



Liverpool Schools 175 Audit 2020-21

Allocation Name: Liverpool Schools 175 Audit 2020-21: Clifford Holroyde Specialist SEN College

Groups: Clifford Holroyde Specialist SEN College

Exported on 25-Mar-2021 16:17

Progress: 100.00%
Score: 100.00%
Grade: In Place

Start Date: 22-Feb-2021
Deadline Date: 30-Sep-2021
All Dates and Times (UTC+00:00) Dublin, Edinburgh, Lisbon, London

1 Basic Information		
Progress: 100.00%	Grade: Not Scored	Score: Not Scored
1.1 Name of School		
Status: Complete	Grade: Not Scored	Score: Not Scored
(Text) Name of School		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:39
Clifford Holroyde SEN School		
(Text) School phone number		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:39
0151 228 9500		
1.2 Name of Headteacher		
Status: Complete	Grade: Not Scored	Score: Not Scored
(Text) Name of Headteacher		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:40
Jane Pepa		
(Text) Please enter the 24/7 major incident mobile phone contact number for the Headteacher		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:40
07867543798		
(Text) Please enter the email address for the Headteacher		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:40
Clifford-ht@cliffordholroyde.liverpool.sch.uk		
1.3 Name of the Designated Safeguarding Lead (DSL)		

Status: Complete	Grade: Not Scored	Score: Not Scored
(Text) Name of the Designated Safeguarding Lead (DSL)		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:41
Kate Garrett		
(Text) Please enter the email address for Designated Safeguarding Lead		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:41
k.garrett@cliffordholroyde.liverpool.sch.uk		
(Text) Please enter the mobile number for the Designated Safeguarding Lead		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:41
07702276400		
(Multi Choice) Are you happy for the name of and email of address of the Designated Safeguarding Lead to be shared with partner agencies of the Local Safeguarding Childrens' Board. This on the understanding this information is used solely to contact you regarding children		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:41
Yes		
1.4 Name(s) of the deputy Designated Safeguarding Lead(s)		
Status: Complete	Grade: Not Scored	Score: Not Scored
Please select: 'OK with me' or 'not for me'		
Guidance Note: Please do not enter individual email addresses. Please only enter the main safeguarding email address, e.g. safeguarding@schoolname.co.uk		
(Text) Name of the deputy Designated Safeguarding Lead(s)		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:44
Stephen Trainor		
(Text) Please enter the identified email address for the safeguarding team e.g. safeguarding@schooldomain		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:44

safeguarding@cliffordholroyde.liverpool.sch.uk

(Text) Please enter the mobile number for the Designated Safeguarding Lead

Last answer by Clifford Holroyde Safeguarding
08-Mar-2021 15:44

07702276400

1.5 Name of the school's designated teacher for children who are looked after

Status: Complete

Grade: Not Scored

Score: Not Scored

(Text) Please enter the email address of the designated teacher for children who are looked after

Last answer by Clifford Holroyde Safeguarding
08-Mar-2021 15:45

clifford-ht@cliffordholroyde.liverpool.sch.uk

1.6 Name of the School's Mental Health Practitioner/School Mental Health Lead

Status: Complete

Grade: Not Scored

Score: Not Scored

(Text) Please enter the email address for the School's Mental Health Practioner/School Mental Health Lead

Last answer by Clifford Holroyde Safeguarding
08-Mar-2021 15:45

Kate Garrett

1.7 Name of the Chair of Governors

Status: Complete

Grade: Not Scored

Score: Not Scored

(Text) Please enter the email address for the Chair of Governors

Last answer by Clifford Holroyde Safeguarding
08-Mar-2021 15:45

Michelle Beard

1.8 Name of the Link Governor for Safeguarding

Status: Complete

Grade: Not Scored

Score: Not Scored

(Text) Please enter the email of the Link Governor for Safeguarding		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:47
Julie.Martin@liverpool.gov.uk		
1.9 What type of provider are you?		
Status: Complete	Grade: Not Scored	Score: Not Scored
(Multi Choice) Please select one of the following:		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:48
Maintained		
1.10 What type of setting are you?		
Status: Complete	Grade: Not Scored	Score: Not Scored
(Multi Choice) Select your answer:		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:48
Special		
1.11 What type of age range do you provide for?		
Status: Complete	Grade: Not Scored	Score: Not Scored
(Multi Choice) Please select from one of the following:		Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:48
Secondary		
1.12 Has the school appointed a key non-teaching pastoral role to support the work of the Designated Safeguarding Lead e.g. School Family Liaison Officer, School Family Support Worker or similar?		
Status: Complete	Grade: Not Scored	Score: Not Scored

Although these roles are not a statutory requirement, where schools have appointed them there is increased capacity and effectiveness within the safeguarding team, particularly in terms of supporting the monitoring of attendance; the engagement in early help and the use of the Grade Care Profile Assessment Tool.

(Multi Choice) Please select one of the following:

Last answer by Clifford Holroyde Safeguarding
08-Mar-2021 15:51

Role in Place

(Text) Name of the School Family Liaison Officer, School Family Support Worker or similar

Last answer by Clifford Holroyde Safeguarding
08-Mar-2021 15:51

Schools Family Support Worker: Nicola Maguire

(Text) Please enter the email of the School Family Liaison Officer, School Family Support Worker or similar

Last answer by Clifford Holroyde Safeguarding
08-Mar-2021 15:51

Parent Liason officer: Hannah O'Flaherty

2 LSCP Priorities, Key Data Collection

Progress: 100.00%

Grade: Not Scored

Score: Not Scored

2.1 How many EHATs did your school 'open' in the last academic year (2019-20)?

Status: Complete

Grade: Not Scored

Score: Not Scored

Guidance note: All EHATs should be sent to the Early Help Hubs to be registered. Support is available from the Early Help Hubs to support you to raise an EHAT.

(Range) How many EHATs did your school 'open' in the last academic year?

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:30

0

2.2 How many EHATs are currently open to children in your school/setting?

Status: Complete

Grade: Not Scored

Score: Not Scored

(Range) How many EHATs are currently open to children in your school/setting?	Last answer by Clifford Holroyde Safeguarding 25-Mar-2021 10:51	
2		
2.3 How many EHATS does your school act as the lead professional for currently?		
Status: Complete	Grade: Not Scored	Score: Not Scored
Guidance note: Schools are able to commission the Schools' Family Support Service to undertake work on their behalf. Please include any EHATs led by the Schools' Family Support Service within your reported figures.		
(Range) How many EHATS does your school act as the lead professional for currently?	Last answer by Clifford Holroyde Safeguarding 08-Mar-2021 15:54	
0		
2.4 What was the total number of Level 4 referrals made by your school to Careline in in the last academic year (2019-20)?		
Status: Complete	Grade: Not Scored	Score: Not Scored
Guidance note: Colleagues are reminded that the LSCP levels of needs guidance was revised in September 2016. Schools should draw upon this guidance when determining whether an 'Early Help' or a 'Referral to Children's Services' is needed. All referrals to Children's Services (Careline) are now made on-line on the multi-agency referral form (MARF). Child Protection concerns should always be rang in first and followed up using the online MARF. A request (referral) for a Child in Need Assessment requires needs parental consent before the MARF is completed online.		
(Range) What was the total number of referrals made by your school to Careline in in the last academic year?	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:37	
4		
2.5 How many times in the last academic year (2019-20) have you needed to formally escalate your concerns with another agency in keeping with the LSCP escalation procedures?		
Status: Complete	Grade: Not Scored	Score: Not Scored
Guidance note: Schools should refer to the LSCP Escalation and Resolution policy for guidance around escalation concerns. The School Improvement Liverpool Schools' Safeguarding Handbook provides further guidance.		

(Range) Provide evidence of how the statement is met	Last answer by Clifford Holroyde Safeguarding 25-Mar-2021 15:22	
0		
2.6 How many referrals to the Local Authority Designated Officer (LADO) have school made in the last academic year (2019-20)?		
Status: Complete	Grade: Not Scored	Score: Not Scored
<p>Keeping Children Safe in Education sets out a clear protocol for managing allegations against professionals who work with children, and at what point the case manager would be required to make a referral to LADO. The School's Safeguarding Handbook provides additional guidance and model policies relating to this. Schools can also reference the "Haringey Children & Young People's Service LADO Referrals Indicator Matrix" to aid them in the decision of when they meet the threshold to refer to LADO.</p>		
Provide evidence of how the statement is met (Schools should provide the date of the governors' minutes ratifying the child protection policy and confirm that it is made available publicly usually via the school website).		
(Range) Please complete	Last answer by Clifford Holroyde Safeguarding 25-Mar-2021 10:55	
1		
2.7 How many children have been removed from the school roll during the last academic year (2019-20) as a result of parents choosing to Electively Home Educate their child?		
Status: Complete	Grade: Not Scored	Score: Not Scored
Schools should formally notify the Local Authority when a child is being Electively Home Educated. In addition if the child is known to other services (e.g. CAMHS, Children's Services, etc.), there should be a process in place for advising those agencies of the decision to Electively Home Educate.		
(Range) Please complete	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:31	
0		
2.8 How many children have been removed from the school roll in the last academic year (2019-20) as a result of becoming Children Missing Education?		
Status: Complete	Grade: Not Scored	Score: Not Scored

Some children attend school irregularly and are therefore frequently 'missing from school'. However CME (Child Missing Education) is when a child's whereabouts is not known and for example, the family have moved house or left the country and the school do not if the child is registered with another school. A statutory CME referral is made to the Local Authority Officer for CME. In addition if the child is known to other services (e.g. CAMHS, Children's Services, etc.), there should be a process in place for advising those agencies of the fact the child has become a Child Missing Education.

(Range) Please complete	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:31
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0

2.9 How many children have been identified as being Privately Fostered within the last academic year (2019-20)?

Status: Complete	Grade: Not Scored	Score: Not Scored
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Schools should have a system in place for identifying potential Private Fostering arrangements and referring such arrangements to Children's Services.

Private Fostering is defined by the Children Act 2004 and the Children (Private Arrangements for Fostering) Regulations 2005 as being:

"A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989."

(Range) How many children have been identified as being Privately Fostered within the last academic year?	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:32
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0

2.10 How many Graded Care Profiles have school completed within the last academic year (2019-20)?

Status: Complete	Grade: Not Scored	Score: Not Scored
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Guidance note: In Liverpool, it has been agreed that the Graded Care Profile will be the standard tool used by multi agency professionals where there may be concerns about Neglect. The Graded Care Profile is tool designed to provide an objective measure of the care of children. It can be used across the safeguarding continuum from Early Help through to children becoming Looked After. Referrals to Careline regarding issues of Neglect which are deemed to sit at Level 4 should be accompanied by a completed Graded Care Profile (v2) tool.

Liverpool Safeguarding Children Partnership have developed a training team of multi-agency professionals who are currently delivering a program of one day Graded Care profile training and this can be accessed via the Early Help Directory <http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>. Schools should aim to have at least one member of staff who is trained to use the Graded Care Profile (v2) tool. The Graded Care Profile tool is licensed by the NSPCC and as such can only be used by professionals who have attended a free one day training course.

(Range) How many Graded Care Profiles have school completed within the last academic year?

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:33

0

2.11 How many children do you currently have who are identified as Young Carers?

Status: Complete

Grade: Not Scored

Score: Not Scored

Guidance note: A young carer is defined in law as a "person under 18 who provides or intends to provide care to another person". This includes "providing practical or emotional support" (Children and Families act 2014). The young carer may provide care or support to someone with a physical illness/disability, including mental ill health, sensory disability or has problematic use of drugs or alcohol. Young Carers are a vulnerable and disadvantaged group, who often experience difficulties in their education. They can often go unnoticed because they depend on an adult to point out their lives are different to their peers without caring responsibilities. Without support, they can struggle to attend school and make good progress. Identifying and supporting young carers is an effective way of improving the attainment and attendance of this vulnerable learner group. Schools should be proactive in identifying and supporting young carers. Further information and support can be obtained via Barnardo's Action with Young Carers.

(Range) How many children do you currently have who are identified as Young Carers?

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:33

1

3 Policies and procedures

Progress: 100.00%

Grade: In Place

Score: 100.00%

3.1 The child protection policy follows LSCP procedures and DfE statutory guidance (Keeping Children Safe in Education) and is made available publicly. Governors' minutes show the policy is reviewed, at least, annually by the full governing body.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: School Improvement Liverpool provides a Schools' Safeguarding Handbook with model Child Protection Policy for schools to personalise. You should make sure your policy is compliant with the most recent version of the DfE statutory guidance: Keeping Children Safe in Education. School should ensure that this policy is amended and personalised to adequately reflect the risks and needs of the school community. The most up to date version of the child protection policy should be made available publicly, usually via the school website.

(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 09-Mar-2021 13:04	
In place		
(Text) Provide evidence of how the statement is met (Schools should provide the date of the governing body's minutes ratifying the child protection policy and confirm that it is made available publicly usually via the school website).	Last answer by Clifford Holroyde Safeguarding 09-Mar-2021 13:04	
Child Protection Policy last reviewed by Governors in November 2020. Is available on request and also on schools website. Governors minutes reflect this. CP policy will be discussed at next Governors meeting in March 2021 as a new link safeguarding governor is now in place and CP police will be amended to reflect this.		
3.2 The CP policy includes the school's approach to exploitation; 'child to child' abuse; sexual violence & harassment, mandatory reporting of FGM; online safety & sexting; use of mobile phones; the Prevent Duty; children missing & children with SEND		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance note: School Improvement Liverpool provides a Schools' Safeguarding Handbook containing a model Child Protection Policy for schools to personalise. You should make sure your policy is compliant with the most recent version of the DfE statutory guidance: Keeping Children Safe in Education. School should ensure that this policy is amended and personalised to adequately reflect the risks and needs of the school community.		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 09-Mar-2021 13:05	
In place		
3.3 The CP policy has been amended or an addendum developed to set out the additional arrangements in place during the Covid 19 pandemic.		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance Note: The DfE/Gov has stated: 'Schools should review their child protection policy (led by their designated safeguarding lead) to reflect the move to remote education for most pupils. In some cases, a coronavirus (COVID-19) annex or addendum that summarises related changes might be more effective than rewriting and re-issuing the whole policy. It will be important that all staff working in the school are aware of the revised policy.' The school should set out its arrangements for contacting the DSL/Deputy DSL during the pandemic and how it is monitoring vulnerable children, especially those not attending school.		
(Multi Choice) Select from:	Last answer by Clifford Holroyde Safeguarding 09-Mar-2021 13:07	
In place		

3.4 The Designated Safeguarding Lead is a member of the school leadership team and takes lead responsibility for safeguarding and child protection. The role (appendix B of Keeping Children Safe in Education) is explicit in their job description.

Status: Complete

Grade: In Place

Score: 100.00%

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
09-Mar-2021 13:07

In place

3.5 The school has a member/s of staff who are named to provide cover for the Designated Safeguarding Lead. The role is explicit in their job description (appendix B of Keeping Children Safe in Education)

Status: Complete

Grade: In Place

Score: 100.00%

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:21

In place

(Text) Provide evidence of how the statement is met (The school should set out its arrangements).

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:21

Deputy Headteacher is trained to deputise and provide cover for the safeguarding lead. Headteacher is also available.

3.6 During term time, the Designated Safeguarding Lead and or a deputy should always be available (during school or college hours) for staff to discuss any concerns. There are cover arrangements for any out of hours/out of term activities.

Status: Complete

Grade: In Place

Score: 100.00%

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
09-Mar-2021 15:23

In place

(Text) Provide evidence of how the statement is met (The school should set out its arrangements).

Last answer by Clifford Holroyde Safeguarding
09-Mar-2021 15:23

The Designated Safeguarding Lead, Deputy or Headteacher will be on site for school staff to discuss any concerns as well as any concerns or issues being received from agencies working with our pupils and families. At no time will the DSL and the Deputy DSL or Headteacher all be off school premises at the same time.

3.7 The Designated Safeguarding Lead should help promote educational outcomes of vulnerable students, ensuring staff are aware of how best to support them.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance Note: The Designated Safeguarding Lead should help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and other school staff, as appropriate.

This should include ensuring that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. This focus should include wider outcomes including attendance, engagement in curriculum opportunities and transitioning successfully to the next phase of their education or further education, employment or training.

(Multi Choice) Select from:

Last answer by Clifford Holroyde Safeguarding
09-Mar-2021 15:37

In place

(Text) Provide evidence of how the statement is met including how outcomes are shared with the governing body.

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:22

The DSL updates the levels of needs continuum on the SEN register which is shared with all staff so at a glance they can see where pupils in their class as well as the whole school sit on the levels of needs. She deems all our pupils vulnerable some evidently more than others. Close working and communication with all form teachers and LSA's as well as SLT ensures that the DSL is on a daily basis promoting the educational outcomes for our most vulnerable pupils. This can also include changes to timetables for an interim period in association with agencies and families in order to improve outcomes for our pupils. Interventions within school will also be put in place in order to support pupils on an individual basis

3.8 The school has nominated an additional Link Safeguarding Governor to meet at least termly with the Designated Safeguarding Lead. Governors' minutes reflect that a termly safeguarding report is scrutinised by the governing body.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: It is expected that the Link Safeguarding Governor will be different to the chair of governors in order to increase capacity and scrutiny. School Improvement Liverpool provide a termly reporting to governors' template which can be found in the Schools' Safeguarding Handbook. Governors should consider the effectiveness of the school's safeguarding arrangements set out in the child protection policy and scrutinise the outcomes of vulnerable children.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
09-Mar-2021 15:38

In place

3.9 The school has a staff behaviour policy/code of conduct/safer working practices guidance that is understood by staff and volunteers and references whistle blowing procedures.

Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: The Schools' Safeguarding Handbook provides a brief model Code of Conduct for staff and volunteers. In addition, schools can utilise the Safer Recruitment Consortium Guidance: 'Safer Working Practices for Adults Working with Young People' 2019 and additional addendum in response to Covid 19 published in April 2020. The DFE state: <i>Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:</i></p> <ul style="list-style-type: none"> • General guidance can be found at- <i>Advice on whistleblowing</i> • The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk 		
<p>(Multi Choice) Select your answer</p>		<p>Last answer by Clifford Holroyde Safeguarding 10-Mar-2021 11:17</p>
<p>In place</p>		
<p>(Text) Provide evidence of how the statement is met (Schools should set out how they ensure their staff understand and follow the Code of Conduct.)</p>		<p>Last answer by Clifford Holroyde Safeguarding 10-Mar-2021 11:17</p>
<p>Following Feb half term 21st Feb 2021, all staff received an updated code of conduct along side national guidance for safer working practices, staff were required with email from head teacher that they must read the guidance and code of conduct, dress appropriately within the school setting and set examples of modeling positive behaviour to pupils.</p>		
<p>3.10 The school has made readily available 'managing allegations against staff and volunteers procedures' which include a nominated governor to act as the 'case manager' for allegations against the headteacher.</p>		
Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: The Schools' Safeguarding Handbook provides model allegations against staff procedures. The school's procedures should be updated to reflect the revised definition of an allegation set out in Keeping Children Safe in Education in September 2020. All staff and volunteers should understand the changes and implications. The definition now includes an additional bullet point which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. School case managers should be aware of the clarification around the school's responsibilities around supply staff and volunteers. Whilst schools are not the employer, they should retain the lead responsibility as the supply teacher was 'working under the supervision, control and direction' of governors/proprietor. The school's procedures should be made available to volunteers and all third-party staff.</p>		
<p>(Multi Choice) Select your answer</p>		<p>Last answer by Clifford Holroyde Safeguarding 10-Mar-2021 11:20</p>
<p>In place</p>		

(Text) Provide evidence of how the statement is met (Schools should set out how they make their managing allegations against staff and whistle blowing procedures available to all staff and volunteers and who their nominated governor is.)	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:23	
Julie Martin Gov has been appointed as safeguarding governor. Inset post christmas break all staff completed safeguarding training with the KEY Level 1, staff are routinely reminded of safeguarding procedures during staff meetings. Managing allegation policy is available to all staff on the staff share.		
3.11 The school's safeguarding framework covers further policies or procedures including the school's emergency management plan; medications; first aid; equality objectives and accessibility plan; educational visits and trips and health and safety.		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance note: The Schools' Safeguarding Handbook provides a model child protection policy which sets out a broad safeguarding framework.		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 10-Mar-2021 11:21	
In place		
3.12 The school provides appropriate written safeguarding guidance to visitors. Visitors without DBS checks are risk assessed and supervised. Reasonable checks, for example for links with extremism, are made on all visiting speakers.		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance note: The Schools' Safeguarding Handbook provides model guidance for visitors for schools to personalise. The DfE guidance Keeping Children Safe in Education part 3 provides guidance on checks required on volunteers. School Improvement Liverpool offers safer recruitment training for school leaders and governors and separately for Business Managers and Admin Officers: Course dates: https://www.schoolimprovementliverpool.co.uk/		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 10-Mar-2021 11:31	
In place		
(Text) Provide evidence of how the statement is met	Last answer by Clifford Holroyde Safeguarding 10-Mar-2021 11:31	

Access to the school is through access to electric gates at the front of the building, all visitors wishing to access the school grounds firstly need to be admitted on to the premises by office staff, all visitors must report to the reception area and are unable to gain access to the school building by any other means. Reception area is locked and admittance to the school is by key coded door or a door release operated by staff. All visitors are asked to read the school safeguarding leaflet and then sign the visitors book. By signing in the visitors book, visitors are signing to agree to the adhere to the guidance set out. The school has adopted the LA advice for visitors, all visitors are given a colour coded lanyard, green for the visitors DBS checked and red for those who are not. The pupils are aware of the colour coding on the lanyards as it has been discussed at school council meetings. For those visitors who are not DBS checked they are not left unsupervised within the building at any point. All visitors are either escorted by office staff or a staff member and contractors are overseen by the site manager. Business manager and admin officer have attended LA safeguarding training.

3.13 The school has a behaviour policy for children which is shared with parents referencing situations where physical contact may be required. Risk assessments and a 'safe handling' policy should be in place when required to manage specific children.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: Learning walks including those undertaken by governors/school leaders should confirm there is adequate supervision of pupils before, during and after school including as they arrive at school and leave school. Particular attention should be given to the handover arrangements for the youngest children. Leadership Teams should make unannounced visits to all areas of the school including outside of lesson times. Risk assessments should be in place to manage students who require regular restraint or physical intervention or exhibit sexually harmful or problematic behaviour. Staff should have appropriate training if they are regularly engaged in physical intervention. Incidents requiring physical intervention should be recorded and parents informed.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
10-Mar-2021 12:18

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:25

School has a behaviour policy in place that was reviewed in Autumn 2020, this is an ongoing reviewed policy. The positive behaviour management of the school operates on rewards for positive behaviour and this is a big part of the school day and week for all pupils on role. The behaviour policy is available on the school website for parents to access, in addition at parents afternoons the Headteacher discusses any changes that may be made to the systems in place. The behaviour policy is discussed with staff during staff meetings and systems are constantly is reviewed. At the admission process to the school parents/carers are asked to give consent should the need arise for their child to need physical intervention, this is a signed document. Clear guidance and examples of when this could happen are given to parents. Parents are also made aware of the fact CCTV covers all of the school. Headteacher can also access this from her office to monitor a situation if need be, CCTV is only viewed by SLT, Safeguarding Gov or school police officer. All staff Team Teach trained are up to date 7/1/2020, this is due for renewal 12/4/2021. There are 2 staff onsite who hold Team Teach Train the trainer qualifications. Interventions remain recorded on the IRIS adapt system, all parents are informed on the day if a PI has taken place. Risk assessments are in place for all pupils on roll, where they be school based pupils or pupils on the Engagement programme AEP. Risk assessments for the pupils on the AEP programme are shared with the providers prior to placement and service level agreement. Risk assessments are reviewed following an incident and changed when necessary otherwise they are reviewed termly. Positive handling plans are in place for the school based pupils.

The staffing structure of the senior leadership team ensures constant oversight by members of SLT throughout the school day and also meaning their are sufficient staff throughout the school during lessons and unstructured times.

The safe and effective running of the school due to the deputy head teacher and the assistant head teacher meeting at the end of the day to discuss the following days timetable and any changes needed due to staffing levels or visits, over sight is then given by the headteacher. Briefing notes for the following day are emailed to all staff in school with updates on pupils behaviour, timetable changes, duties and anything further that staff need to know about that day. Whole school staff meetings at the beginning of the week and subsequent meetings throughout the week ensure all staff are constantly updated. Updates that are needed are shared with staff through TEAMS whole school meetings or email.

Governors are updated on the TEAMS govenors chat. Due to covid restrictions this year Governors have been unable to come onsite for learning walks as visitors have been limited to school EWO and School police officer as per Covid 19 risk assessment available on website. Head teacher has liaised closely with COG and Safeguarding Gov during this time.

Unannounced visits to classrooms are made throughout the day by members of the senior leadership team including the headteacher who is visible to staff and pupils. Due to covid restrictions visits to AEP providers have been restricted to AEP manager any concerns have then been relayed to the Headteacher. School is in constant contact with providers and supports them on a daily basis. Visits to AEP providers by Headteacher and GB will resume once risk assessments allow due to covid restrictions.

3.14 The school has a clear approach to implementing the Prevent Duty and keeping children safe from extremism and radicalisation. The school has appropriate filters and monitoring systems in place to protect children from harmful online materials.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: The Schools' Safeguarding Handbook provides additional guidance to be shared with all staff. In addition, Keeping Children Safe in Education and the DFE guidance in respect of the Prevent Duty provided detailed guidance:.

- Has your Designated Safeguarding Lead recently completed Prevent Awareness Training?

Prevent Training for staff can be found online at: <https://www.elearning.prevent.homeoffice.gov.uk/> or via the Prevent Education Officer

- Does your school IT system prevent children from accessing inappropriate sites and detect inappropriate use (filtering and monitoring)?
- Does your child protection and safeguarding policies make reference to your responsibilities under the Prevent Duty?
- Do you have clear procedures in place for protecting children at risk of radicalisation?
- Can your staff recognise children who may be at risk of being radicalised and know how to support them including when to make a referral?
- Have they had additional Prevent guidance or training?
- Do you provide a safe environment where children can explore sensitive and controversial issues?
- Does your school support children to stay safe online in school and outside?
- Do you build children's resilience to radicalisation?
- Appropriate vetting/checks of guest speakers/visitors?

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
10-Mar-2021 13:56

In place		
(Text) Provide evidence of how the statement is met		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 13:08
<p>The internet provider is imminantly about to change within Clifford Holroyde and we will be going with LGFL, Currently the system Esafe alerts us if a pupil tries to access an inappropraite site. The firewall hub webfiltering we have is a system that alerts us to inappropraite content. Every month we publish the safegusarding newsletter and text parents to alert parents of the new content.</p> <p>E-Safe remains at present on the filtering systems in school and notifications are sent to the DSL via email if there is a concern. If there is a significant concern then this is raised by a phone call to the DSL on the day. Pupils are spoken to individually if a concern is raised. Parents are notified and any outside agencies if involved.</p> <p>PREVENT refresher training has been completed by staff in March 2021</p> <p>The Child Protection Policy references the responsibilities for staff under the PREVENT duty. The DSL is the named person for PREVENT alongside the headteacher. Pupils are taught how to keep themselves safe online across the curriculum but predominantly in ICT lessons and what to do if they have any concerns.</p>		
3.15 The school has clear and well understood procedures for monitoring attendance and those regularly missing from school and informs the local authority including when a pupil is going to be deleted from role or is missing from education.		
Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: The school must follow the DfE’s statutory guidance re attendance ensuring a child who is ‘missing from education’ is reported to the LA. Monitoring patterns of attendance (unexplained, irregular, lateness, regularly missing school) for all students and especially vulnerable students is key to identifying whether they are being exploited/harmed/neglected. The attendance team should know which students are vulnerable but not necessarily the detailed reasons. The school ensures the B attendance code is used on when a child actually attends a session at an AEP provider and not when the child is absent from the AEP setting. Schools should be mindful of any professional drift in particular when attendance is poor. The school or other agencies should regularly see all children and if necessary make further home visits to check a child is safe and well.</p>		
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 15:15
In place		
(Text) Provide evidence of how the statement is met		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 19:42

Attendance of pupils on roll is monitored daily by the DSL for both school based pupils and Engagement Programme Pupils, clear procedures are in place and followed. This ensures early identification of unauthorised and persistent chronic non - attenders. The absence of those pupils that are school based and reasons for absence are emailed to all staff as well as the PAEWO following the registers closing of a morning. The absences of those pupils on the Engagement Programme is emailed to SLT and PAEWO using SIMS. Through the processes in school agencies working with our families are made aware of non-attendance or failing attendance. Home visits are conducted by the Parent Liaison Officer, Engagement Programme Manager, DSL, Headteacher when appropriate, Lsa's and PAEWO. If no contact is made Schools Police officer is asked to make a welfare check in line with policy. The DSL meets with the PAEWO on a weekly basis and open referrals are discussed. enabling strategies to be put in place on an individual basis in order to improve attendance. Close working with multi - agencies, parents and training providers ensures pupils are tracked and their wellbeing accounted for if not attending school. Meetings between headteacher, DSL and PAEWO ensures the Headteacher knows what strategies are being used to try and improve attendance for individual pupils and will advise on next steps to take with certain pupils. Guidance is also given informally by the Headteacher almost on a daily basis. Concern regarding attendance can also be discussed during weekly staff meetings with all staff as well as in safeguarding supervision meetings. Attendance is a whole school issue. Form staff of an afternoon when making daily phone calls home will check to see if contact has been made as part of the process of a morning and if not will try and make contact with home as a second step process and will notify DSL through procedures in place. When required the school will ensure the LA are aware of a child missing education through the appropriate channels.

3.16 The school's attendance policy and procedures appropriately reflect the link between attendance and safeguarding. The school's admission procedures gather key information to support attendance and safeguarding.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: The school must follow the DfE's statutory guidance re attendance but should also ensure there is an adequate focus within their policy on safeguarding as well as attainment. Admission processes should gather information regarding emergency contact information for each child (at least 3 separate contacts), known access restrictions to properties and any health conditions or other significant information relating to parents which may be a concern should a child be absent from school. The school's attendance policy should include the school's own escalation procedures for when a child does not attend and the school is unable to contact the family and establish that the child is 'safe and well'.

(Multi Choice) Please select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 19:48

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 19:48

The DSL monitors the attendance of all pupils on school roll and will ensure procedures are followed. Constant liaison with agencies allows any risk to be managed in relation of visiting properties. Lone working policy is also in place. The DSL and parent liaison officer completes the Admission process with parents and pupils in order to gain knowledge of any issues arising or health information that is required in order to ensure the wellbeing of both the pupil and parents. The DSL will meet with parents in attendance meetings and at times will alter the individual pupils timetable for a period of time with the agreement of parent, pupil, Headteacher and PAEWO in order to improve and engagement thus ensuring academic progress. The DSL liaises with the Admin Officer in relation to obtaining up to date phone numbers and emergency contact details as well as email addresses where possible.

3.17 The school should ensure all children attending alternative education are effectively safeguarded and that their attendance, progress, outcomes, voice and welfare is monitored as effectively as for all children.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: The school should ensure it monitors daily the attendance of those at AEP and ensure any absences are effectively followed up. The school should ensure children are supported and where necessary by Early Help Assessments, child in need plans or child protection plans and that there improved outcomes for the child. Schools should be mindful of any professional drift in particular when attendance is poor. The school or other agencies should regularly see all children and if necessary make further home visits to check a child is safe and well.

DfE guidance states:

"Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil."

Schools can utilise the AEP quality assurance template, available in the Schools' Safeguarding Handbook.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:04

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:04

As mentioned in the previous answer the DSL monitors the attendance of all pupils on the Engagement Programme which includes recording their attendance at training providers / college. Prior to a pupil being placed at a training provider or college the Engagement Programme Manager completes a service level agreement with the provider which includes them agreeing to report attendance direct to the school twice daily.

The process in school for monitoring those pupils on alternative provision is: Providers / colleges to report attendance by 10am and 1.30pm each day. The DSL makes checks that all pupils are where they should be for that day in accordance with the Engagement Programme Managers live weekly student status record. If not processes are followed to make contact with parents / carers, Email is sent to SLT and PAEWO daily informing them of any pupil absence from training providers / college and the reason for this.

If there are any incidents of a pupil walking off site again as part of the service level agreement that college and providers have signed with the school they will make direct contact with the school and inform them straight away and take guidance from school. Reports are given to the DSL and Engagement Programme Manager. Home visits are conducted as mentioned previously by Engagement Programme Staff and Parent Liason Officer, PAEWO, DSL and when appropriate to follow up pupil absence. The DSL works closely with the Engagement Programme Manager to ensure all pupils are supported and when needed additional support is put in place. Weekly meetings take place between the Engagement Programme Manager and DSL to go through the pupils on the Engagement Programme. For pupils who remain on the main school role but for varying reasons have been placed off site for an interim period whilst a new provision is sought in discussion with SEN after an emergency review the responsibility for these pupils lies with the Deputy Headteacher and DSL to monitor progress and attendance.

As a school we feel that the pupils on the Engagement Programme receive the same level of support and commitment as those that are school base.

3.18 The school has written recruitment and selection procedures that informs its practice to ensure all DFE pre-employment checks are undertaken appropriately for their staff and, where appropriate, checks on volunteers.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: The School's Safeguarding Handbook provides model Safer Recruitment procedures. Section 3 of the DfE guidance Keeping Children Safe in Education sets out clear guidance including:

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools and colleges must (subject to paragraph 156):

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see paragraph 172)
- verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation. In addition:
 - schools must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012; and
 - independent schools, including academies and free schools, must check that a person taking up a management position as described at paragraph 145 is not subject to a section 128 direction made by the Secretary of State.

Paragraph 172 of Keeping Children Safe in Education (DfE, 2021) has been updated to reflect the changes to checks made on 'individuals who have lived or worked outside the UK' post-Brexit including obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked.

In addition, references must be taken up that comment on someone's suitability to work with children.

The School's Safeguarding Handbook provides a personnel check list which can be used to aid with the pre-employment checks required by schools and colleges.

School Improvement Liverpool offers safer recruitment training for school leaders and governors and separately for Business Managers and Admin Officers:

Course dates: <http://www.school.improvementliverpool.co.uk>

Schools are reminded that all governors require an Enhanced DBS Certificate. Schools should also carry out a section 128 check for school governors, including staff governors, because a person subject to one is disqualified from being a governor.

(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:13
In place	
(Text) Provide evidence of how the statement is met (Schools should set out if they have recruitment procedures and policies and how practice is quality assured.)	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:13

Headteacher, chair of governors, business manager have all attended safer recruitment training provided by the LA
 he DSL attended safer recruitment training on the 19/3/2019.
 The school has safer recruitment and selection good practice guidance that the school have adopted from the LA.
 This has ben signed off by the governing body and is due to be renewed in April 2021.
 Unless there is exceptional circumstances a Governor will always be on the interviewing panel.
 The school follows the guidance set out by the DFE.
 During the recruitment process, the required checks are adhgered to using a checklist. These checks are undertaken by the Business Manager and any issues arising are shared with the Headteacher for the appropriate action to be taken. A completed record of these checks are kept on the employee HR file.

The single central record is updated by the Business Manger. Record of DBS check, prohibition check for QTS teachers, and it is also used to record qualifications and identity check documents eg. passport. The employee HR file retains a hard copy of the pre-employment checks, application form anf qualifications.
 The school is a registered user to check teacher status (prohibition) and information is updated on the single central record.

3.19 Schools' recruitment policies, procedures and practice should reflect the updated legislation: Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020).

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note:

- When advertising the role and providing information to prospective candidates a school should:
 - Ø State the organisation's commitment to safeguarding and the need for an Enhanced DBS certificate with a barred list check in adverts
 - Ø Include statements about the safeguarding responsibilities of the post in the job description and person specification
 - Ø Send information about the organisation's safeguarding policy and practices to candidates
 - Ø Provide clear information about the need to disclose relevant criminal history
- Applicants should not be asked to disclose criminal history at application stage hence applications forms should not request candidates to disclose any criminal history nor should not include blanket 'yes / no' box. Candidates should merely be advised that a disclosure will be required at a later stage if they are shortlisted and should be signposted to the relevant MOJ website for further information regarding any future disclosures.
- Shortlisted candidates only, should be required to complete a self-disclosure form prior to interview. Shortlisted candidates should be clearly advised that they do not need to disclose any cautions or convictions that are considered 'protected'.
- Given schools are employers of exempt roles, they have a right to know about, and can take into account, unspent convictions. Employers should not ask candidates to disclose spent convictions, even if the post is exempt from the ROA.
- It is the employer's responsibility to draw applicants' attention to the guidance on filtering
- If an applicant discloses an offence which they did not need to, it is the recruiter's responsibility to know not to discuss / take it into consideration
- At interview schools must give applicants the opportunity to provide accurate context and the circumstances surrounding their disclosed criminal record.
- Existing DBS Certificates will not be updated so if a person is part of the Update Service certificates may include information that would be filtered under the new rules. Recruiters will need to act as if that information is not on the certificate.
- Copies of DBS certificates, self declarations, interview / discussion notes and risk assessments can be retained for duration of employment – but this needs to be made clear in staff privacy notices.
- Employers need to be mindful of the changes to legislation when writing or considering references:
 - a. If the reason for dismissal also led to a criminal conviction, the information in the reference can be taken into account
 - b. If the criminal conviction is the reason given for dismissal, the filtering rules apply
 - c. In the case of b), it may be necessary to go back to the referee for clarification
 - d. Remember that the data retention principles apply – do not retain incorrect information

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website and [here](#).

More information about what will be filtered and will not appear on a DBS certificate can be found [here](#).

If candidates are unsure whether they need to disclose criminal information, they can seek legal advice or may wish to contact [Nacro](#) or [Unlock](#) for impartial advice.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:13

In place

3.20 The school undertakes and records a formal risk assessment on all volunteers to determine the level of DBS check required.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: Additional guidance is available in Section 3 of DfE guidance Keeping Children Safe in Education. DfE guidance states:
 "The school or college should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work with children
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
- whether the role is eligible for an enhanced DBS check.

Details of the risk assessment should be recorded."

Schools can utilise the volunteer risk assessment template, available in the Schools' Safeguarding Handbook

(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:15
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In place

(Text) Provide evidence of how the statement is met (Schools should set out the risk assessment activity undertaken and how practice is quality assured.)	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:15
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Currently we do not have any volunteers working within our setting if we did they would be DBS checked prior to commencing work.

3.21 The school seeks written confirmation that appropriate checks are made by supply agencies, third parties and contractors.

Status: Complete	Grade: In Place	Score: 100.00%
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Guidance note: Additional guidance is available in Section 3 of the DfE guidance Keeping Children Safe in Education.
 School Improvement Liverpool provide exemplar written confirmation statements for supply agencies, third parties and contractors.

(Multi Choice) Select from:	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:16
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In place

3.22 The school seeks written confirmation from any Alternative Education Providers that they have undertaken the same level of pre-employment checks on their staff as school would undertake on their own.

Status: Complete	Grade: In Place	Score: 100.00%
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Guidance note: Additional guidance is available in Section 3 of the DfE guidance Keeping Children Safe in Education. DfE guidance states:
"Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff."

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:16

In place

3.23 The school understands it has a legal duty to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: In addition, in the case of a teacher the school understands the requirement to refer appropriate concerns to the TRA (Teacher Regulation Agency) to consider prohibiting the individual from teaching.

The DfE are clear a settlement agreement should not be used if a person fails to cooperate with an investigation or the agreement precludes the school from sharing information with the DBS or TRA The school should always conclude its investigation in order to give the DBS appropriate information.

References including agreed references should always include substantiated allegations and a statement about someone's suitability to work with children.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:16

We confirm we understand our legal responsibility

3.24 The school has clear systems and processes in place for identifying possible mental health problems for children, including routes to escalate and clear referral and accountability systems.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance notes: A whole school approach to mental health is vital in supporting children's emotional well-being. Schools should ensure staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should understand the lasting impact of abuse, neglect and adverse childhood experiences and the impact on mental health, behaviour & education.

Staff are 'well placed' to observe children day to day and identify behaviour suggestive of a mental health problem or being at risk of developing one. Where there is a mental health concern that is also a safeguarding concern, staff should follow the child protection procedures.

Schools can use the model policy provided by Liverpool CAMHS to support the development of their own policy and procedures <https://www.liverpoolcamhs.com/schools/schools-mental-health-and-emotional-wellbeing-policy/>.

(Multi Choice) Select from	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:17	
In place		
3.25 Schools should ensure their staff know what Operation Encompass is and that there is a clear process for managing these referrals within the organisation.		
Status: Complete	Grade: In Place	Score: 100.00%
(Multi Choice) Please select from:	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:18	
In place		
4 Training		
Progress: 100.00%	Grade: In Place	Score: 100.00%
4.1 The Designated Safeguarding Lead has undertaken training specific to the role and updated this training at least every two years. In addition, the Designated Safeguarding Lead has kept updated at regular intervals, but at least annually.		
Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: In a addition, the DfE state:</p> <p>'The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.</p> <p>In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.'</p> <p>Locally Headteachers and Designated Safeguarding Leads are urged to attend School Improvement Liverpool's Annual Headteachers' Briefings and separate Refresher Training for Designated Safeguarding Leads'.</p>		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:44	
In place		
(Text) Provide evidence of how the statement is met (Evidence should include details and dates of training attended, along with who delivered and provided the training).	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:44	

Annual refresher training for Designated Safeguarding Leads provided by school improvement liverpool was last attended by the DSL in Autumn Term 2020 .
 The Headteacher also attended Headteacher briefings and Safeguarding training in Autumn term 2020
 The Deputy Head attended refresher training for designated safeguarding leads in Autumn term 2020.

The DSL receives safeguarding E-briefings along with online safety briefings that are sent out by the Local Authority.

The DSL receives updated information that is sent out by the LA.

4.2 The school has at least one deputy Designated Safeguarding Lead trained to the same standard as the Designated Safeguarding Lead.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note:

Please list these details separately for each member of staff who is a Deputy Designated Safeguarding Lead and part of the safeguarding team providing cover for the Designated Safeguarding Lead.

In addition, the DfE state:

'The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

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

Locally Headteachers and Designated Safeguarding Leads and deputies are urged to attend School Improvement Liverpool's Annual Headteachers' Briefings and separate Refresher Training for Designated Safeguarding Leads'. It is recommended that all members of the safeguarding team attend this training.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:49

In place

(Text) Provide evidence of how the statement is met. Please list these details separately for each member of staff who is a Deputy Designated Safeguarding Lead and/or part of the safeguarding team providing cover for the Designated Safeguarding Lead. (Evidence should include details and dates of training attended for each member of the team, along with who delivered and provided the training).

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 21:02

Deputy Designated Safeguarding Lead is the Deputy Headteacher Mr Stephen Trainor who last attended refresher training provided by the LA in October 2020

Headteacher will also deputise in DSL's absence and she last attended training on the 7th October 2020 and Headteachers safeguarding Briefing on 21st September 2020

4.3 Having attended School Improvement Liverpool's Head teachers' Safeguarding Briefings what has been the impact on your practice and what actions you have taken?

Status: Complete

Grade: Not Scored

Score: Not Scored

Guidance note:

- How have these sessions strengthened your understanding of key local safeguarding practices, including issues around child criminal exploitation and mental wellbeing?
 - How have you disseminated key guidance and embedded staff's understanding of key local priorities, such as Adverse Childhood Experiences, early help, domestic abuse, neglect and child exploitation, enabling staff to recognise indicators of harm? Are staff aware of the impact of domestic abuse on children and the long-lasting psychological harm?
 - Have you made the school community aware of key resources and helplines in respect of domestic abuse and mental health?
 - Have all young people, at an appropriate age, been provided with the Merseyside Violence Reduction Partnership resource: 'What you need to know about child exploitation'?
 - Have you promoted the Merseyside Child Exploitation awareness campaign, '<https://eyes-open.co.uk/>'?
 - Have you strengthened colleagues understanding of 'peer on peer' and 'child on child' abuse and the wider definition which includes bullying/cyber bullying, up-skirting and intimate partner relationships?
 - Have you developed effective remote learning policies and practices?
 - Have you ensured everyone, including children, are aware of the grooming processes that include online behaviours?
 - Have you quality assured your school's transfer of safeguarding records, ensuring the handover meeting/conversation and record transfer take place in a timely manner?
 - How have you addressed the new statutory guidance 'Relationships Educ., Sex & Relationships Educ. & Health Educ' and strengthened your safeguarding/PSHE curriculum, particularly in relation to consent, unhealthy abusive family relationships, choices, online safety, abusive intimate relationships, healthy relationships, consent and grooming/exploitation?
 - Do you ensure you liaise with other professionals before excluding a child? The SW must always be contacted so that any further risks can be assessed. Exclusion should be used as a last resort and children on child protection plans and child in need plans should be kept in school wherever possible.
 - How have you developed your quality assurance of Alternative Education Provision and off-site learning?
 - Have you used the Quality Assurance of AP by Schools checklist?
 - Have you drawn upon the Reporting to Governors template?
 - Have you used the Headteachers' Summary Safeguarding Quality Assurance Checklist?
- What other aspects of your practice have you revisited/strengthened?

(Text) Provide evidence of the impact

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 15:46

Audit undertaken with DSL to ensure processes in place.

Headteacher ensured DSL and deputy knew signs to look out for in terms of county lines. All staff have received training in this area also.

Safeguarding supervision paperwork remains the same.

Headteacher continues to deliver training on ACES and trauma across the city.

Parental training continues across the city to support parents and corporate parents in a collective approach to meet the needs of children using the Thrive approach. This is now being rolled out to all partner agencies through the LA.

Quality Assurance has been reviewed and remains the same for off site provision.

4.4 Having attended School Improvement Liverpool's Refresher Training for Designated Safeguarding Leads what has been the impact on your practice and what actions you have taken?

Status: Complete

Grade: Not Scored

Score: Not Scored

Guidance note:

- Have you developed an effective system for promoting the educational outcomes of vulnerable pupils? How have you developed staff understanding of their responsibilities to ensure these pupils overcome any barriers to learning?
 - Have you embedded Signs of Safety within your safeguarding practice? (Please provide specific examples)
 - Have you developed your understanding of activities to gather the 'voice of the child' so that you gain a better understanding of their lived experiences?
 - Have you ensured the school's transfer of safeguarding records and the handover meeting/conversation take place in a timely manner?
 - Have you ensured that supervision meetings consider attendance concerns, recognising the link with poor/erratic attendance and potential neglect or exploitation?
 - Are staff aware of the cohorts of children who are more vulnerable to exploitation, including: LAC, SEND, those excluded from school and poor attenders and missing school or home?
 - Do staff know the importance of recognising exploited children as victims and using non-victim blaming language?
 - Are staff aware of the shift in language from 'so-called Honour-based Violence to so-called Honour-based Abuse'? This recognises the many forms of abuse similar to domestic abuse.
 - How have these sessions strengthened your understanding of key local safeguarding practices, including completing a M.A.R.F, matching concerns to the Levels of Need or escalating concerns?
 - How have you reflected upon and developed your systems in relation to the issues raised regarding Criminal Exploitation, Forced Marriage, Domestic Abuse and Operation Encompass?
 - What key learning have you disseminated to staff?
 - How have you embedded staff understanding of key local priorities?
 - How have you shared and embedded Safeguarding-Mate with your staff and volunteers?
 - How have you developed your quality assurance of your safeguarding systems and procedures?
 - What aspects of your practice have you revisited/strengthened?
- Have you identified and addressed any further training needs?

(Text) Provide evidence of the impact

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 15:49

Training sessions continue to strengthen the understanding of safeguarding issues that may arise and how to deal with them.
Vulnerable learners are identified using the SEN register and levels of needs continuum that was developed and educational outcomes are promoted.
Voice of the child has always been embedded throughout day to day practice.
Signs of safety is regularly used in safeguarding meetings by the DSL

4.5 At least one person on every appointment panel has undertaken accredited Safer Recruitment Training.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: Whilst there is now no statutory requirement to refresh this training at specified intervals schools would be advised to ensure their understanding is regularly updated.
School Improvement Liverpool offers Safer Recruitment Consortium Accredited training for school leaders and governors and separately for Business Managers and Admin Officers:
Course dates: <http://www.schoolimprovementliverpool.co.uk>

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 20:57

In place

<p>(Text) Provide evidence of how the statement is met (Schools should set out who has attended this training, the date the course was completed, the date of any refresher training and who delivered and provided the training).</p>	<p>Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 20:57</p>	
<p>Safer Recruitment Training provided by the Local Authority Headteacher : November 2018 Chair of Governors: April 2008, December 2013, June 2019 Business Manager: May 2016 DSL: March 2019 Governor: September 2019</p>		
<p>4.6 All staff and volunteers have received appropriate safeguarding and child protection induction training which is then regularly updated and at least annually. All staff should receive further updates via staff meetings, emails or e-bulletins.</p>		
<p>Status: Complete</p>	<p>Grade: In Place</p>	<p>Score: 100.00%</p>
<p>In addition, all staff should receive further updates, at least annually, via staff meetings, emails or e-bulletins.</p>		
<p>Guidance note: Schools should ensure that face to face safeguarding training is part of a colleague's mandatory safeguarding induction and regular on-going training. Schools can also utilise the 'Safeguarding Induction Handbook' provided by School Improvement Liverpool to support the safeguarding induction of all new staff and volunteers. School Improvement Liverpool provides colleagues trained to deliver in-service training at your school. In addition we offer a 'Train the Trainer' course providing all the resources and guidance for schools to deliver their own training in-house. Through this training, all staff and volunteers are clear regarding their roles and responsibilities, understand what constitutes a concern and how and when concerns should be reported, know who the key staff are, and have a working knowledge of Safeguarding-Mate to support them escalate their concerns.</p>		
<p>(Multi Choice) Select your answer</p>	<p>Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:08</p>	
<p>In place</p>		
<p>(Text) Provide evidence of how the statement is met (Schools should provide the dates and content of the training and who delivered the training)</p>	<p>Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:08</p>	
<p>As part of the Induction process staff and volunteers are given training by the DSL, they also receive a safeguarding induction pack with all relevant policies and procedures in place. The school uses the model Induction Checklist provided by the Local Authority. The DSL has previously attended the "train the Trainer" course and delivered whole school training. This year training has been delivered online in January 2021 to staff. Through weekly staff meetings staff are updated with relevant safeguarding information and guidance as well as information being cascaded through briefings, e-bulletinns and emails.</p>		
<p>4.7 The school is committed to working with other agencies to provide Early Help. It has ensured a member of staff is trained to carry out Early Help Assessments. All staff are aware of the early help process and their role in it.</p>		
<p>Status: Complete</p>	<p>Grade: In Place</p>	<p>Score: 100.00%</p>

Guidance note: Considerable support and advice is available from the Early Help Hubs. Revised EHAT training is available via the LCC website. Schools can seek further information from the Early Help Directory. Additional information is available in the School's Safeguarding Handbook. The LSCB provides additional multi-agency training including 'Working Together Training'

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 21:12

In place

(Text) Provide evidence of how the statement is met (Schools should state who has completed EHAT training and when).

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 21:12

The DSL has attended EHAT training, she will be the lead on EHAT's in the school and will also attend review meetings when not the lead. Working together training was last attended by the DSL in May 2019. The DSL will attend LIT meetings when pupils on roll have been referred. This ensures Early Help is being sought for those pupils who do not already have services working with them, to discuss if Early Help is working and does the case need escalating.

4.8 The induction of staff & volunteers includes Part 1 of KCSiE, the school's child protection procedures & policy, staff code of conduct, behaviour policy for children, the school's response to those who go missing from education & the role of the DSL

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note:

All new staff are clear regarding their role and responsibilities, understand the need inform school of any changes to their personal circumstances which may impact on their role and are able to identify the key members of staff. Schools can also utilise the 'Safeguarding Induction Handbook' provided by School Improvement Liverpool to support the safeguarding induction of all new staff and volunteers.

School Improvement Liverpool has provided a training impact questionnaire to do with staff. Schools are urged to have a safeguarding noticeboard in the staffroom.

Schools should draw upon the resources in section 1 of the Schools' Safeguarding Handbook to support the induction and training of staff, including a safeguarding induction checklist.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 21:15

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 21:15

Staff and volunteers receive a pack with key policies and procedures inside. The school uses the model induction checklist to provided by the LA when new staff and volunteers come to the school, A proforma is used and staff and volunteers sign to say they have received the documentation. Time is taken to go through the safeguarding procedures in school.

4.9 Governors have received guidance and training to enable them to provide support and scrutiny in order to ensure the school is discharging its statutory responsibilities in respect of safeguarding.

Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: School Improvement Liverpool provides courses for governors. In addition, Headteachers/Designated Safeguarding Leads can draw upon the resources from the Safeguarding Briefings to deliver their own in-house training. School Improvement Liverpool provides termly e-briefings. Course dates: http://www.schoolimprovementliverpool.co.uk</p>		
<p>(Multi Choice) Select your answer</p>		<p>Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:18</p>
<p>In place</p>		
<p>(Text) Provide evidence of how the statement is met, including dates and content of training.</p>		<p>Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:18</p>
<p>The Chair of Governors is fully up to date with safeguarding training as is currently Headteacher of another school in liverpool. There has been a change in governors at the school and new governors have attended training or are booked to attend this academic year.</p>		
<p>4.10 The school has appointed an appropriately trained designated teacher to promote the educational achievement of children who are looked after & are previously looked after.</p>		
Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: The designated teacher for children looked after should meet the following requirements of the role:</p> <ul style="list-style-type: none"> • Has Qualified Teacher Status with appropriate seniority • The role is explicit within their job / role description • Is allocated time, off their timetable to carry out and fulfil the statutory duty and responsibilities of the role and undertake appropriate training • Has undertaken relevant training in the past 2 years (please provide details) • Participates fully in the care planning process • Submits education reports to the looked after children reviewing process • Ensures that all Personal Education Plans are of a high quality, relevant and up to date with measurable outcomes • Ensures that Pupil Premium funding is allocated to the individual child and that the impact is monitored • Acts as a voice and an advocate for children who are looked after and are previously looked after and ensures that they have the appropriate monitoring and support to achieve and reach their potential • Has lead responsibility for promoting the educational achievement of children who are looked after and are previously looked after and for ensuring school staff understand and meet the needs of children who are looked after 		
<p>(Multi Choice) Select your answer</p>		<p>Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:23</p>
<p>In place</p>		

(Text) Provide evidence of how the statement is met including dates and content of training.	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:24	
<p>The Headteacher is currently the Designated Teacher for Children Looked After, she has overall responsibility for these pupils and oversees the work the DSL carries out on a day to day basis with these pupils. Prior to a PEP meeting if the Headteacher is not attending there will be discussion between herself and DSL and form teacher regarding appropriate and measureable targets. Headteacher has overall responsibility in terms of how pupil premium is spent and will liaise with social workers. The DSL continues to be the link for carers and agencies for CLA with oversight from Headteacher.</p> <p>In the Headteachers absence at care planning / review meetings the DSL will attend with an update for that individual child and be part of the planning process, she will then feedback to the Headteacher.</p> <p>Headteacher will update training this academic year</p>		
<p>4.11 The school has identified a member of staff to champion the needs of children and young people who are young carers and has clear policies and provision in place to support them. The outcomes for young carers should be monitored.</p>		
Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: It is envisaged that the School's Young Carer's Champion will be a point of contact for on-going information, advice and guidance via the commissioned young carers service. The member of staff acting as the School's Young Carers Champion should be a member of the school's senior leadership team however they may delegate the day to day operational management to another member of staff. They will ensure that all appropriate policies reflect the needs of young carers and consider the development of a discrete young carer's policy which would include the school's strategies for awareness raising, creating an inclusive environment and identification, assessment and support for young carers. Mechanisms should be in place to monitor how many children are taking on a caring role and the outcomes for this group.</p>		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:29	
In place		
(Text) Provide evidence of how the statement is met and the impact of your actions to improve outcomes for Young Carers	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:29	
<p>The DSL is the named person for Young Carers. The DSL is a senior member of staff within the school, she is the point of contact for the young person as well as other agencies. The DSL may delegate at times day to day operational management to the Parent Liason and Thrive Worker in school but will oversee what is happening. The school has a young carers policy in place</p>		
(Text) Name of the School's Young Carers Champion(s)	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:29	
Mrs Kate Garrett		

(Text) Email address of the School's Young Carers Champion(s)	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:29	
k.garrett@cliffordholroyde.liverpool.sch.uk		
4.12 Staff are made aware of how to identify and support children identified as Young Carers.		
Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: A young carer is defined in law as a "person under 18 who provides or intends to provide care to another person". This includes "providing practical or emotional support" (Children and Families act 2014). The young carer may provide care or support to someone with a physical illness/disability, including mental ill health, sensory disability or has problematic use of drugs or alcohol. Young Carers are a vulnerable and disadvantaged group, who often experience difficulties in their education. They can often go unnoticed because they depend on an adult to point out their lives are different to their peers without caring responsibilities. Without support, they can struggle to attend school and make good progress. Identifying and supporting young carers is an effective way of improving the attainment and attendance of this vulnerable learner group. Schools should be proactive in identifying and supporting young carers. Further information and support can be obtained via Barnardo's Action with Young Carers.</p>		
(Multi Choice) Choose from	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:35	
In place		
(Text) Provide evidence of how the statement is met (Schools should consider how they have raised awareness of the needs of young carers and the mechanisms in place to identify and support them).	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:35	
<p>A young carer can be identified either by staff in school who have monitored behaviour, trends, absences and from daily communication with home as well as listening to the voice of the child or by outside agencies working with our families. Once identified steps will be taken to ensure amendments are made to timetables and barriers to achieving academically or engaging with education are broken down by ensuring support is in place. The emotional wellbeing of a pupil is also considered and again support will be put in place. Staff will be trained to ensure they are alert to the potential of having a young carer in their form / class and any adaptations that are required.</p>		
4.13 The school ensures key staff are appropriately trained, as required, to support the school's broader safeguarding framework including first aid, administering medication and health and safety.		
Status: Complete	Grade: In Place	Score: 100.00%
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:43	
In place		

(Text) Provide evidence of how the statement is met (Schools should set out examples as to how they meet this standard).	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:43	
<p>The Headteacher and SLT ensures that there are adequate first aiders on site at all times. In September 2020 there were 10 members of staff trained as a group in first aid. First Aid policy is in place in line with DFE guidance. A defibrillator is placed in the school and we are currently in the process of obtaining a newer model. First Aid boxes are situated in every classroom as well as key areas around the school including offices, kitchen, staff room. Medication is administered by members of SLT. School as a medication policy in place. The school continues to work closely with other agencies, ADHD specialist nurse clinics remain ongoing but due to the COVID-19 pandemic have been being delivered by telephone directly with the nurse and pupils parents with updates being given to school. School has direct contact with the ADHD team at Alder Hey. Headteacher has oversight of Health and Safety and any issues arising, this is discussed with the site manager as well as members of SLT and information is cascaded to all staff through staff meetings or briefings.</p>		
<p>4.14 The Designated Safeguarding Lead ensures staff are aware of LSCP multi-agency training including 'Working Together' training and encourages attendance as appropriate. Staff are aware of Local Safeguarding Children Partnership policies and procedures.</p>		
Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: It is recommended that Designated Safeguarding Leads and those who provide cover for the role access appropriate multi-agency training including 'Working Together' training in order to update their knowledge and skills. Schools should identify and attend such training based on the needs of their school community. Examples of training would be NSPCC Neglect Graded Care Profile, or Signs of Safety. The training offer can be viewed online at www.liverpoolscb.org.uk and training should be booked online via the Early Help Directory http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page</p>		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:47	
In place		
(Text) Provide evidence of how the statement is met (Schools should set out examples as to how they meet this standard including dates and details of training attended).	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:47	
<p>DSL has attended Working Together training and last attended in May 2019. Both Headteacher and DSL have also attended NSPCC Neglect Graded Care Training. Signs of safety training was completed during safeguarding refresher training previously and DSL uses this regularly as part of the Multi - agency meetings she attends.</p>		
5 The curriculum and effective safeguarding practice including record keeping		
Progress: 100.00%	Grade: In Place	Score: 100.00%
<p>5.1 The school's website contains safeguarding information for children and families. The names and photographs of the safeguarding team are displayed in reception and the staffroom. There are safeguarding noticeboards for parents, children and staff.</p>		

Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: If the school feels placing photographs in reception would cause issues for the member of staff then a 'names only' approach should be taken. Schools can utilise the Safeguarding Resource Hub as a link from their website www.safeguardingresourcehub.co.uk</p>		
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:52
In place		
(Text) Provide evidence of how the statement is met		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:52
<p>Noticeboard in reception gives parents information regarding safeguarding team. safeguarding information for pupils is in form rooms. Safeguarding information is in staffroom.</p>		
<p>5.2 Children learn about healthy relationships and consent through sex and relationships education and personal social health education. They learn to become more emotionally resilient and about their own well-being and self-esteem.</p>		
Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: Schools should draw upon Barnardo's 'Real Love Rocks' programme and Life Skills programme, the Home Office 'Disrespect NoBody' campaign and the NSPPC 'Speak out, stay safe', 'Share-aware' and 'PANTS' programmes. Schools should be aware of the resources found on the CAMHS website. The Designated Safeguarding Lead effectively communicates with the PSHE/RSE lead in order to coordinate delivery of this curriculum, taking into consideration the needs of specific children who may be affected by some of the curriculum content.</p>		
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:59
In place		
(Text) Provide evidence of how the statement is met		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 21:59
<p>Safe messages are delivered constantly throughout the day by staff as well as through PSHE curriculum, for example some of the topics covered in PSHE include British values, politics, CSE, CE, Prevent, sex and healthy relationships and consent. Each of these lessons are differentiated for the year group. Clifford Holroyde remains committed to the restorative approach and THRIVE practice that is embedded within the school day. This practice supports improved personal safety, increases self esteem and development of self awareness in relation to personal safety and awareness of others. P4C is incorporated into the school curriculum and all staff have been trained to support this in a controlled manner. The pastoral manager will ensure that support is coordinated in any manner required.</p>		

5.3 Children learn about equality and diversity and about respect and tolerance for others. They learn about different faiths and cultures, disability, sexual orientation and gender identity and the values needed to live in a democratic society.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: School should ensure appropriate messages and activities are delivered in an age/developmental appropriate way over time. Schools should evidence how their curriculum opportunities are impacting on children's thinking.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:04

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:04

In the P4C and PSHE curriculum we cover equality and diversity and about respect and tolerance for others. They learn about different faiths and cultures, disability, sexual orientation and gender identity and the values needed to live in a democratic society. These lessons are differentiated to the needs of the pupils and supported with weekly assemblies covering a theme or a "national day" and this will be promoted through the school as a focus. We have increased the signage around the school and raised the profile of the rights of LGBT students and staff. Over the past year the pandemic has impacted on some of the things the school has wished to cover and do.

5.4 Safeguarding records evidence effective partnership working with other agencies including the school's contribution to effective multi-agency assessment, planning and review of a child's needs including attendance at multi-agency meetings.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: The School's Safeguarding Handbook provides additional guidance in respect of record keeping and partnership working. Further information is available on the LSCP website.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:10

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:10

School records can evidence partnership working. EHAT assessments are completed by school when required and referrals made to other services. Records show attendance at multi-agency meetings including CLA planning and review meetings, CP Conferences, core groups, CIN meetings, strategy meetings, TAF review meetings. LIT meetings will be attended or feedback given if a pupil is part of the agenda as an approach in helping to deal with CE and anti social behaviour. Close links continue to be maintained with Targeted Youth Service and the the Education Link person at YOT. Risk meetings will be attended on request as well as attendance and input at MACE meetings. IRIS continues to be how we record all incidents and safeguarding concerns

5.5 The Head teacher ensures that school is represented by the DSL or deputy(s) at all multi-agency meetings. Where another member of staff attends, they are suitably trained and briefed about the expectations of attendance, including decision making.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: Any member of staff attending multi agency meetings should understand the expectations of attending such meetings including decision making at child protection conferences, the kind of information school should be sharing and how this should be presented. They should also be briefed on what school can and cannot commit to as part of any plan.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:13

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:13

The Headteacher ensures the school is represented by the DSL or deputy at all multi-agency meetings. Where another member of staff attends, they will be suitably trained and briefed about the expectations of attendance, including decision making.

5.6 The Headteacher will ensure that the LSCP 'Agency report to conference' is sent via secure means to Children's Services Safeguarding Unit ahead of any child protection case conference. The report is shared with the family in advance of the conference

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: The Safeguarding Unit will invite the school to a child protection case conference and require them to return the agency report at least two days before the conference.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:15

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:15

We have a system in place to send secure email. On the occasion when this has not been possible the DSL takes a hard copy of the information / report with her to all case conferences.

5.7 The Designated Safeguarding Lead maintains a list of referrals made to them and those that were subsequently referred to the local authority, along with brief details of the resolution. (Ofsted requirement)

Status: Complete

Grade: In Place

Score: 100.00%

(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:15
In place		
5.8 The Designated Safeguarding Lead maintains a list of all pupils who are open cases to children’s services/social care and for whom there is a multi-agency plan. (Ofsted requirement)		
Status: Complete	Grade: In Place	Score: 100.00%
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:16
In place		
5.9 The headteacher will ensure that the safeguarding team understand how to draw upon the LSCP levels of needs framework and know how to make a multi-agency referral (MARF) online or provide early help or seek support from the early help hubs.		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance notes: The Safeguarding Briefings and Refresher Training Designated Safeguarding Leads provides guidance to support schools’ understanding. The LSCP levels of needs guidance should be referenced when completing a MARF or escalating any concerns.		
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:20
In place		
(Text) Provide evidence of how the statement is met (Schools should indicate how training has impacted on their activity)		Last answer by Clifford Holroyde Safeguarding 25-Mar-2021 15:59
The Headteacher ensures through constant informal as well as formal supervision that the safeguarding team understand how to draw upon the LSCB levels of needs framework and know how to make a multi-agency referral (MARF) online or provide early help or seek support from the early help hubs.		
5.10 The headteacher will ensure that the safeguarding team should understand how to follow the Local Safeguarding Children Partnership’s escalation procedures which can be found on their website.		
Status: Complete	Grade: In Place	Score: 100.00%
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:22

In place		
(Text) Provide evidence of how the statement is met		Last answer by Clifford Holroyde Safeguarding 25-Mar-2021 16:00
At Clifford Holroyde School we follow the Local Safeguarding Children Board's escalation procedures, these are also posted around the school or found on their website. Whistleblowing procedures are also visible throughout the school.		
5.11 The headteacher will ensure that the safeguarding team have implemented the learning from serious case reviews including listening to the voice of the child and the need for effective early help, information sharing, supervision, and escalation.		
Status: Complete	Grade: In Place	Score: 100.00%
<p>Guidance note: The Schools' Safeguarding Handbook provides further guidance. In addition, the LSCP produces serious case review newsletters and School Improvement Liverpool 'Safeguarding Matters' newsletter will also aim to share the learning from LSCP serious case reviews and other reviews and audits.</p> <p>Learning has included:</p> <ul style="list-style-type: none"> • ensure parents are given an opportunity to disclose any relevant information about themselves which may impact on the care of their child, or school being able to make contact with them in an emergency • ensure parents are given an opportunity to advise school of any known access restrictions to their properties which may be relevant • obtain at least three different emergency contact numbers for each child • discuss with LCC admissions team any requests for a place at your school that you are unable to provide if the child is not currently attending a setting • If a school cannot offer a place to a child who applies for a place, then LCC admissions should be contacted and notified so they can assist the family and ensure a place is found. • consider internal isolation rather than external exclusions when there are safeguarding concerns and especially when the child is at risk of exploitation and harm • Ensure you liaise with other professionals before excluding a child. The SW must always be contacted so that any further risks can be assessed. Exclusion should be used as a last resort and children on child protection plans and child in need plans should be kept in school wherever possible. • ensure LSCP escalation procedures are understood and followed until agreement or a resolution is reached when there are disagreements about practice and provision • if a child's needs change and the risks have escalated schools should inform the social worker straight away • ensure an Early Help Assessment is considered when a referral is not accepted by Children's Services • consider the need to listen to child away from their parents and record the child's views monitor carefully the parent's engagement, particularly any missed medical appointments • demonstrate 'respectful uncertainty' being appropriately sceptical of any explanations provided by the family for any maltreatment and injuries (avoid a lack of professional curiosity hence if you can't rule it out, then you have to rule it in) • monitor school attendance rigorously, including any unexplained absences, ensuring chronic non-attendees are visited and their welfare confirmed on a weekly basis • ensure the children who do not attend school are seen and, if necessary, spoken to away from their parents on a regular basis (avoid professional drift especially when children are not attending school) 		
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:27
In place		
(Text) Provide evidence of how the statement is met (Schools should consider how training has impacted on the practice)		Last answer by Clifford Holroyde Safeguarding 25-Mar-2021 16:01

From the annual HT and DSL training in safeguarding, guidance taken from local and national serious case reviews is reflected upon and reviewed by staff. This information embeds the ethos and philosophy of the school as well as the day to day practices. All staff have been given safeguarding training in September 2019, they have also completed online update training in April 2020 and safeguarding training in January 2021.

All staff have completed the twelve hour Team Teach Training course in January 2019 it was updated in January 2020 and is due to be updated again in April 2021.

5.12 The school oversees the safe use of electronic & social media by staff & children & take action in respect of bullying or risky behaviours. Staff are alert to possible signs of peer to peer abuse, gender based violence & sexual harassment.

Status: Complete

Grade: In Place

Score: 100.00%

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:32

In place

(Text) Providence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:32

All electronic use within school i.e use of laptops is monitored though e-safe this includes both staff and pupils. Any social media issues happening outside of school between pupils that the school are aware of are dealt with and parents are consulted with and are very much part of the process. In certain incidents schools police officer has also been involved and any agencies that are working with pupils that have been involved in any issues are made aware of the incident so measures can be put in place.

5.13 Teachers, and those providing teaching, understand their mandatory duty to report to police any case where an act of female genital mutilation appears to be carried out on a girl under the age of 18.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: See additional DfE statutory guidance set out in Keeping Children Safe in Education

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:34

In place

(Text) Provide evidence of how the statement is met (Schools should set out how they have clarified staff's understanding)

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:34

Through safeguarding training all staff are aware of their mandatory duty to report. Staff have also received information regarding possible signs and indicators of FGM.

5.14 Child protection records are kept securely with limited access. Each record should contain a chronology summarising actions and decisions taken. The records includes the views and wishes of the child.

Status: Complete	Grade: In Place	Score: 100.00%
Guidance note: The School's Safeguarding Handbook provides additional guidance. The school ensures that individual child protection records are held for each member of a family.		
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:34
In place		
5.15 CP records are transferred, separately to their ordinary file, to the next setting securely and a receipt retained. If your school is the last setting a child attends then the school retains the records until they are 35 years old.		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance note: The Schools' Safeguarding Handbook provides additional guidance. There should always be a handover meeting/conversation which discusses concerns and interventions overtime. It should provide holistic information including the role of agencies working with the family. Written files are transferred to the new school in a timely way once it is confirmed the child is attending.		
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:35
In place		
6 Quality assurance of safeguarding		
Progress: 100.00%	Grade: In Place	Score: 100.00%
6.1 Governors and school leaders carry out learning walks to evaluate the degree to which the school is a safe learning environment with secure access and to ensure any actions arising from a health and safety audit are implemented.		
Status: Complete	Grade: In Place	Score: 100.00%
(Multi Choice) Select your answer		Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:35
In place		
6.2 The headteacher checks that the Single Central Record is updated after each appointment and that personnel records retain copies of documents used as evidence of DfE pre-employment checks (other than DBS certificate).		

Status: Complete	Grade: In Place	Score: 100.00%
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Guidance note: The School's Safeguarding Handbook provides further guidance, including a personnel checklist. In addition Keeping Children Safe in Education states a DBS certificate can be kept for no longer than 6 months. The DfE state:

Schools and colleges must keep a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school. In colleges, this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraphs 144-147 for independent schools (including academies and free schools));
- a section 128 check for all school Governors;
- further checks on people who have lived or worked outside the UK (see paragraphs 172-173; this would include recording checks for sanctions and restrictions described in paragraph 172);
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff and other agency/third party staff schools should also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.

Where checks are carried out on volunteers and Governors, schools should record this on the single central record.

Where checks regarding Disqualification under the Childcare Act are undertaken on staff whose role falls within the remit of the guidance, schools should record this on the single central record.

(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:36
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In place

6.3 For all schools, including maintained schools, a section 128 Prohibition from Management check is undertaken on all members of the Governing or Proprietary Body

Status: Complete	Grade: In Place	Score: 100.00%
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Guidance note: A section 128 check has always been a requirement for all members of a proprietary body of an academy, free school or independent school. The DfE also require this check to be undertaken on all Governors of maintained school.

(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:36	
In place		
6.4 Governors and school leaders evaluate colleagues' understanding of Part 1 of KCSiE and how well they can recognise signs of abuse and neglect. Staff know when to make a referral to children's services or provide early help.		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance note: Schools should evidence how they can demonstrate staff understand part 1 Keeping Children Safe in Education. Schools should utilise Safeguarding-Mate to support staff understanding of their responsibilities. They may choose to use the School Improvement Liverpool staff safeguarding questionnaire. The outcomes should be shared with governors.		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:40	
In place		
(Text) Provide evidence of how the statement is met by setting out how leaders and governors evaluate this.	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:40	
Safeguarding questionnaire's provided by the LA are used and all staff are asked to complete these at certain intervals in academic year to ensure their understanding of KCSiE Part 1. Questionnaire's will be completed again in April 2021. Any areas for development will be shared with governors at the next meeting as part of the termly safeguarding report to governors.		
6.5 The Headteacher ensures there is effective supervision of the safeguarding team and the headteacher maintains oversight of any actions arising from timetabled supervision meetings.		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance note: Supervision meetings should take place on a regular basis (at least monthly) and should review and revisit cases and concerns to ensure appropriate actions have been taken and outcomes achieved. Minutes should be taken to evidence discussion and actions. Meetings should focus on drilling down and testing the effectiveness of the school's multi-agency practice across a range of cases and particularly those which are challenging and where positive outcomes for children are not yet met. The Designated Safeguarding Lead should draw upon the list of all open multi-agency cases; the list of safeguarding concerns brought to the attention of the Designated Safeguarding Lead and the list of poor attenders. The process should ensure there is no loss of oversight of the actions needed to safeguard children or the required positive outcomes for children. Staff emotional wellbeing should also be considered. The Schools' Safeguarding Handbook provides additional guidance.		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:42	
In place		

(Text) Provide evidence of how the statement is met by setting out the supervision arrangements.	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:42	
Supervision of the safeguarding team takes place by the Headteacher and is recorded. This is also done almost daily on an informal basis due to the close working relationship between staff in school.		
6.6 Governors minutes demonstrate effective scrutiny of detailed analysis of bullying, discriminatory & prejudicial behaviour including racist, disability & trans/bi/homophobic bullying, use of derogatory language & incidents of racism or sexual harassment.		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance note: Governors minutes should show not only the effective scrutiny of any data presented but also that any underlying issues are addressed.		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:43	
In place		
6.7 Governors minutes demonstrate the effective scrutiny of the analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation.		
Status: Complete	Grade: In Place	Score: 100.00%
Guidance note: Governors minutes should show not only the effective scrutiny of any data presented but also that any underlying issues are addressed.		
(Multi Choice) Select your answer	Last answer by Clifford Holroyde Safeguarding 24-Mar-2021 22:43	
In place		
6.8 Governors and school leaders scrutinise patterns of attendance for all groups of pupils (especially vulnerable children), children frequently missing from school or education, unauthorised and irregular attendance and persistent lateness.		
Status: Complete	Grade: In Place	Score: 100.00%

Guidance note:

Analysis of patterns of attendance should also include that of children who are missing for part of the school day.

Some children attend school irregularly and are therefore frequently 'missing from school'. However CME (Child Missing Education) is when a child's whereabouts is not known and for example, the family have moved house and the school do not if the child is registered with another school. A statutory CME referral is made to the Local Authority Officer for CME.

Schools should make sure there are regular home visits to confirm a child is safe and well when a child is not attending school or alternative education provision. Schools should understand when they may be required to report a child as "missing" to the Police.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:47

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:47

The safeguarding link governor will look at attendance data when she meets with the DSL and offer support. Headteachers report to governors shows the breakdown of attendance and comparisons as well as the safeguarding report and this is discussed in governors meetings. Home visits will be conducted by staff n school as previously mentioned as well as partner agencies as part of the schools policies and procedures

6.9 Governors seek evidence that school leaders ensure that children at Alternative Education Provision (AEP) are effectively safeguarded and that their attendance is rigorously monitored. The 'B' code can only be used when a child actually attends AEP.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: Schools must use the appropriate code (B/D) in the register for pupils who attend off site educational provision. The accurate code is determined by the status of the setting where the pupil is expected to attend.

Schools still have a responsibility to safeguard the child and ensure attendance is monitored and effectively followed up. There should be regular visits to confirm a child's welfare if they are not attending a setting. There should be a formal written agreement/plan in place for those children who are only able to attend on a part time basis. Schools can utilise the AEP quality assurance and the reduced timetable guidance document.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
24-Mar-2021 22:52

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 16:05

The Attendance policy that has been scrutinised and signed by the governors clearly shows the procedures in place for monitoring attendance as mentioned earlier in the Audit. All training providers that are used by the school complete and sign a service level agreement that they will inform the school of attendance as per policy. All providers have the policies for safeguarding and contact details for DSL at school as well as Engagement Programme Manager and they have to complete a proforma and sign to say they have received, read and understood the policies and procedures.

6.10 The school evaluates the effectiveness of the curriculum to help children learn how to keep safe. Children know how to seek support & understand the risks associated with, as examples, using technology, grooming, gangs & substance misuse.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: School should produce a safeguarding curriculum map to ensure safe messages and activities are delivered in an age/developmental appropriate way over time. Schools should also have reference to the DfE guidance Teaching Online Safety in Schools.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 09:41

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 09:41

The curriculum and in particular the PSHE curriculum is catered and adapted to meet the needs of the pupils. Local and national focus areas such as keeping safe are planned into the curriculum each year. With philosophy for children, pupil and class targets that are implemented all help to manage and minimise risk. All risk associated behaviours by pupils are discussed at weekly staff meetings and briefings as a permanent part of the agenda.

6.11 Governors and school leaders scrutinise pupils and parents views to confirm pupils feel safe at school. Pupils' views are analysed in respect of bullying and behaviour at the school and whether they feel supported by staff.

Status: Complete

Grade: In Place

Score: 100.00%

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 09:46

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 16:07

Through parent and pupil questionnaire's this area is scrutinised. Through school council meetings and the schools open door policy to both pupils and parents. Questionnaire's continue to be completed at parents afternoon.
Survey monkey was completed through lockdown period for parents in respect of them feeling supported during that time as well as the blended learning. 100% reported that they felt supported.

6.12 Governors can confirm the headteacher has reviewed child protection records to ensure they are compliant with the standards set out by School Improvement Liverpool and local and national guidance.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: The Schools' Safeguarding Handbook provides additional guidance in respect of safeguarding records including the need for effective chronologies and recording of all key events.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 10:03

In place

(Text) Provide evidence of how the statement is met

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 10:03

Through Governor's safeguarding meetings assurances are given by the Headteacher that this has been completed. Supervision records between the Headteacher and DSL also evidence the records are compliant.

6.13 Governors' minutes reflect their scrutiny of any actions arising from School Improvement Liverpool's Annual Headteachers' and Designated Safeguarding Leads' Briefings together with any actions from previous 175 audits.

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: Head teachers and DSLs should draw upon the slides and resources from the Briefings and SIL's safeguarding newsletters to share key information. Schools are advised to share the completed 175 audit and any actions with full Governors. Updated action plans and audits should continue to be shared as appropriate with the Governing Body to allow for scrutiny and oversight.

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 10:03

In place

6.14 Please confirm that this 175 audit return has been agreed by the Headteacher, Designated Safeguarding Lead, Chair of Governors and Link Safeguarding Governor. A copy of this audit has been signed by all parties and is available to the Local Authority, on

Status: Complete

Grade: In Place

Score: 100.00%

Guidance note: It is critical that the governing body is assured that the 175 audit has been quality assured by the Headteacher, Designated Safeguarding Lead, Chair of Governors and Link Safeguarding Governor. This will include testing out a range of evidence underpinning several safeguarding standards. (Going forward, governing body minutes should demonstrate that any actions arising from this 2020-21 audit are being addressed.)

(Multi Choice) Select your answer

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 16:08

This audit is now complete and we confirm the above statement

6.15 In completing this audit the Headteacher, Designated Safeguarding Lead, Chair of Governors and Link Safeguarding Governor confirm that they have read the guidance notes supporting each safeguarding standard to aid their understanding.

Status: Complete

Grade: In Place

Score: 100.00%

(Multi Choice) Choose from:

Last answer by Clifford Holroyde Safeguarding
25-Mar-2021 16:15

In place