

Annual Report to Governing Body on Safeguarding Children for academic year 2014-15

Name of School/Academy:

Purpose of Report

Governing Bodies have a duty to ensure that schools and academies meet their statutory responsibilities and ensure that the children and young people attending are safe. This applies equally to all school settings, including maintained schools, academies and free schools. Section 175 Education Act 2002 and regulations under section 157 relating to safeguarding pupils in Independent Schools (including academies), place a duty on the governing bodies of maintained schools and academy trusts to have arrangements in place to ensure that they:

- (a) Carry out their functions with a view to safeguarding and promoting the welfare of children; and
- (b) Have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

In addition the S175 Education Act 2002 states:

“The governing body of a maintained school shall make arrangements for ensuring that their functions in relation to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

The report also provides information to the Local Authority, so that they can fulfil their statutory duty under section 14B Children Act 2004. This Act states that schools and colleges must supply information to the Local Safeguarding Children Board in order to perform its functions and for monitoring the compliance of schools to safeguarding children and young people.

The duty to cooperate is contained in Section 10 of the Children Act 2004 and in Working Together to Safeguard Children 2015. Appendix A names the bodies and individuals covered by key duties. Academies must comply with this section of the Act as well as to ensure they carry out their duty to safeguard and promote welfare.

Please return your completed form by Friday 18th December 2015 following the instructions on the last page.

Thank you in anticipation.

Contents

1. Safeguarding Training and Professional Development	3
2. Safer Recruitment.....	6
3. Threshold Document : Continuum of Help and Support.....	7
4. The Prevent Duty.....	8
5. Statutory Guidance.....	8
6. Statutory Policies for Schools.....	9
7. Record Keeping.....	10
8. Information about School Community – Neglect, Referrals to CSCT, CP Conferences/Reports	11
(a) Neglect Toolkit	11
(b) Number of referrals made to Children’s Services Contact Team:	11
(c) Experience of making CP referrals to CSCT:	11
(d) Multi Agency Conference Report for Child Protection Conferences	12
9. Learning from Serious Case Reviews	12
10. Learning for Governors – early warning signals and looked after children.....	14
11. Domestic Violence Prevention.....	14
12. The Voice of the Child	15

1. Safeguarding Training and Professional Development

The training section should be completed by everyone **except** those schools that returned the Islington Safeguarding Board Training Audit sent in May 2015.

Group 1

Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect eg back office staff, school cleaners, school catering staff, school governors (without safeguarding/child protection responsibility) school receptionists, school technical staff.

What is your total number of staff (including temporary staff) and volunteers in Group 1?

How many staff (including temporary staff) and volunteers in this group are up to date with safeguarding/child protection training at 31/03/2015?

Who provided the training?

What is your plan to ensure that staff (including temporary staff) and volunteers still requiring training are trained/updated?

Group 2

Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers who may be in a position to identify concerns about maltreatment, including those that may arise from the use of an Early Help Assessment. They need the skills and knowledge to respond appropriately to staff/volunteers in Group 1 who may approach them with concerns about a child's welfare eg peripatetic staff, part/temporary time staff or volunteers or anyone working indirectly with children but not on a daily basis.

What is your total number of staff (including temporary staff) and volunteers in Group 2?

How many staff (including temporary staff) and volunteers in this group are up to date with safeguarding/child protection training at 31/03/2015?

Who provided the training?

What is your plan to ensure that staff (including temporary staff) and volunteers still requiring training are trained/updated?

Group 3

Group 3 staff are members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns eg teachers, teaching assistants, learning mentors, home school support officers etc.

What is your total number of staff (including temporary staff) and volunteers in Group 3?

How many staff (including temporary staff) and volunteers in this group are up to date with safeguarding/child protection training at 31/03/2015?

Who provided the training?

What is your plan to ensure that staff (including temporary staff) and volunteers still requiring training are trained/updated?

Group 5

Group 5 staff are professional advisors, named and designated lead professionals, including designated teachers.

What is your total number of staff (including temporary staff) and volunteers in Group 5?

How many staff (including temporary staff) and volunteers in this group are up to date with safeguarding/child protection training at 31/03/2015?

Who provided the training?

What is your plan to ensure that staff (including temporary staff) and volunteers still requiring training are trained/updated?

Group 6

Group 6 are operational managers at all levels including: headteachers, principals and include those who manage staff in in groups 2, 3 or 5.

What is your total number of staff (including temporary staff) and volunteers in Group 6?

How many staff (including temporary staff) and volunteers in this group are up to date with safeguarding/child protection training at 31/03/2015?

Who provided the training?

What is your plan to ensure that staff (including temporary staff) and volunteers still requiring training are trained/updated?

Child Sexual Exploitation

What is the total number of staff (including temporary staff) who require training about Child Sexual Exploitation within your agency?

How many staff (including temporary staff) in this group have received Child Sexual Exploitation training as at 31/03/2015?

Who provided the training?

What is your plan to ensure that staff (including temporary staff) still requiring training are trained/updated?

Evaluating the Impact of Training

The ISCB has prioritised evaluating the effectiveness and impact of safeguarding and child protection training on the day-to-day practice of managers, staff and volunteers. Please complete the following boxes to describe how you evaluate and measure the impact of training which is delivered by your by the Islington Safeguarding Children Board or other providers.

How do you evaluate your training?

Give some examples of how you know that the training has had an impact on practice, e.g., more discussions or concerns to the Designated Lead or more referrals to Children’s Services Contact Team (CSCT).

The Islington Safeguarding Children Board Training Brochure is available here: [Training](#)

2. Safer Recruitment

The school maintains a Single Central Record and complies with requirements to ensure that all staff and volunteers are appropriately checked and recruited.

When we conduct interviews for staff, there are people on the interview panel who have attended Safer Recruitment training.

The Single Central Record was last checked on (state date)

by (state by whom)

Safer Recruitment training has been attended by:

Role	Name	Whole Day/Half Day	Date
Headteacher			
Governor			
Governor			
Governor			
Governor			
Governor			
Governor			
Governor			
Others – please give details below			

3. Threshold Document : Continuum of Help and Support

This document provides a framework for professionals who are working with children, young people and families. It aims to help identify when a child may need additional support to achieve their full potential. It introduces a continuum of help and support, provides information on the levels of need and gives examples of some of the factors that may indicate a child or young person needs additional support. By undertaking assessments and offering services on a continuum of help and support, professionals can be flexible and respond to different levels of need in different children and families. The framework recognises that however complex a child’s needs, universal services e.g. education and health, will always be provided alongside any specialist additional service. This document can be accessed on this safeguarding board website page (Are you worried about a child?/Related Documents):

<http://www.islingtonscb.org.uk/Pages/Are%20you%20worried%20about%20a%20child.aspx>

Are you aware of this document?

Yes No

Do you use it to help identify children who may need additional support?

Yes No

4. The Prevent Duty

We need to raise our awareness about the indicators that children may be at risk of abuse in the form of emotional abuse, physical abuse, sexual abuse or neglect due to extremism or radicalisation. There is an e- learning programme (of 25 minutes duration) which all designated safeguarding leads should complete, providing guidance on how to identify people who may be vulnerable to radicalisation and how to refer them into the Channel programme. Designated Safeguarding Leads are expected to undertake this training and either cascade the information to all staff or to ask them to complete the course. Each member of staff who completes the course can print a certificate. Please press CTRL+CLICK or copy and paste into your browser:

http://course.ncalt.com/Channel_General_Awareness

Please include the names of the designated safeguarding leads who have or plan to complete the Prevent course, with the completion date/expected date of completion.

Name	Completion date or expected date of completion

If staff have identified individuals as vulnerable to being drawn into terrorism, adult or young person, they should discuss with their manager and refer it to the local prevent police officer, Constable Melanie West. Mel is based locally but is part of the MET Counter Terrorism team (SO15). Her job title is SO15 Prevent Engagement Officer – Islington. Mel’s contact details are: Mobile 07917 246657 and Email melanie.west@met.pnn.police.uk

5. Statutory Guidance

All staff should read Part I of “Keeping Children Safe in Education” and the school should ask staff to sign that they have read it.

How do you ensure that staff have read Part 1 of “Keeping Children Safe in Education”?

6. Statutory Policies for Schools

This DfE document covers the following school types: maintained schools, maintained special schools, academies, free schools (including university technical colleges and studio schools), non-state-funded independent schools, pupil referral units (PRUs), sixth-form colleges, further education (FE) colleges with 16 to 19 provision and non-maintained special schools. It is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf

This updated guidance states that schools are 'Data Controllers' under the Data Protection Act 1998 and must 'Notify' (register with), the Information Commissioner's Office

http://ico.org.uk/for_organisations/data_protection/registration

Further information on the Information Commissioner's website:

http://ico.org.uk/for_organisations/sector_guides/education

Policies linked to Safeguarding	Last review date	Date shared with staff	Next review date
Child protection			
Attendance			
School Behaviour			
Sex education			
Special Educational Needs			
Health and Safety			
Central Record of Recruitment and Vetting			
Complaints procedure statement			
Statement of procedures dealing with allegations against staff			
Supporting pupils with medical conditions			
Staff Discipline, Conduct and Grievance			
Equality Information and Objectives			
School Information Published on Website			
ICT including E-safety			

Safer Recruitment and selection			
Safeguarding statement in school prospectus			
Use of appropriate physical restraint			
Whistle blowing			
Include below any additional policies linked to safeguarding			
Please Identify any Additional Training Needs			

7. Record Keeping

- (a) It is the role of the designated safeguarding lead to ensure proper records are securely kept on each child protection file:
- (1) Separate from the child's education record
 - (2) Clear, comprehensive records to include dates of actions taken/contacts made and identity of persons with whom information is shared
 - (3) Includes a chronology at the front of each file
 - (4) Signed and dated
- (b) The designated safeguarding lead should send original records to the transferring school, keeping a copy in the original school. The last school should keep records until the child is aged 25, (35 for a child with SEN).

Do you use a chronology at the front of all child protection files to record all telephone calls, emails/ letters sent/received and actions taken where there are safeguarding concerns?

Yes No

Name and role of who is responsible for maintaining that record and transferring files:

Name	Role

8. Information about School Community – Neglect, Referrals to CSCT, CP Conferences/Reports

(a) Neglect Toolkit

Neglect is one of the most enduring and damaging experiences for a child or young person. It can result in permanent reduced functioning which has a lifelong impact on the child's health and development. The Islington Child Neglect Toolkit is designed to assist you in identifying and assessing children who are at risk of neglect. It is to be used when you are concerned that the quality of care of a child you are working with suggests that their needs are being neglected. It will help you to reflect on the child's circumstances and will help you put your concerns into context and identify strengths and resources.

Did you use the Neglect Toolkit to identify need and to support your referral to CSCT?

Yes No

If yes how many referrals have you made supported by the Neglect Toolkit?

(b) Number of referrals made to Children's Social Care:

Nature of referral made	Number of children referred	Number of Referrals actioned
Physical		
Sexual		
Emotional		
Neglect		
Total		

(c) Experience of making CP referrals to CSCT:

(d) Multi Agency Conference Report for Child Protection Conferences

Schools have been identified as the agency most commonly not submitting a report to CP Case conferences three days prior to the meeting – a template is available on www.islingtonscb.org.uk – please go to Case Conferences, Related Documents.

Number of Child Protection Conferences held	Number attended	Number of reports submitted	Number of Core Group meetings held	Number attended

Please tell us of your experience of CP meetings:

Please provide the following:

Number of Children with CP Plan	
Number of Children with CIN Plan	
Number of children looked after	
Number of children with SEN statements	
Number of allegations against staff	
Number of early help assessments	
Number of bullying incidents dealt with and recorded	
Number of incidents reported relating to equalities (eg discrimination, harassment in relation to gender, sexual orientation, gender, ethnicity)	

9. Learning from Serious Case Reviews

In the Oxfordshire Serious Case Review in March 2015 regarding 6 victims of sexual exploitation, between the ages of 12-16, the following issues were highlighted:

- (a) A worrying lack of curiosity and follow through and much work should have been considerably different and better
- (b) A lack of understanding of child sexual exploitation or how to tackle it once identified
- (c) Insufficient use of child protection processes
- (d) Difficulty in managing missing children

- (e) A focus on young people's behaviour rather than their risk of being harmed
- (f) A lack of organisational overview
- (g) Poor arrangements for the transfer of records between schools.

The following questions are linked to the recommendations of the SCR:

- a) How do you ensure that there are good arrangements for the transfer of information between schools about child vulnerability?**

- b) Do decisions around exclusion from school and its management (risk assessments and plans) take into account that the behaviour is or may be related to exploitation?**

- c) Are you aware of the Islington Escalation Procedure and how do you ensure staff use it if there is disagreement about the way in which a case is being dealt with? (<http://www.islingtonscb.org.uk/Pages/What-to-do-if-you-are-worried-about-a-child.aspx>)**

- d) What procedures do you have in place when children go missing?**

- e) What systems do you have in place to ensure that pupils are not taken off the school roll until they are attending another school?**

10. Learning for Governors – early warning signals and looked after children

- (a) **Governing Bodies need to be sure they are clear on what they expect to be reported to them by way of early warning as issues must be reflected upon as early as possible.**

How does this work in your school?

- (b) **Governing Bodies need to be sure that performance management arrangements identify key measures of child safety, including those around looked after children. What is the expectation in your school regarding these issues?**

11. Domestic Violence Prevention

The Home Safe DV Prevention Education Programme for Schools aims to meet the objectives of the Islington DV Strategy, including recognising the needs of and giving support to children affected by DV. The programme also addresses wider, gender-based violence and includes staff training, pupil lessons, parent workshops and targeted work with children and young people at risk of experiencing abuse.

- (a) **Please outline below the issues you have addressed (eg child sexual exploitation, trafficking, female genital mutilation, private fostering, gang involvement, substance misuse, domestic violence, forced marriage)**

Issue	Action Taken	Support Required

Domestic violence legislation now covers anybody from the age of 16 (lowered from 18 in April 2013).

(b) Would you like some DV or Anti Bullying prevention workshops for your school?

Who for?	Yes/No	If yes, dates proposed
Children/young people		
Parents		
Staff		

12. The voice of the child

The school uses the following systems to enable the voice of the child to be heard and to promote safeguarding.

a) Please state what your setting does:

We create opportunities for children to tell us how safe they feel	
How we do it and how we evaluate the outcomes for children:	Action Points:

Children are helped to understand that all staff have a duty to safeguard and protect them	
How we do it and how we evaluate the outcomes for children:	Action Points:

Staff enable children to speak or communicate about their worries and concerns	
How we do it and how we evaluate the outcomes for children:	Action Points:

We use the curriculum to safeguard children	
How we do it and how we evaluate the outcomes for children:	Action Points:

We create positive working relationships with partner agencies to support safeguarding

How we do it and how we evaluate the outcomes for children:	Action Points:

We ensure that parents and carers are aware of school CP Policies and our duty to refer in appropriate cases

How we do it and how we evaluate the outcomes for children:	Action Points:

The school should have robust and proactive systems in place to support and monitor the progress of children who:

- are living in situations that increase their vulnerability
- have disclosed abuse or neglect
- have poor attendance or who are missing education

For example: use of Early Help Assessment (TAC/TAF/TAS), attendance meetings, recording and monitoring systems and pastoral care meetings.

What we do	How we do it

Thank you for completing the report, please provide your contact details and follow the instructions on the next page on how to return it to us.

A copy of the completed document should be shared in Part Two of a full Governing Body meeting. After tabling the report to the Governing Body, a copy should be filed with the minutes of the meeting.

13. Signature of school/academy

	Name	Email address
Report author		
Head Teacher		
Designated Senior Member of Staff		
Deputy Designated Member of Staff		
Name of Chair of Governors		
Name of Nominated Safeguarding Governor		

Date this report was returned to Pupil Services
(no later than Friday 18 December 2015):

Instructions on how to submit your safeguarding report:

1. When clicking 'Submit' you will get a first message asking you to enter your name and email address, do this and press 'send'.
2. A second message will appear about your email application: if you use **Microsoft Outlook** select that first option and press 'send'. Your form will automatically be sent out and you can close it. Please remember to save a copy. If you use **another email application** (e.g. Gmail, Yahoo, Hotmail), select the second option 'Internet Email', you will be asked to save a copy of the form on your computer and to send it manually. Please send it as an attachment to an email to PupilServices@islington.gov.uk

An email confirming receipt of your submission will be sent to you within 5 working days. Please email PupilServices@islington.gov.uk if you do not receive one.

3. Please ensure you save and print a report for your own records.

Submit