

# KING HENRY VIII SCHOOL



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## King Henry VIII SAFEGUARDING AND CHILD PROTECTION POLICY

*Approved by the Governing Body  
On 18<sup>th</sup> November 2019*

Headteacher/Prifathrawes: Mrs E Lewis BA (Hons) MA Ed

Old Hereford Road  
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NP7 6EP

Tel: 01873 735373

*"King Henry VIII School Community will work together to create an inclusive, safe and happy learning environment in which all are challenged and supported to achieve their potential. Everyone is committed to learning today for a fulfilling life tomorrow."*

<b>Designated Safeguarding Person:</b>	<b>Mr J Parkinson</b>
<b>Deputy Designated Safeguarding Person:</b>	<b>Mr M Stockham</b>
<b>Nominated Governor:</b>	<b>Mrs M Macdonald</b>
<b>MCC Principal Officer for Safeguarding Children:</b>	<b>Mrs H Heaney</b>

### **CHILD PROTECTION AND SAFEGUARDING POLICY**

King Henry VIII School fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

- A. Prevention through the teaching and pastoral support offered to pupils;
- B. Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children, school staff are well placed to observe the outward signs of abuse;
- C. Support to those pupils who may have been abused.

This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come into contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process and it is essential that all staff are aware of and implement the school procedures as noted in this policy.

The Headteacher, staff and governors of King Henry VIII School are committed to the principles of the UN Convention on the Rights of the Child as the basis for its dealings with children and young people and has adopted Seven Core Aims through which it will work to ensure that all children and young people:

- have a flying start in life;
- have a comprehensive range of education and learning opportunities;
- enjoy the best possible health and are free from abuse, victimisation and exploitation;
- have access to leisure, sporting and cultural activities;
- are listened to, treated with respect, and have their race and cultural identity recognised;
- have a safe home and a community which supports physical and emotional wellbeing; and
- are not disadvantaged by poverty.

#### **Definition of Safeguarding**

Safeguarding and promoting the welfare of children is defined as "*Protecting children from abuse and neglect, preventing impairment of their health or development and ensuring that they receive safe and effective care so as to enable them to have optimum life chances.*" Safeguarding Children in Education - Circular No 05/2008

#### **Definitions of Child Abuse and Neglect**

*'A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.'*

There are now five categories of abuse:-

- Physical abuse;
- Emotional or psychological abuse;
- Sexual abuse;
- Financial abuse;
- Neglect.

Child Protection is an essential part of safeguarding, it refers to the activity which is undertaken to protect children who are suffering, or at risk of suffering significant harm, as a result of abuse or neglect.

We recognise that there are a number of policies that are relevant to safeguarding and promoting children's welfare (see **Appendix 5**).

King Henry VIII School fully recognises the contribution it makes to child protection. The school office staff ensure that all visitors to site are met in reception, signed in, given a visitor badge and accompanied at all times on site. Pupils do not leave site without prior arrangement and ID is asked for when collecting pupils.

School staff have a responsibility to observe children for the outward signs of abuse. There are three main elements to our policy:-

- prevention through the teaching and pastoral support offered to pupils;
- procedures for identifying and reporting cases, or suspected cases, of abuse;
- support for pupils who may have been abused.

#### **PREVENTION**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult, all help to safeguard adults and children at King Henry VIII School. Our values and restorative approach allow for a culture of listening, valuing every individual and their perspectives, exploring thoughts and feelings, the impact of actions and articulating our needs for wellbeing.

The school will therefore:-

- Establish and maintain an ethos where children and adults feel secure and are encouraged to talk, and share their concerns;
- Ensure that children and adults know that all staff and volunteers at King Henry VIII School can be approached if they are worried about matters that concern them or their family members or friends.
- Include in the ethos of the setting that people have the right to be safe from abuse and to know that they can turn to staff for help;
- Develop activities and opportunities within PSE which equip pupils with the skills they need to stay safe from abuse;
- Provide opportunities to help pupils develop realistic attitudes to the responsibilities of adult life.

One of the school's priorities is to support its pupils to be safe, happy and healthy. With regard to this the school is committed to the development and commissioning of services and the implementation of community and individual well-being approaches to help meet this aim.

Services operating within the school will be expected to respond to the needs of children and adults at risk, understand how to establish a positive culture of safeguarding and adhere to the principles of partnership working in promoting prevention and early intervention.

#### **(a) Counter Terrorism and the Risk of Radicalisation**

The PREVENT Public Sector Duty came into place in July 2015. The Counter Terrorism and Securities Act 2015 places an expectation on the Council when exercising its functions, to have

due regard to the need to prevent people from being drawn into terrorism. PREVENT covers all forms of extremism including Islamist extremism, Extreme Far-Right, militant, animal rights etc. The aim of PREVENT is to safeguard those who may be vulnerable to extremist influence and provide support to those who are at risk. If anybody has PREVENT concerns, they should raise with the PREVENT Lead at MCC.

Initial referrals are made via the Multi Agency Referral Process (MARF) before a PREVENT referral is submitted. Once it is ascertained that the referral is not subject to any other police investigations, a multi-agency panel known as the Channel Panel is held and a support plan is developed for the individual.

(b) **Child Sexual Exploitation**

Child sexual exploitation is the coercion or manipulation of children and young people into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones, and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.

The school attempts to educate both staff and pupils regarding safe and healthy relationships and child sexual exploitation and actively works with partners to identify children at risk and prevent this form of abuse.

(c) **Self-Harm / Suicide**

Self-harm is the name given to any deliberate act of self-injury or behaviour intended to cause harm to someone's own body.

The Suicide and Self Harm Prevention Strategy and associated action plan builds on 'Talk to Me', the 2009 national action plan to reduce suicide and self-harm in Wales. It sets out the strategic aims and objectives to prevent and reduce suicide and self-harm in Wales over the period 2015-2020. It identifies priority care providers to deliver action in certain priority places to the benefit of key priority people, and confirms the national and local action required. Buddy is a support and advice website for young people living with Self Harm which has been developed by young people and professionals from the Council. Buddy provides confidential support, advice and tools and techniques to help deal with negative thoughts and feelings associated with self-harm. There is specific information for helping people within this site, as well as advice for parents and professionals. The school has shared the 'Responding to issues of self-harm and thoughts of suicide in young people' (2019) with all staff.

(d) **Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV)**

Domestic Abuse is recognised to impact both adults and children and can have life changing effects. The VAWDASV Act (Wales) 2015 aims to improve arrangements for the prevention of gender based violence, abuse, and sexual violence. The Act requires the school to train all staff in a principle based approach to targeted enquiry for these issues across the Public Service known as "Ask and Act" in order to signpost victims and potential victims to support services. The regional VAWDASV board has also prioritised a "whole school approach" to training and support in order to continue a preventative agenda to domestic abuse. The school is working closely with VAWDASV. The school is part of Operation Encompass. Operation Encompass was launched across Monmouthshire schools on 4th March 2019 as part of a Gwent wide initiative to address limitations in the early sharing of information between Police and schools. Its vision is to safeguard children and young people who are affected by domestic abuse, by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity.

This school fully supports Operation Encompass the purpose of which is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident. Following such an incident taking place, children will often arrive

at school distressed and unprepared. Operation Encompass aims to ensure that appropriate school staff are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means that they feel safe and included. All information will be managed sensitively, and only staff who need to be made aware will know about the concern.

## PROCEDURES

At King Henry VIII School we follow the Wales Safeguarding Procedures 2019 <https://safeguarding.wales/> and also policies, protocols and guidance documents that have been endorsed by Gwent Safeguarding <https://www.gwentsafeguarding.org.uk/en/Children/Protocols-and-Procedures/Protocols-and-Procedures.aspx>.

The school will:

- Ensure it has a named Designated Safeguarding Person (DSP) who has undertaken the appropriate training in line with agreed national and local requirement. Mr Jake Parkinson is the designated Child Protection Officer. Mr Mark Stockham will act as Deputy Designated Safeguarding Person (DDSP) in the absence of the DSP. In the unlikely event that both are absent or unavailable members of SLT will act as a contact point for other staff.
- Recognise the role of designated person and arrange support and training. The setting / service will look to the SEWSCB, GWASB and to the local authority for guidance and support in all child protection matters and concerns for adults at risk.
- Ensure that all members of staff, including permanent, part time and adult volunteers, (and school governors) know:-
  - The name and contact details of both the designated and deputy person responsible for child protection and concerns for adults at risk;
  - That it is the named designated person and/or their deputy who have the responsibility for making referrals for children/adults at risk within timescales, by completing the agreed multi-agency form.
  - That the designated person and deputy will seek advice from the Designated Officer and or Social Services Duty Team if necessary when a referral is being considered; if in doubt a referral must be sent.
- Ensure every member of staff:
  - knows the name of the designated person and their role;
  - attends child protection training to a level that is commensurate with their role and responsibilities.
  - is aware that they have an individual responsibility for referring child protection concerns using agreed procedures and within the timescales agreed with the Local Safeguarding Children Board; and
  - knows how to take forward those concerns where a designated person is unavailable;
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse;
- Provide training for all staff so that they know:
  - their personal responsibility;
  - the agreed local procedures;
  - the need to be vigilant in identifying cases of abuse; and
  - how to support a child who discloses abuse.
- Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to an adult or child who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the setting/service.

- Ensure that adults, children and carers have a clear understanding of the responsibility placed on the school and its staff for safeguarding adults and children by setting out their obligations in relevant information.
- Provide training for all staff so that they:-
  - i. Understand their personal responsibility;
  - ii. Are cognisant of agreed local procedures;
  - iii. Understand the need to be vigilant in identifying suspected cases of abuse;
  - iv. Know how to support an adult or child who discloses abuse, particularly the do's and don'ts.
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding children and adults at risk including attendance at child protection/case conferences and subsequent meetings and support these with the submission of written reports.
- Keep written records of concerns about adults and children at risk (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation;
- Ensure that all records and files are kept secure and in locked locations (in line with GDPR). The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted sensitively and securely.
- Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the appropriate Human Resources on recruitment and selection.
- Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools ;
- Seek to designate a governor for child protection who will champion and oversee the school's child protection policy and practice. This governor will feed back to the Governing body on child protection matters as and when required.

### **SUPPORTING THE PUPIL AT RISK OF SIGNIFICANT HARM**

At King Henry VIII School we recognise that children who are at risk of significant harm (which could include suffering direct abuse, witnessing violence or being exploited) may be deeply affected by this ~ refer to All Wales Child Protection for full definitions.

Our school may be the only stable, secure and predictable element in the lives of children at risk of significant harm. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. There may be a change in the usual patterns of behaviour. At this school we will endeavour to be patient and supportive to the children at risk of harm or abuse.

We will support the pupil through:

- The content of the curriculum to encourage self esteem and self motivation;
- The school ethos which:
  - promotes a positive, supportive and secure environment; and
  - gives pupils a sense of being valued;
- The school's Anti-Bullying Policy which is aimed at supporting vulnerable pupils in the school.
- Liaison with other agencies who support the student such as Children and Young People Services, Child and Adolescent Mental Health Services, the Educational Psychology Service and the Education Welfare Service alongside other agencies; and
- Keeping records and informing Social Services as soon as there is a recurrence of a concern;

When a pupil whose name is on the Child Protection register leaves, we will transfer information to the new school DSP immediately and inform Children and Young People Services.

## **Behaviour**

This school has a Positive Behaviour and Challenging Behaviour Policy which clearly states our values and expectations. These are separate policies which can be located on the staff shared area or viewed if requested.

## **Bullying**

The school's Anti-Bullying Policy has been set out in a separate document. It would be useful to note any guidance from the Authority within any documentation. This policy can be located on the website and the staff shared area.

## **Physical Intervention**

The school's policy on Use of Reasonable Force has been set out in a separate document. A number of school staff have been trained in Team Teach strategies and a clear process is followed if these strategies have to be used. This policy can be located in the staff shared area.

## **Children with Statements of Special Educational Needs**

This school recognises that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in a separate document this policy can be located on staff shared area.

## **Volunteering**

This Policy applies to all volunteers who engage with adults at risk, children and young people in their volunteering role.

Volunteers working for the Council, including within schools, will be subject to the same recruitment processes as the paid workforce and according to the nature of the activity being undertaken.

Safeguarding will be covered within the initial induction. Volunteers must subsequently attend the level of safeguarding training relevant to the nature of the voluntary activity being undertaken. All volunteers will be registered with the Monmouthshire Kinetic Programme.

## **Information for all staff**

What to do if a child or adult tells you they have been abused or harmed

A person may confide in any member of staff/volunteer. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the person when they are freely recalling events. Limit any questions to clarifying your understanding of what the person is saying. Any questions should be framed in an open manner so not to lead the person;
- You must report orally to the DSP or their Deputy in their absence immediately to inform them of what has been disclosed. In the unlikelihood of both being absent seek out a member of SLT;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the DSP. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the person's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it records the initial disclosure from the person it is an important one in the child protection process.

Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;

- Do not give undertakings of absolute confidentiality. (See note following this section for more details). You will need to express this in age related ways to the person as soon as appropriately possible during the disclosure. This may result in the person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the designated person. Often what is initially shared can be the tip of an iceberg;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting the person, contributing to an assessment or supporting safeguarding plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general discussion with others.

### **ALLEGATIONS AGAINST A MEMBER OF STAFF**

We understand that a pupil may make an allegation against a member of our staff and if such an allegation is made, the member of staff receiving the allegation must immediately inform the DSP or the Head teacher.

Where appropriate the Headteacher will discuss the content of the allegation with the principal officer for safeguarding children in Monmouthshire Heather Heaney 07971 707343.

Any allegations against the Headteacher should be reported to the Chair of Governors and on **all** occasions discussed with the Principal Officer for Safeguarding Children in Monmouthshire. Our school will follow Monmouthshire County Council procedures for managing allegations against staff.

### **Whistle-blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. We will follow procedures laid down in the Monmouthshire Whistle-blowing policy, which will protect staff in these circumstances.

If an allegation of abuse is made against a member of staff/volunteer this must be reported to the DSP or Headteacher. Where the allegation is against a member of staff you should refer to Children's/Adult Services in the same way as for all allegations of abuse. If you require further support please see the MCC Whistle Blowing policy.

### **CONFIDENTIALITY**

A person may only feel confident to confide in a member of staff/volunteer if they feel that the information will not be divulged to anyone else. However we all have a responsibility to share relevant information about the protection of children and adults with the designated statutory agencies when a person is experiencing harm or abuse.

It is important that each member of staff/volunteer deals with this sensitively and explains to the person that they must inform the appropriate people who can help them, but they will only tell those who need to know in order to be able to help. Staff should reassure the person and tell them that their situation will not be common knowledge within the setting/service (i.e. not discussed with other staff) Staff/volunteers need to be aware that it may well have taken significant courage on the part of the person to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only the head teacher and those with a professional involvement, have access to the child protection records. At all other



times they should be kept securely locked and separate from the child's main file. These files must be kept in line with GDPR.

## **TRAINING**

The school will be cognisant of national and local training requirements and guidance, which will include SEWSCB and GWASB guidance, advice and training opportunities.

The school will ensure that the Designated Safeguarding Person (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be given.

All staff/ volunteers will be regularly updated during the year as appropriate from the designated lead, but will receive specific awareness raising training within a 2 year period.

Different scenarios relating to Safeguarding and Child Protection are regularly discussed at SLT meetings.

The local authority designated lead officer for child protection is Heather Heaney.

## **MONITORING AND REVIEW**

This school undertakes the MCC Annual Safeguarding Audit Framework for Evaluation (**Appendix 6**). This contributes to the annual review of this policy and will be updated as necessary.

### **\*\*\*ADDENDUM April 2020\*\*\***

**Education Welfare Service will continue to forward Operation Encompass notifications to School Designated Safeguarding Leads.**

**Covid-19 related update** – we are aware that during this period of lockdown and self-isolation there are increased risks for those living at home with someone who has abusive behaviours. It may be more difficult to report concerns. Whether safeguarding concerns are identified regarding a pupil who attends a Childcare Hub, or through other contact arrangements with school staff – the school continues to have a legal duty to report all safeguarding concerns. Please report any concerns you may have to school staff, safeguarding and supporting children during these challenging times continues to be a priority.

- ❖ If staff or volunteers have a concern about a child they should immediately bring this to the attention of the DSP/Safeguarding Lead in that Hub/setting. The details of the DSP/Safeguarding Lead will be displayed on site, the DSP may change as responsibility for the Childcare Hubs is shared. When reporting a concern to Children's Services, the contact details remain the same :-

Duty Social Worker, Monmouthshire County Council:

01291 635669

Out of Hours and Bank Holidays Emergency Duty Team:

0800 328 4432

In an emergency dial 999

- ❖ Immediate action is important, please do not delay sharing any safeguarding concerns with the DSP/safeguarding lead or deputy. There will be a DSP/safeguarding lead on site at all times
- ❖ It is especially important to continue to work closely with other agencies and professionals that support the child and their family.
- ❖ If staff and volunteers have concerns about a staff member or volunteer who may pose a safeguarding risk to children, this must be reported immediately to the DSP or deputy. If the concern relates to the DSP please contact [heatherheaney@monmouthshire.gov.uk](mailto:heatherheaney@monmouthshire.gov.uk) Tel 01633 644392
- ❖ We are working with the local authority and other workers to identify and support vulnerable learners.
- ❖ If you are a pupil or a parent or carer of a child, whether or not they are attending a Childcare Hub, school continues to be there to support you if you are concerned about harm or abuse. Please speak with the class or form teacher (or your link person during this period) and share your concerns, we are here for you.

The Designated Lead Officer for Safeguarding in Education is Heather Heaney  
[heatherheaney@monmouthshire.gov.uk](mailto:heatherheaney@monmouthshire.gov.uk)

## **APPENDIX 1**

**The Designated Safeguarding Person** for Child Protection at this school is:-

Mr Jake Parkinson

**The Deputy Designated Safeguarding Person** for Child Protection at this school is:-

Mr Mark Stockham

**The nominated governor** for child protection at this school is:- Mrs M Macdonald

**The Monmouthshire Lead Officer for Safeguarding in Education is:-**

**Heather Heaney** who can be contacted by:-

Phone- 01633 644392

Mobile- 07917707343

Email- heatherheaney@monmouthshire.gov.uk

**Monmouthshire Children's Services** can be contacted as follows:-

Phone: 01291 635669

Out of hours telephone number: 0800 328 4432

**Monmouthshire Adult Services** can be contacted as follows:- In an emergency, please call 999 to report a vulnerable adult at risk:

- Monday – Friday 9am to 5pm we operate a duty service in each locality.
- If you are reporting an adult at risk who lives in South Monmouthshire, you can speak to someone on telephone number 01291 635666.
- If you are reporting an adult at risk who lives in Abergavenny area, you can speak to someone on telephone number 01873 735885.
- If you are reporting an adult at risk who lives in Monmouth area, you can speak to someone on telephone number 01600 775100. Outside of office hours you can contact the Adult Services Emergency Duty Team on 0800 3284432.

## **APPENDIX 2**

### **INFORMATION FOR STAFF**

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child if he or she is freely recalling significant events;
- Limit any questions to clarifying your understanding of what the child is saying;
- Any questions should be framed in an open manner so as not to lead the child;
- You must report orally to the school's **DSP** immediately: Jake Parkinson;
- Make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection;
- The note which should be clear in its use of terminology should record the time, date; place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible;
- Remember, your note of the discussion may be used in any subsequent court proceedings;
- Do not give undertakings of absolute confidentiality;
- That a child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings; and
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment, implementing child protection plans and attending child protection conferences and core groups where necessary.

#### **Supporting Staff**

We recognise that staff working in our school who have become involved with a child who has suffered, or is at risk of suffering harm, may find the situation stressful and upsetting.

We will support such staff by providing the opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

### **APPENDIX 3 - INFORMATION FOR PARENTS OR CARERS**

Parents/carers should be aware that schools have a responsibility to ensure the well-being of all pupils. This responsibility means that the school:-

- will have a child protection policy and procedures;
- will make parents or carers aware of its child protection policy through the school prospectus, and that this may require their child to be referred to the statutory child welfare agencies if they believe that the child or other children may be at risk of significant harm;
- will endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred;
- will help parents or carers understand that if a referral is made to Children and Young People Services or the police, it has been made in the best interests of the child and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress; and
- keep the parents or carers informed of the welfare and educational progress of the child.

On 1 September 2006, *section 175 of the Education Act 2002* came into effect. This introduces a duty on local authorities and the governing bodies of schools to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Assembly Government.

Where a professional has a concern about a child, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to Children and Young People Services. However, this should only be done where such a discussion and agreement will not place a child at increased risk of significant harm. That advice will be provided by the local Children and Young People Services department in consultation, where appropriate, with the police.

The Designated Safeguarding Person: Jake Parkinson should clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. They should also seek advice as to whether or not the child should be informed of the process.

As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you're struggling to cope you may need to ask for help and support to protect your child.

You may find the following helpful:-

- make time to talk and listen to your child ;
- familiarise yourself with your child's friends and routine;
- be sensitive to changes in behaviour;
- teach your child to feel confident to refuse to do anything they feel is wrong;
- be aware of your child's use of the internet and mobile phone to ensure they don't place themselves at risk.

## **APPENDIX 4 - INFORMATION FOR PUPILS**

If someone is hurting you or your friends, there are people who can help you and stop people from making you feel scared or hurt.

You should tell someone you trust:-

- you can tell a teacher, your parents, carers, grandparents or other members of your family who may be able to help, or can tell a friend; and
- let people help to make things better by stopping the person from hurting you or your friends.

The person in this school who has special responsibility for helping you if someone's hurting you or your friends is Mr Parkinson or any teacher or adult that you feel happy to talk to.

If you can't talk to any of these, you can talk to one of the following organisations that will have someone who will listen to you:-

### **Childline**

A free 24-hour advice line offering counselling and support to young people suffering from abuse. The call won't show up on your phone bill.

0800 11 11

[www.childline.org.uk](http://www.childline.org.uk)

### **NSPCC**

A free phone line offering support and advice to young people in abusive or difficult situations. The lines are open 24 hours a day and the calls won't show up on your phone bill.

0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Children's Commissioner for Wales**

Children's Champion – Independent human rights institution for children.

0808 801 1000. The lines are open from 9am to 5pm (Monday to Friday).

[www.childcom.org.uk](http://www.childcom.org.uk)

### **Clic**

The National Information and Advice Service for young people in Wales 11 to 25.

[www.cliconline.co.uk](http://www.cliconline.co.uk)

### **Samaritans**

Free and confidential advice and support

08457 90 90 90

[www.samaritans.org.uk](http://www.samaritans.org.uk)

### **Barnardo's**

Barnardo's works with vulnerable children and young people, helping them and their families to overcome problems like abuse, homelessness and poverty.

020 8550 8822 (national rate, 8am–6pm Mon – Fri)

[www.barnardos.org.uk](http://www.barnardos.org.uk)

### **BBC One Life**

This website provides advice on children and young people's rights, what to do if they are being abused and how to get help.

[www.bbc.co.uk/surgery](http://www.bbc.co.uk/surgery)

**Kidscape**

Kidscape works with children and young people under the age of 16, their parents/carers and those who work with them to prevent bullying and child sexual abuse.

08451 205 204

[www.kidscape.org.uk](http://www.kidscape.org.uk)

**Bullying Online**

Bullying Online is a website that provides information and support for a wide range of parents, pupils, teachers and youth organisations.

[www.bullying.co.uk](http://www.bullying.co.uk)

**Wise Kids**

Wise Kids is a website that provides information and support on internet literacy, proficiency and knowledge of the intranet and related technologies.

[www.wisekids.org.uk](http://www.wisekids.org.uk)

## **APPENDIX 5**

We recognise that there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:

- ALN
- Anti-Bullying Policy
- Attendance
- Positive Behaviour
- Challenging Behaviour
- Substance Misuse Education and Incidents
- Educational Visits
- Strategic Equal Opportunities
- Health & Safety
- Home/School Agreements
- Acceptable Use Policy
- Inclusion Policy
- LAC Policy
- Young Carers
- Racial Equality
- Relationships and Sexuality Education Sex
- Special Educational Needs
- Use of Reasonable Force Positive Handling
- MCC Whistleblowing
- Challenging Behaviour

We will ensure that these policies are updated on a regular basis to reflect the changing needs of the children and young people who attend our school

We will consult with the pupils at the school to ensure their voice is heard through pupil voice activities.



## APPENDIX 6

### MONMOUTHSHIRE SAFEGUARDING AUDIT FRAMEWORK for EVALUATION

In accordance with Monmouthshire's Safeguarding Policy, all organisations that provide services for or work with adults, children, young people and families are expected to carry out an audit of their safeguarding practices, based on a process of self-evaluation.

The following audit framework is set out in sections related to different standards and requires you to think about your own practices and procedures within your setting. It is designed to give you an understanding of safeguarding in your own establishment and how these might be developed. In addition the audits provide Monmouthshire County Council (MCC) with an overview of safeguarding practices across the county.

The audit tool is based on Section 28 of the Children Act 2004 as previously set out in Chapter 2 of Safeguarding Children: Working Together Under the Children Act 2004. Section 28 requires organisations to carry out their functions in a way that takes into account the need to safeguard and promote the welfare of children. For schools additional modifications have been made to the SAFE to incorporate elements of the Keeping Learners Safe audit tool (Safeguarding). This is the full document for reference



Final KLS Audit Tool  
and Guidance \_e.doc

**Please undertake the following audit and return it to (HEATHER HEANEY) using the following contact details:**

Heather Heaney , Designated Lead Officer for Safeguarding in Education [heatherheaney@monmouthshire.gov.uk](mailto:heatherheaney@monmouthshire.gov.uk)

Please think carefully about your own practices and procedures in your setting; complete the audit to the best of your knowledge and think about how you will evidence your responses. Please complete the RAG System (Red, Amber or Green – see below) and produce an action plan with any actions that are required to improve safeguarding in your school. See page 8 below.

We review the information you give us and will provide follow up advice and support where appropriate. Our review of the information helps to inform MCC in developing safeguarding practices at a wider level. We aim to undertake a follow up audit every 2 years.

Please try to be as realistic and honest as you can be and use this document to help you to identify your current position regarding safeguarding and set targets/actions to improve.

**SCHOOL NAME**.....King Henry VIII.....

**PERSON COMPLETING THIS AUDIT**.....J Parkinson..... **ROLE/POSITION**.....AHT.....

**DATE COMPLETED**.....12/07/2019..... **DATE RETURNED TO LA**.....16.07.19.....

Please list below ALL the individual services / organisations / establishments that you are responsible for and reporting on in this audit. Where relevant be specific in your audit regarding which service is being commented upon. (for e.g. Leisure Centre, Primary School, Comprehensive School, Nursery, Breakfast Club, After School Club, Sports Activities, etc. )

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STANDARD	EVIDENCE	RAG RATING	FURTHER ACTIONS REQ'D
<b>STANDARD 1.</b> <b>DESIGNATED OFFICERS</b> <b>Designated officers fulfil an essential role in developing and implementing policies that help to protect children and adults from all forms of abuse and create a safe environment. Designated Officers take lead responsibility in their setting for managing issues and concerns about adults and children at risk.</b>			
1.1 There is a designated officer (DO) for Safeguarding and all staff, parents, carers, visitors and where appropriate pupils know who that person is.	Designated officer named in CP Policy. Posters displayed in classrooms, offices and staff toilets. All staff, supply staff and visitors have CP information that is carried with them at all time in their identity badges. Training for all staff each year	A	There will be a handover period in which names on posters and in staff and visitor badges will be changed. This change will be reflected in all policies and handbooks. The DO will change from Mark Stockham to Jake Parkinson. Mark Stockham remains DDO and will support the transition period closely.
1.2 There is a Deputy Designated Officer for Safeguarding (to act when the DO is off site) and all staff parents, carers, visitors and where appropriate pupils know who that person is.	DDO is named in CP policy. Posters displayed in classrooms, offices and staff toilets. All staff, supply staff and visitors have CP information that is carried with them at all time in their identity badges. Training for all staff each year. All SLT are Level 2 trained.	A	There will be a handover period in which names on posters and in staff and visitor badges will be changed. This change will be reflected in all policies and handbooks.
1.3 The role of the Designated Officer is clearly defined in a job description which sets out their responsibilities in safeguarding.	Both DO and DDO roles clearly defined in JDs.	G	The current Child Protection Officer will be the strategic lead and oversee safeguarding whilst a full transition is complete.
1.4 The DO and deputy DO are adequately trained and supported to fulfil their roles.	Provide details of safeguarding courses attended with dates: L2 safeguarding training for DSP – May	G	

	<p>2019 Ask and Act Training – 15<sup>th</sup> May 2018 Level 2 Train the Trainer – 29<sup>th</sup> January 2017 SLT Level 2 Safeguarding Training 09/07/2018 Team Teach 11/07/2019 Restorative Approaches – April 2014 – Three Day course</p>		
<b>STANDARD 2. Policies and Procedures</b>			
2.1 Your setting has adopted the Monmouthshire Safeguarding Policy (formally via governing body/trustee / management body if appropriate).	Policy taken to full GB and adopted on 28 <sup>th</sup> January 2019.	G	This policy is updated on a yearly basis.
2.2 The LA policy has been communicated to all staff members and is implemented in your setting/organisation.	The policy has been shared with staff in the shared area for school policies and is on the school website. Staff alerted to policies regularly and specifically during annual CP training. CP presentation is available for staff to access on shared area throughout the year.	G	Policy adopted on a yearly basis.
2.3 Your setting has its own written safeguarding policies and procedures which are reviewed regularly (school child protection policies need to be reviewed annually)	Monmouthshire Safeguarding Policy Safeguarding Policy - KHS 22/01/2019 Anti-Bullying Policy 22/01/2019. Anti-Bullying policy is being reviewed by staff and student council at present.	G	The Anti-Bullying policy is to be updated this year

2.4 All staff and volunteers are made aware of all safeguarding policies and procedures and how these are applied within the setting	<p>All volunteers are recorded and checked on the Kinetic system.</p> <p>All staff both teaching and non-teaching have annual Level 1 safeguarding training in which policies and procedures are outlined. Policies outline clear procedures and are available to staff in the staff shared area. All volunteers are Enhanced DBS and reference checked and are also made aware of school policies before commencing work. All staff and volunteers carry safeguarding information on a card in their identity badges. Long term volunteers will be given Level 1 safeguarding training. Sixth Form PALs (anti-bullying ambassadors) are given bespoke safeguarding training. Key staff have been trained in completing online DBS checks.</p>	G	
2.5 Everyone using your service are made aware of all safeguarding policies and procedures and how these are applied within the setting	<p>CP policy is placed on school website and outlines clear procedures. All supply and cover staff are trained in school processes by the AHT with this responsibility for supply staff. All school staff are trained to understand the</p>	G	

	<p>school procedures. Protocols for visitors have been created and shared with staff. Front line staff receive termly training and explore various scenarios as part of this training. Clear responsibilities are outlined for all. Policies are monitored by SLT and updated as necessary.</p>		
<p>2.6 We are confident that every service we commission delivers a safeguarding standard consistent with our service.</p>	<p>There are set procedures in place that ensure that the services we commission deliver an appropriate safeguarding standard. We ensure all agencies we use to work with pupils are appropriately DBS and reference checked. Staff we work with are trained on ensuring they understand their roles and responsibilities in relation to safeguarding in our school.</p>	G	
<p><b>STANDARD 3. Accountability</b></p>			
<p>3.1 All staff understand to whom they are directly accountable with regards to the well-being of adults and children, and the level of accountability they have.</p>	<p>Annual training identifies accountability and responsibility. Posters around school and cards in all staff badges ensure that all are aware of procedures and key persons. At the end of the safeguarding training, all staff are asked to complete a safeguarding questionnaire to identify the need for any further training. All staff are aware of the clear route to take if there were any concerns regarding colleagues. All staff are aware of the Whistleblowing Policy.</p>	G	

<p>3.2 All Job descriptions are explicit and recognise responsibilities regarding safeguarding and promoting the well-being of children and adults.</p>	<p>All JDs refer to specific safeguarding and wellbeing responsibilities and all have been recently strengthened.</p>	<p>G</p>	
<p><b>STANDARD 4: LISTENING AND RESPONDING</b></p>			
<p>4.1 Children and Adults are encouraged to express their wishes and feelings including any concerns they might have over harm and abuse.</p>	<p>The school has a strong reputation for pastoral support and this has been further strengthened with additions to the wellbeing team. This structure encourages positive relationships between all students and adults in the school. All students and adults know who the DO and DDO are. Pupils are reminded of the support that they can access and the listening ear that can speak to in school through assemblies, the PSE curriculum that cover a number of topics such as anti-bullying, staying safe online, positive relationships, substance misuse etc. The school has a clear complaints policy that is tracked by the HT and GB. The school liaises with the LA for openness and transparency in any situation in which there is a complaint. Compliments are held by the HT and shared with staff where appropriate. The termly open door sessions with the HT and SLT have been well-received.</p>	<p>G</p>	

<p>4.2 Appropriate decisions are made in order to protect children, young people and adults from harm</p>	<p>The DO makes appropriate decisions on CP referrals. All referrals are logged and can be viewed at any time by the HT. DO and HT meet at the end of each day for debrief.</p> <p>HT and DHT provide support and advice on any safeguarding issue and decision made.</p> <p>Risk Assessments in place for vulnerable pupils when appropriate.</p> <p>All trips and assessed and logged on EVOLVE.</p> <p>Minutes from meetings with parents / carers are kept when a safeguarding issue has been raised to evidence appropriate decision making.</p> <p>These decisions are also kept in a safeguarding log which stretches back to September 2015.</p>	<p>G</p>	
<p>4.3 Children, young people and adults feel safe in your setting and that their well-being is promoted.</p>	<p>School conducts regular surveys for pupils and parents. School has designated ALNCo and YC leads whose names are known by all staff and students. Year 12 and 13 students are trained by the Diana Award to be able to support our anti-bullying policy. The school has a health and happiness calendar that promotes wellbeing across the school. Assemblies and the PSE curriculum promote wellbeing at their</p>	<p>G</p>	



	<p>core. The DHT is designated strategic lead for vulnerable learners and is at present devising action research in this area. There are a raft of wellbeing interventions delivered both by school staff and external agencies (see provision map).</p>		
<p>4.4 We reflect on what has gone well and areas for improvement, and ensure that new learning is embedded.</p>	<p>SLT meetings often agenda scenarios that have occurred or may occur for discussion, evaluation and reflection with the entire team. When reflections occur, we regularly involve the LA in discussions and therefore new learning can be embedded. This is evidence in the erection of the new security fence around and service user guidelines that have been drawn up. SLT meeting minutes evidence a recent discussion regarding the lesson planning of a supply colleague and the steps taken by the school in this regard.</p> <p>We will never be able to lock the back door of the school as students must access this throughout the day and it is a fire escape route. New fences, CCTV and SLT duties have made improvements in this area.</p>	<p>G</p>	
<p>These are examples of how effective communication can be evidenced – as taken from KLS Audit tool and guidance. <b>Please incorporate those that apply into your SAFE return.</b></p> <ul style="list-style-type: none"> <li>• survey/questions to staff, Governors, learners, parents on awareness of safeguarding policy and approach</li> <li>• curriculum content e.g, in PSHE</li> </ul>			

- posters displayed relating to safeguarding and child protection themes with helpline numbers (e.g. for external agencies) and how helpful children/learners think they are
- training, advice and guidance given to children/learners in online exploitation (including commercial and sexual exploitation) and its impact.
- assemblies, class discussions or other settings where safeguarding-related issues have been addressed, e.g. bullying, LGBT bullying, substance misuse, child sexual exploitation, e-safety, truanting, Female Genital Mutilation, preventing radicalisation, extremism, etc. and what children/learners say about them.
- records of initiatives and promotional and awareness-raising activities and their impact including lesson plans, assembly notes and circle time records
- a clear, accessible reporting and progressing system for raising and acting on safeguarding concerns and how well/effectively it is used
- minutes from staff meetings where safeguarding issues have been discussed
- minutes/records from school/student council meetings that have raised safeguarding issues
- copies of newsletters/ website content
- letters/communications with parents/carers
- records of parent/carer meetings

### **STANDARD 5: Effective inter-agency working to safeguard and promote the welfare of children**

5.1 Staff participate in multi-agency meetings and fora to consider the needs of and provide support for individual children and their families and adults.

The school participates in PEP meetings, LAC reviews, BSF meetings, CP conferences, Core Group meetings, Care and Support Plan meetings (previously CIN), strategy meetings, health meetings, transition and cluster meetings and DO form meetings. The school works closely with the EWS and the PRS. The school also works closely with a number of other agencies, including the Monmouthshire Youth Service, MIND, Gofal, Monmouthshire Sports

G

In the 2019-20 academic year, Multi-Disciplinary Meetings will recommence.

	Development, Early Help Panel, NGage and Monmouthshire Youth Development.		
5.2 Staff are able to recognise when children and adults need additional support and are able to make the appropriate referral e.g. referrals to other single agencies, referral to TAF, referral to Adult Services or Children's Services	Staff are able to access children's needs and refer to the appropriate services. All SLT, WBL and three out of four WBSOs are trained to safeguarding Level 2 standard. A weekly confidential Pupil Update is sent to all staff to disseminate vital pupil information. This academic year we have made 22 referrals to Children's Services. 0 referrals have been made to adult services	G	
5.3 Any decisions made or actions taken in relation to the protection or safeguarding of individuals are recorded appropriately and maintained confidentially.	All paper records are kept securely in locked cabinets in a locked office. Electronic files are kept in a secure area that can only be accessed by the DO, DDO and Headteacher. Appropriate password protections are in place for secure information being sent via email. All pupil data is now kept in line with GDPR.	G	
5.4 Arrangements are in place to ensure that personal and confidential information is appropriately shared across settings / services.	The school takes appropriate action to ensure all records are confidential and transfer of information between schools is only done by DOs so that this information is appropriately shared in a safe manner.	G	

**STANDARD 6: Staff and Volunteer Training**

<p>6.1. All staff and volunteers receive appropriate training (at the relevant levels) to enable them to discharge their safeguarding duties.</p>	<p>The DO is level 2 trained and the DDO level 3 trained. SLT, WBLs and three WBLSOs are trained to level 2. All staff, both teaching and non-teaching, including canteen staff and site staff, are trained each year to level 1. Any new members of staff joining in-year and trained by the DO. All of this information is kept securely by the DO. The Sixth Form receive bespoke safeguarding training each year.</p>	<p>G</p>	<p>The DO is new to post and will need to undertake further training to ensure he is at the required level. MCC Safeguarding Lead to work with DSP on regular basis for continual training.</p>
<p>6.2 All staff and Volunteers are assessed in relation to safeguarding training needs.</p>	<p>We are fully using the Kinetic system in line with best practice As outlined above, all staff are trained to at least level 1 and records are held to ensure training needs can be assessed. Questionnaires after training further allow assessment of any additional training needs which can then be addressed by the DO. Volunteers are DBS checked and checked with two references and expectations surrounding safeguarding clearly explained. Any new staff members are assessed and trained appropriately. If an incident occurs that highlights a training need, this is discussed at SLT meetings and can then be addressed with other individuals if needs arise.</p>	<p>G</p>	

<p>6.3 There is a record kept of all adult/child protection and safeguarding training and this is updated as appropriate.</p>	<p>All safeguarding training is recorded and held by the Health and Safety officer and the DO. This can be viewed on the secure shared area. Volunteer training and references etc. are recorded via Kinetic.</p>	<p>G</p>	
<p>6.4 Arrangements are in place to evaluate the impact and effectiveness of training and the identification of adult/child protection and safeguarding training.</p>	<p>Termly reports are presented to the Headteacher who issues to school Governors. The training shows impact in the number of referrals to external agencies in order to keep pupils and adults safe stands at 29 referrals to other agencies for safeguarding reasons this academic year. Wellbeing surveys for pupils and parents have been embedded this year.</p>	<p>G</p>	
<p><b>STANDARD 7: Safe Recruitment</b></p>			
<p>7.1. All staff and volunteers have DBS checks prior to employment.</p>	<p>All staff are enhanced DBS checked. The Headteacher's PA keeps a record of all of these checks. No member of staff or volunteers begin working in the school without these checks taking place.</p>	<p>G</p>	
<p>7.2. All staff/ volunteers who have contact with children, young people and adults are properly selected and have appropriate checks in line with current legislation and guidance:</p> <ul style="list-style-type: none"> <li>- References are always taken up prior to appointment.</li> </ul>	<p>Appropriate checks and references are put in place prior to any appointments made. All staff and volunteer are interviewed face-to-face and a safeguarding question forms part of interviews for all staff. Systems have been embedded to ensure that identity</p>	<p>G</p>	

<ul style="list-style-type: none"> <li>- Identity and qualifications are verified.</li> <li>- Face to face interviews are carried out.</li> <li>- Previous employment history is checked.</li> <li>- Any anomalies or discrepancies are followed up.</li> <li>- Necessary checks are carried out before the employee takes up the post (e.g. DBS).</li> </ul>	<p>and qualifications are verified by new staff providing copies of certificates and three forms of identification as part of the process for new staff. Staff cannot commence employment before these checks are verified. If anomalies are evidence and unresolved of a Child Protection nature, a candidate would not be considered for employment. New staff are enhanced DBS checked and volunteers are checked for enhanced DBS and references requested. The Human Resource Business Visit in October 2018 evidenced that all checks are in line with best practice. This was put before the GB at this time.</p>		
<p>7.3 There is a Safe Recruitment policy in place.</p>	<p>The school has adopted the LA's Recruitment and Selection Policy in addition, the school follows the practice outlined in the SEWSCB Safe Recruitment Guidance document.</p>	G	
<p>7.4 Those people involved in recruitment within your setting have undertaken Safer Recruitment Training</p>	<p>The Headteacher completed Safer Recruitment Training in 2015. The school has an annual HR audit evidenced in Finance and Staffing meeting agenda and minutes on 15/10/2018.</p>	G	
<p><b>STANDARD 8: Handling Allegations Against Workers and Volunteers</b></p>			

<p>8.1 There is a named senior officer with responsibility in respect of allegations against staff and volunteers. All staff know who this person is.</p>	<p>Allegations against staff or volunteers will be referred to the DO, DDO or Headteacher. This is highlighted to all staff at the annual training. Staff are also informed of alternative routes through Governors or the LA in situations in which it may be uncomfortable or inappropriate to take the issue to the DO, DDO or Headteacher. Where an allegation relates to the Headteacher the chair of Governors is the point of contact for staff to report to.</p>	<p>G</p>	
<p>8.2 There is a written procedure for handling allegations against staff and volunteers in place.</p>	<p>The school has close links with the LA who provide support for allegations against staff and volunteers. All allegations are managed in accordance with the AWCPP 2008; Safeguarding Children: working together guidance vols 1 – 3 and locally the SEWSCB guidance <a href="http://www.sewsc.org.uk/fileadmin/sewsc/documents/regional/Microsoft_Word_-_Professional_Strategy_Meeting_Guidance_document_final_vers....pdf">http://www.sewsc.org.uk/fileadmin/sewsc/documents/regional/Microsoft_Word_-_Professional_Strategy_Meeting_Guidance_document_final_vers....pdf</a> as well as Keeping Learners Safe <a href="http://www.sewsc.org.uk/fileadmin/sewsc/documents/national/150114-keeping-learners-safe.pdf">http://www.sewsc.org.uk/fileadmin/sewsc/documents/national/150114-keeping-learners-safe.pdf</a> and also specifically</p>	<p>G</p>	



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8.3 Incidents and allegations of professional abuse are recorded appropriately and maintained confidentially.

Three staff concerns were raised this academic year, fully investigated and no further action needed.  
Any allegations regarding staff are dealt with promptly and sensitively with advice and support from colleagues in the LA. Incidents reported have been dealt with by the school with support from LA and EWC. As part of staff training, all are made aware of the Whistleblowing Policy.

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### STANDARD 9: Safeguarding in the Building

9.1 Do you know and monitor public access points in the building(s) so that you know if a child/adult or service users leave, or people enter the building?

All visitors report to the main reception and are issued with a visitor's badge. A clear visitor protocol is followed by all frontline staff. Students leaving during the school day sign out at main reception and are collected by an agreed contact, if appropriate. Pupils signing in will sign in with the attendance officer so we may keep exact records of who is on site at any given time of day. SLT monitor on duty both entrances at the start and end of the day. The main gate is locked at 9am. The reception area is installed with live CCTV. A newly installed fence limits public access to areas of the school.

G



	Cameras are positioned above the back doors of the school.		
9.2 Are Parents / Carers / Visitors monitored whilst they are in the building including signing in and out procedures if appropriate? Are badges issued to visitors?	All visitors, including parents and carers, sign in and out of the school and are issued with a visitor's badge which outlines safeguarding procedures. Visitors are escorted by staff to and from their destination. Visitor protocol is followed at all times.	G	
9.3 Do you have policies and procedures in place to maintain safeguarding when other people/vehicles not involved with your organisation use/visit the premises at the same time as your organisation?	A SLA in in place with the Leisure Centre. Individual events are consulted upon and risk assessed as necessary. Barriers around the school are locked to ensure vehicles cannot enter areas in which pupils use without supervision. Robust management of unwelcome visitors has involved the local police to enforce and ensure the safeguarding of pupils.	G	
9.4 Are safeguarding issues reported to the relevant lead officer and the building's management, as appropriate?	DO records and Buildings Manager records both indicate that safeguarding issues and reported to the relevant personnel when appropriate.	G	
9.5 Do you risk assess for safeguarding and general safety when using premises other than your own and have a reporting system in place for issues identified?	Risk assessment for trips are completed through EVOLVE for all activities not on school site. Trips booklets clearly identify procedures for reporting issues.	G	
<b>STANDARD 10: E-Safety</b>			

<p>10.1 Children, young people or adult service users who have access to the internet via any means in your setting can do so safely.</p>	<p>All staff, pupils and parents / carers sign up to an internet use agreement which outlines appropriate use. All pupils received regular e-safety updates via assemblies and the PSE programme. This is supported by external agencies and the Schools Police Liaison Officer. Sixth Form students and staff can access WiFi using BYOD system. Internet firewalls are set up and files searches completed regularly to check file names and content. A profanity mailbox is set up so that the DO and systems manager can monitor language used on school system.</p>	<p>G</p>	
<p>10.2 Do you have and implement a policy for the safe use of internet access by service users, staff and volunteers?</p>	<p>Yes, all staff, pupils and parents / carers sign agreement with this policy as it is available on our school website and shared area.</p>	<p>G</p>	

**Designated Officers Summary Report**

**Describe any key challenges and successes that you have experienced over the last year. Relate this both to your individual role and to the wider setting.**

The school has previously had some issues with pupils absconding and with intruders on site. This has been ameliorated over the past year with a robust duties rota and the refining of systems and practices related to truancy and site access. The erection of the boundary fence has enhanced safeguarding. Gates and entrances are locked and monitored appropriately. CB radios are used by senior staff to ensure pupil safety.

**Please identify what support might be helpful to you in your role as Designated Officer or to assist with the development of safeguarding within your setting.**

Continuation of yearly safeguarding meeting with LA safeguarding lead to evaluate practices and processes. Support with recommencing MDM meetings in the 2019/20 academic year.

## RAG RATING

Green

Means everything is in place, up to date, and meets the required minimum standard

Amber

Means that something requires review or improvement

Red

Means something needs to be developed as a matter of urgency

## Part 2: Action Plan

### INSERT YOUR COMPLETED / UPDATED ACTION PLAN FROM YOUR PREVIOUS AUDIT

Ensure that any actions from your previous action plan **that have not been completed** are incorporated into your current plan as below.

<b>2017 - 2018</b>  No	<b>Standard Identified</b>	<b>RAG Rating</b>	<b>Action Needed / Evidence of Completion</b>	<b>Timescale / Date of completion</b>	<b>Lead Officer and Contact Details</b>
1.2	There is a Deputy Designated Officer for Safeguarding (to act when the DO is off site) and all staff know who that person is.	G	All SLT, WBL and 3 out of 4 WBLSO are trained to Level 2 standard.	Completed	Mark Stockham
6.4	Arrangements are in place to evaluate the impact and effectiveness of training and the identification of child protection / safeguarding training.	G	Evaluation forms are used for all staff to identify further training needs.	Completed	Mark Stockham
9.1	Do you know and monitor public access points in the building(s) so that you	G	The school has changed the protocol so they sign in at a separate place than when being collected, this will limit the possibility of adults seeing pupils sign in	Complete	Mark Stockham

	know if a child/adult or service users leave, or people enter the building?		if they are waiting in main reception. All collections must be with identified parents/carers or named persons on SIMS.		
<b>2018-2019</b> <b>No</b>	<b>Standard Identified</b>	<b>RAG Rating</b>	<b>Action Needed / Evidence of Completion</b>	<b>Timescale / Date of completion</b>	<b>Lead Officer and Contact Details</b>
1.4	The DO and deputy DO are adequately trained and supported to fulfil their roles.	G	Add an additional Deputy DDO.	January 2019	Mark Stockham
2.5	Everyone using your service are made aware of all safeguarding policies and procedures and how these are applied within the setting	G	Continual reinforcing of safeguarding through some staff wellbeing briefings.	Continually from September 2019	Mark Stockham
4.1	Children and Adults are encouraged to express their wishes and feelings including any concerns they might have over harm and abuse.	G	The school are developing a designated area that would enable pupils and staff to access support on site by a drop in system.	March 2019	Elsbeth Lewis Mark Stockham
6.4	Arrangements are in place to evaluate the impact and effectiveness of training and the identification of adult/child protection and	G	Termly reports are presented to the headteacher who issues to the school governors. Training identification is shared with key staff.	September 2018	Elsbeth Lewis Mark Stockham

	safeguarding training.				
9.1	Do you know and monitor public access points in the building(s) so that you know if a child/adult or service users leave, or people enter the building?	A	We will never be able to lock the back door of the school as students must access this throughout the day and it is a fire escape route. New fences, CCTV and SLT duties have made improvements in this area.	January 2019	Elsbeth Lewis Stuart Mullaney
1.1, 1.2, 1.3	1.1 There is a designated officer (DO) for Safeguarding and all staff, parents, carers, visitors and where appropriate pupils know who that person is. 1.2 There is a Deputy Designated Officer for Safeguarding (to act when the DO is off site) and all staff parents, carers, visitors and where appropriate pupils know who that person is. 1.3 The role of the Designated Officer is clearly defined in a job description which sets out their responsibilities in safeguarding.	A	As there is a new DSP, our literature, posters and badges need changing.	September 2019	Jake Parkinson, Mark Stockham

