	<ul style="list-style-type: none"> <li>• Chief Executive is safeguarding lead and sits on SSCB</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> <li>• Individual responsibilities for safeguarding are detailed in the Safeguarding Policy and job descriptions.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> <li>• Safeguarding updates are made available on the intranet and in staff newsletters. Also information is sent via email to managers for them to disseminate among team members</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Actions Required	<ul style="list-style-type: none"> <li>• Formalise the arrangements for discussing safeguarding issues at internal meetings. We will do this by identifying meetings where safeguarding should become a standing agenda item.</li> </ul>	

#### Part 4- DSL Key Statistical No Named Information

<b><u>Number of Children Who Are;</u></b>
<b>Subject to a Child Protection Plan = 3</b>
<b>Children in Care = 3</b>
<b>Subject to a TAC = 4</b>
<b>Number of CAF's completed = 2</b>
<b>Number of children on a modified timetable= 3</b>
<b>Number of children currently excluded= 0</b>
<b>Number of children home educated= 0</b>
<b>Current school attendance %= 81.80%</b>
<b><u>Other Indicators of DSL Workload;</u></b>
<b>Number of Strategy Meetings attended = 0</b>
<b>Number of Resolution Meetings attended = 0</b>
<b>Number of Conference Meetings attended = 4</b>
<b>Number of TAC Meetings attended = 3</b>

<b>Number of Professionals/Core Group Meetings Attended = 0</b>
<b>Number of MAPPA Meetings Attended = 17</b>
<b>Number of information contacts relayed from MARAC=</b>
<b>Contacts to and from the Family Connect Advisors for Advice/Information Sharing = 14</b>
<b>Contacts to HR/LADO for advice = 2</b>
<b>Number of Ofsted referrals made in relation to safeguarding= 0</b>
<b><u>Reported Incidents of abuse (including Bullying)</u></b>
<b>Number of reported Incidents= 0</b>
<b><u>Category</u></b>
<b>Sexual= 0</b>
<b>Physical= 0</b>
<b>Homophobic= 0</b>
<b>Racist= 0</b>
<b>Emotional= 0</b>
<b>Neglect= 0</b>
<b>E Safety (including sexting) = 0</b>
<b>Date as at.....10/11/17.....</b>

## Part 5-A Question of Style

### **Designated Safeguarding Lead-supporting yourself!!**

#### ***It's a question of style!***

When all said and done it is important that you recognise that it is just as important to take time out to look after your own welfare also;

- Take time out to contact close DSL colleagues in your setting and share any thoughts and reflect on a given situation
- Seek advice elsewhere with fellow Designated Safeguarding Lead Governors in other Schools, more often than not the situations have almost certainly arisen elsewhere- you are not the only one!
- Take time out to attend training and day conferences networking and sharing thoughts and experiences
- Seek advice from the Family Connect Advisors and other professionals-do not try and do everything alone-it is not a sign of weakness but strength to ask others
- Hold your nerve! Sometimes things are not as bad as we think!

- Do not go home at the weekend carrying the burden of child protection it is a corporate shared task

**Part 6-Training Planner-\*\*A list of appropriate courses can be obtained from Sue Dyson in the School Improvement Team 380886**

**This page can be used to note, date and plan any Safeguarding requirements you will be required to arrange for your school over the next 3 years**

**2017 - 18**

September
October
November
December
January
February
March
April
May
June
July
August

**2018 - 19**

September
October
November
December
January
February
March
April
May
June
July
August

**2019 - 20**

September
October
November
December
January
February
March
April
May

<b>June</b>
<b>July</b>
<b>August</b>