

Report Summary Sheet

Title of Report	NSCB Schools Audit Report 2017
Summary of Report (including purpose) The below report details the initial findings of the 2017 NSCB Schools Audit.	
1. Introduction All schools and colleges should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children. These arrangements are set out in Working Together to Safeguard Children (2013), chapter 2, paragraph 4. Schools and colleges are required to carry out an annual review of their safeguarding practice and to demonstrate how the duties set out in the guidance have been discharged. The NSCB schools audit was developed and carried out in line with Section 11 of the Children Act (1989) and Sections 157 and 175 of the Education Act (2002). Governing bodies and proprietors are required to have regard to the national guidance Safeguarding Children and Safer Recruitment in Education. The audit form this year has taken the form of a self-audit to allow schools to rate themselves against a number of different criteria areas. This has allowed for the school themselves to identify potential areas for improvement and populate an action plan for future monitoring and tracking. The criteria areas listed below with specific questions relating to the responsibilities placed on schools and all agencies as set out in Working Together (2015) as well as specific key priorities of the NSCB in 2017. <ul style="list-style-type: none"> • Policy and Procedure • The Designated Safeguarding Lead • Managing Allegations • Recruitment • Induction of New Staff / Training • Specific Safeguarding Issues • Teaching about Safeguarding to Pupils / Peer on Peer Abuse • Record Keeping / Information Sharing • Partnership Working / NSCB Priorities 	
2. Response Rate The audit was initially circulated to school during the summer term of 2017 with a deadline of end of term, the majority of schools returned their audit on time with any outstanding chased at the start of the new school year with all audits now returned.	
3. Findings This summary provides an overview of responses in relation to the questions asked. For each question, the majority of schools and colleges have responded to the questions accurately. Where schools have not answered the question, a mark of not attempted (0) has been recorded. The responses in the tables below will include those schools who have returned their audit, but have not completed all questions. They will have answered some questions which are reflected in the results.	

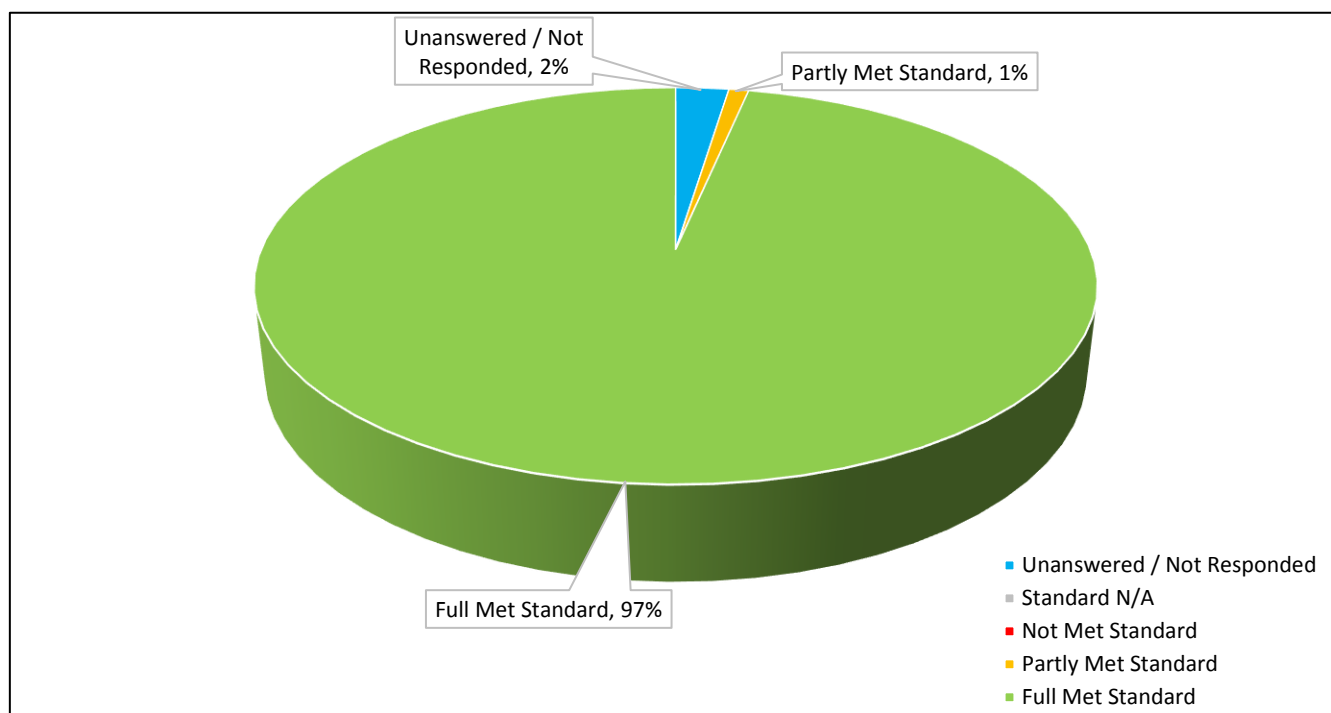
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<p>Consequently, the 'Unanswered / Not Responded' data set fluctuates from question to question. As submissions are received from the remaining schools the data will be refreshed. Each graph and table below has the following score summary, Schools were able to select from 4 choices for each question as detailed below:</p> <ul style="list-style-type: none"> - Standard Not Met; - Standard Partly Met; - Standard Fully Met; and - Standard N/A. <p>The following pages are split and dedicated to each question the has the number and percentage of responses received along with the descriptions of the grading structure for each question (The percentage figures are rounded to the nearest whole number in all cases and some may not add up to 100%).</p> <p>For the benefit of this report data is presented and analysed giving a countywide picture. It would also be possible to cut and analyse the data by the categories the schools have been grouped in.</p>	

3.1 Policy and Procedures Findings

Standard 1.1

The school has an effective child protection / safeguarding policy in place that provides clear guidance on what action to take if there are concerns about a child's safety or welfare.

1. Not met	2. Partly met	3. Fully met
<i>There is no child protection / safeguarding policy available to staff or volunteers.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>A clear child protection policy is in place within the school which has been reviewed and signed off in the last 12 months.</i>



97% (319) of schools who responded to this question state that the child protection policy has been reviewed and signed off in the last 12 months. The 1% (3) schools who have responded by stating they have partly met the action all completed an action to ensure this is updated the start of the new academic year in September 2017.

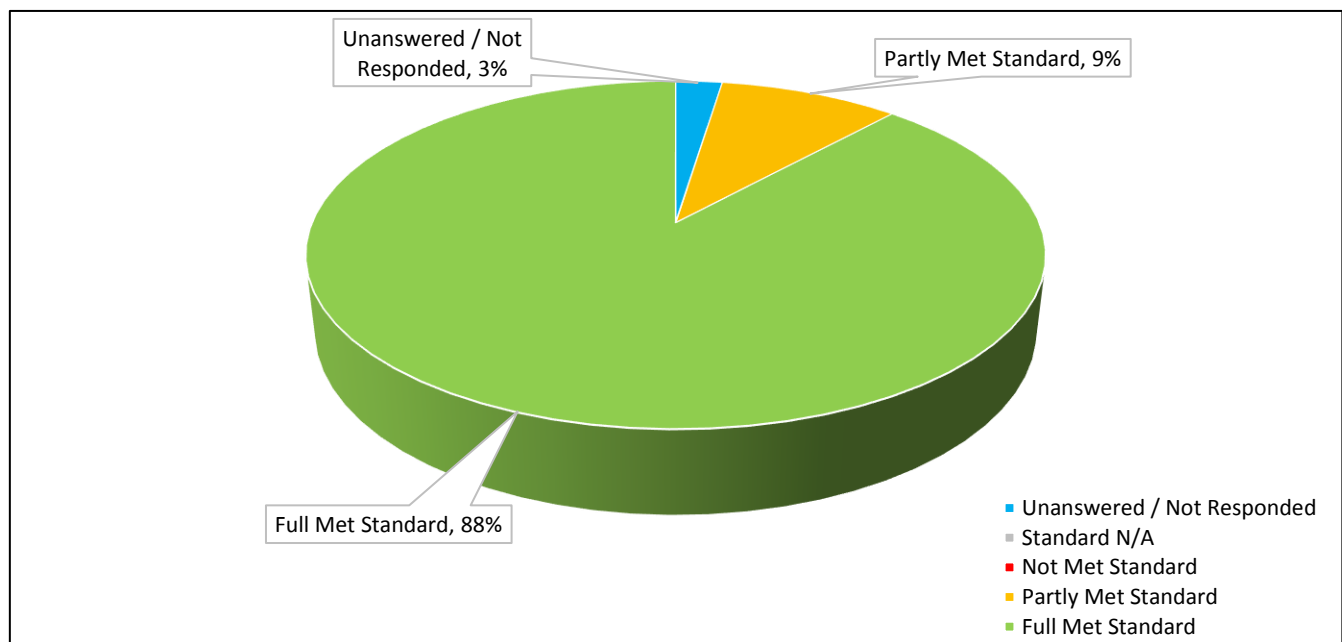
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Standard 1.2

The school has an effective staff behaviour policy / code of conduct in place that provides clear guidance on acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

1. Not met	2. Partly met	3. Fully met
<i>There is no staff behaviour / code of conduct available to staff or volunteers.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>A clear staff behaviour / code of conduct is in place within the school which has been reviewed and signed off in the last 12 months.</i>



88% (291) of schools see themselves as fully meeting this standard, a number of the 9% (31) who do not fully meet this standard state this is due to the policy / code of conduct not reflecting clearly enough the social media element of the standard. This is reflected in a number of the actions given and the statements of evidence given below.

Behaviour policy is in place. Being reviewed currently. Staff are given as part of induction. Message re-enforced every staff briefing (weekly). Staff recently reminded about appropriate staff/students relationships and acknowledged. No inappropriate relationships reported between staff/students since last year's audit.

Staff code of conduct in place and currently being reviewed to add clear guidance on technologies including social media, due to be reviewed and signed off July 2017 for implementation in Sept 2017.

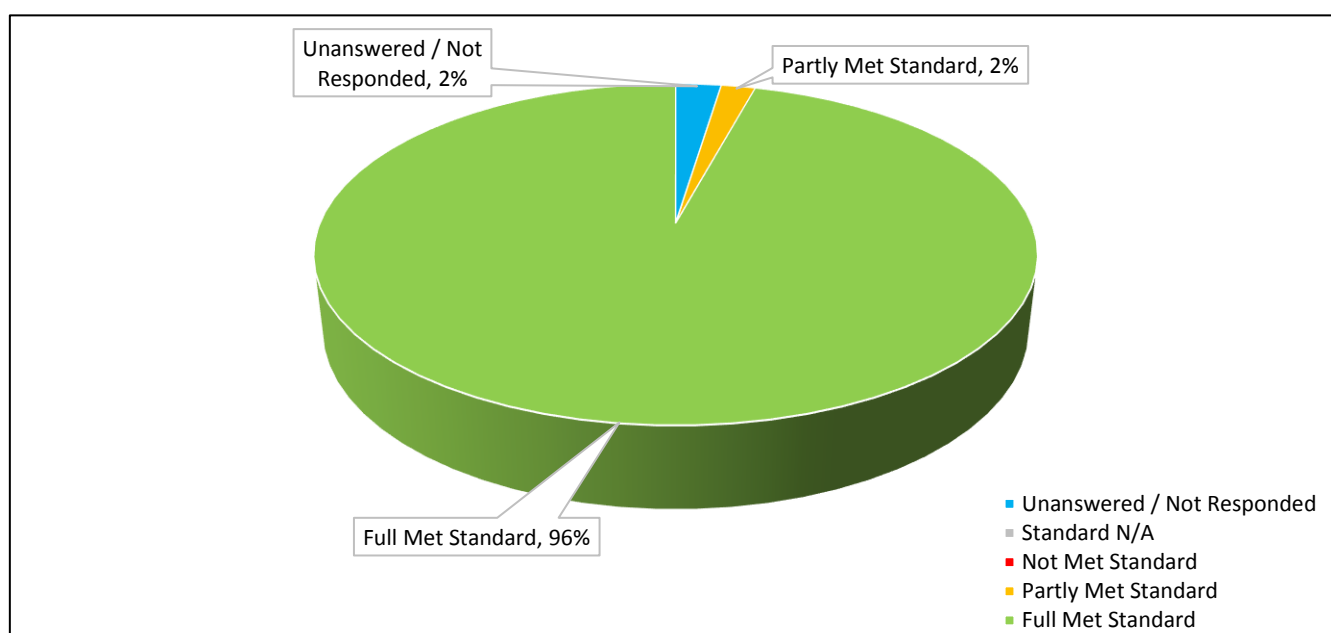
All staff sign updated staff code of conduct at start of every academic year. New mid-year sign code of conduct as part of induction pack. Safeguarding update part of first training day 4th September 2017. All new staff to sign. Support staff to sign 5th September if not present.

There is a school behaviour policy and code of conduct in place, but these are currently being extensively reviewed ready for the new academic year.

Standard 1.3

The schools child protection / safeguarding policy is written in accordance with government guidance (Working Together 2015 and Keeping Children Safe in Education) and refers to agreed inter agency procedures put in place by the NSCB.

1. Not met	2. Partly met	3. Fully met
<i>The schools policy has not taken into account Working Together, Keeping Children Safe in Education or local NSCB Procedures.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The policy has been crossed referenced with all required legislation including Working Together, Keeping Children Safe in Education and takes into account the local guidance given by the NSCB.</i>



96% (316) schools fully meet this standard. This is as expected as all schools have had plenty of time since revised government documents have been released. A key challenge for the NSCB and schools is ensuring they are up to date with NSCB procedures, this is further enhanced and explored in standard 9.2 which explores use of the NSCB website and Procedures Manual.

Policy has been written and crossed referred for when it was written, This is a policy that is due for renewal and will be done so next academic year.

Safeguarding and Child Protection policy is currently being reviewed to ensure it is in line with NCSB guidance and policy April 2017.

This has been devised but does require updating in sections eg EYFS.

The school has policy guide lines set out by DRET and the policy is then adapted to meet the needs of the individual school. All of the policies are checked at DRETs head office and then shared with schools.

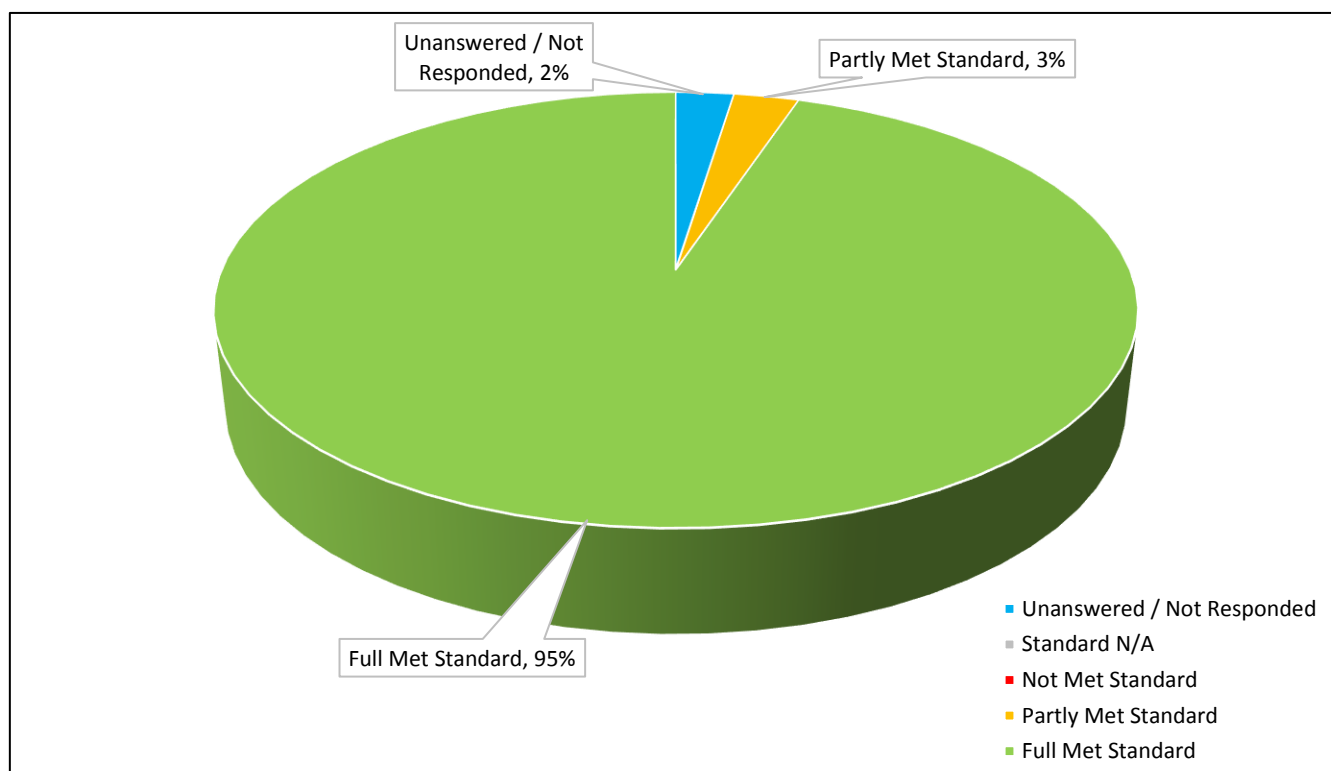
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Standard 1.4

The schools child protection / safeguarding policy is available publicly via the schools website or by other means.

1. Not met	2. Partly met	3. Fully met
<i>The schools policy is not available publically.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The schools policy is available on the schools website and via other means including ensuring all parents, staff and visitors are able to obtain a copy.</i>



95% (313) of schools already have their policy available on the schools website with audits evidencing this by including the link in the response. Those schools whose policy was not on a website gave themselves an immediate action to rectify this as detailed below.

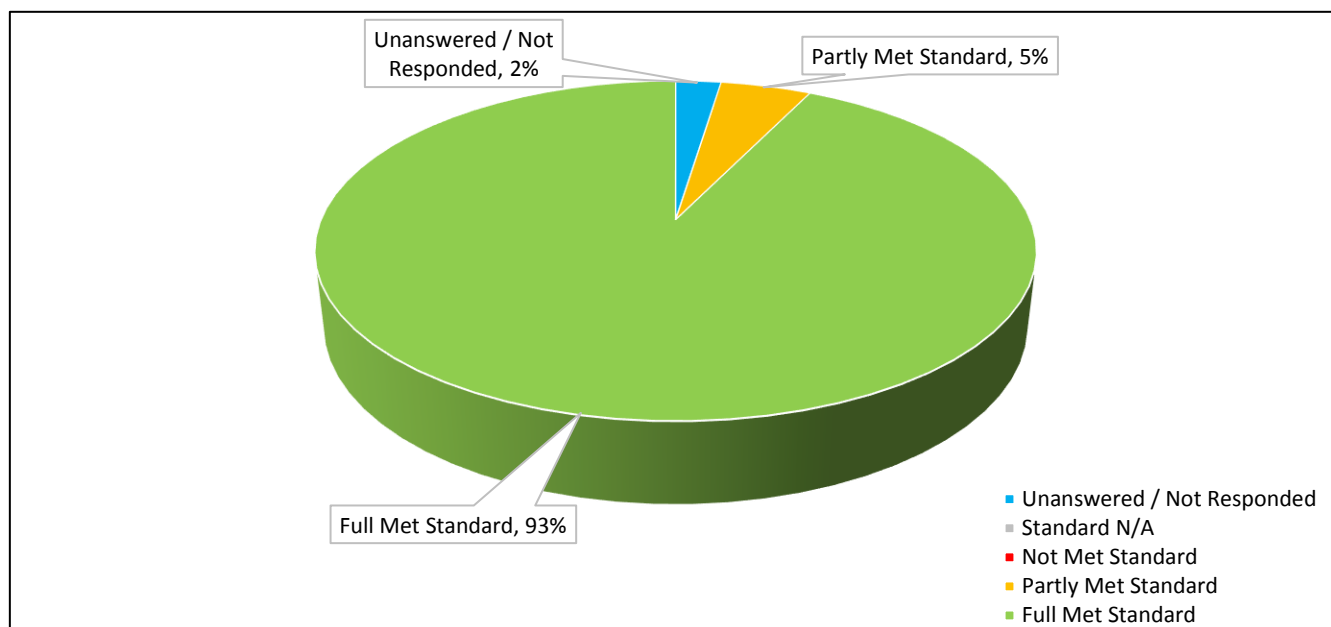
Child protection policy on website has not been updated to reflect changes made. Safeguarding information is made available to visitors via an information leaflet. Action – Upload current policy by end of summer term.

Website currently being updated to ensure all policies are available to view on our website.

Standard 1.5

The school ensures that the child's wishes and feelings are taken into account. Systems are in place to ensure children are able to express their views and give feedback to ensure all services place the best interests of the child at their heart.

1. Not met	2. Partly met	3. Fully met
<i>There is no process in place for obtaining the wishes and feelings of children at the school.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has in place an active school council or similar to obtain the wishes and feedback from its pupils. This is regularly acted upon and fed back as appropriate.</i> <i>When a child or young person discloses abuse or raises concerns their feelings and wishes are taken into account when taking action.</i>



93% (306) schools feel that they are fully meeting this standard relating to the Voice of the Child. This is an encouraging response rate with some detailed evidence on how this is achieved given below.

Potential follow up work relating to the standard for future audits could be around requesting evidence on how children's voices have been acted upon / survey evidence from children and young people that they feel their voices have been listened to within the school.

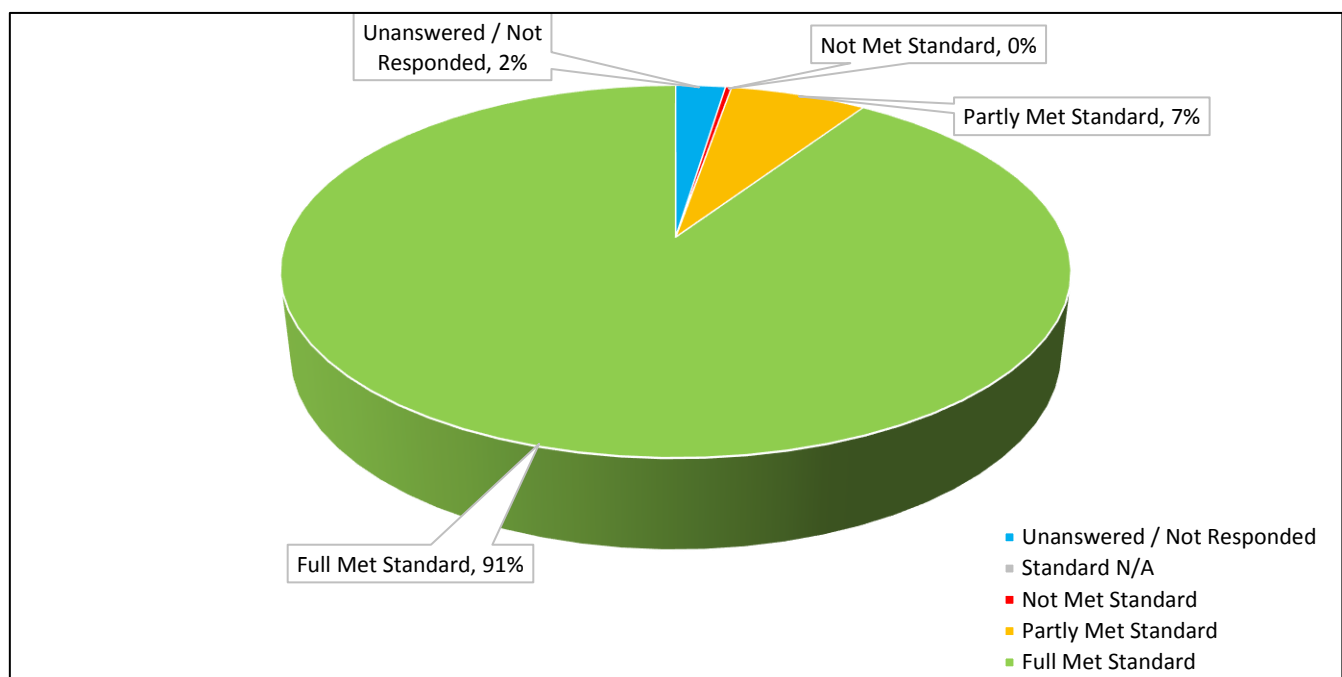
The school has talk about boxes outside each class for children to write their concerns. There are structures in place for children to see the Learning Mentor, Family Support Worker, Teacher, TAs to verbally report concerns. Pupil questionnaires show children value this.

Active school council that meets weekly. Students are consulted on issues/events in school. Regular student feedback sought from students on a wide range of areas. Student voice strategies employed when dealing with and issue/disclosure.

Standard 1.6

The school has appropriate filters and monitoring systems in place to cover the use of information technology within the school.

1. Not met	2. Partly met	3. Fully met
<i>There is no filtering or monitoring system in place for the schools IT systems.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has in place an appropriate filter and monitoring system which considers its responsibility to provide a safe environment in which to learn.</i>



The majority of schools (91% (299)) are fully meeting this standard. Many of the 7% (22) schools who are only partly meeting the standard are rural schools whose broadband connections only allowing for limited filtering as seen in the responses below. The one school that has stated they are not meeting the standard gave the response below with a follow up action needed.

New broadband system with better filter and systems to enable monitoring being installed in Summer 2017.

There is an appropriate filter in place for the IT systems in school. Monitoring is taking place but we are looking at ways of making this more effective and are using Easi-PC to assist with this.

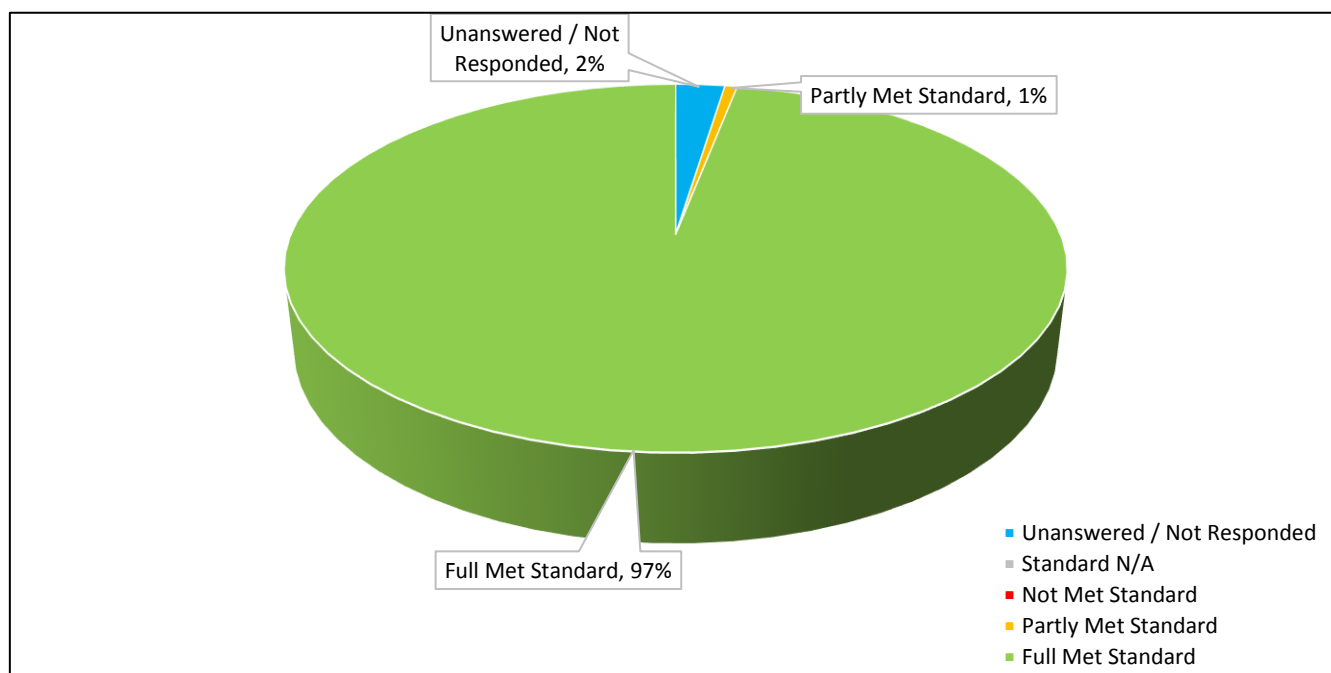
The broadband provider has been informed that we wish to be able to receive information regarding the appropriate use of information technology. This is on-going due to them not currently able to provide us with this information.

3.2 The Designated Safeguarding Lead

Standard 2.1

The schools governing body and proprietors have appointed an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead (DSL).

1. Not met	2. Partly met	3. Fully met
<i>The school does not have a DSL.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a named DSL who forms part of the leadership team within the school.</i>



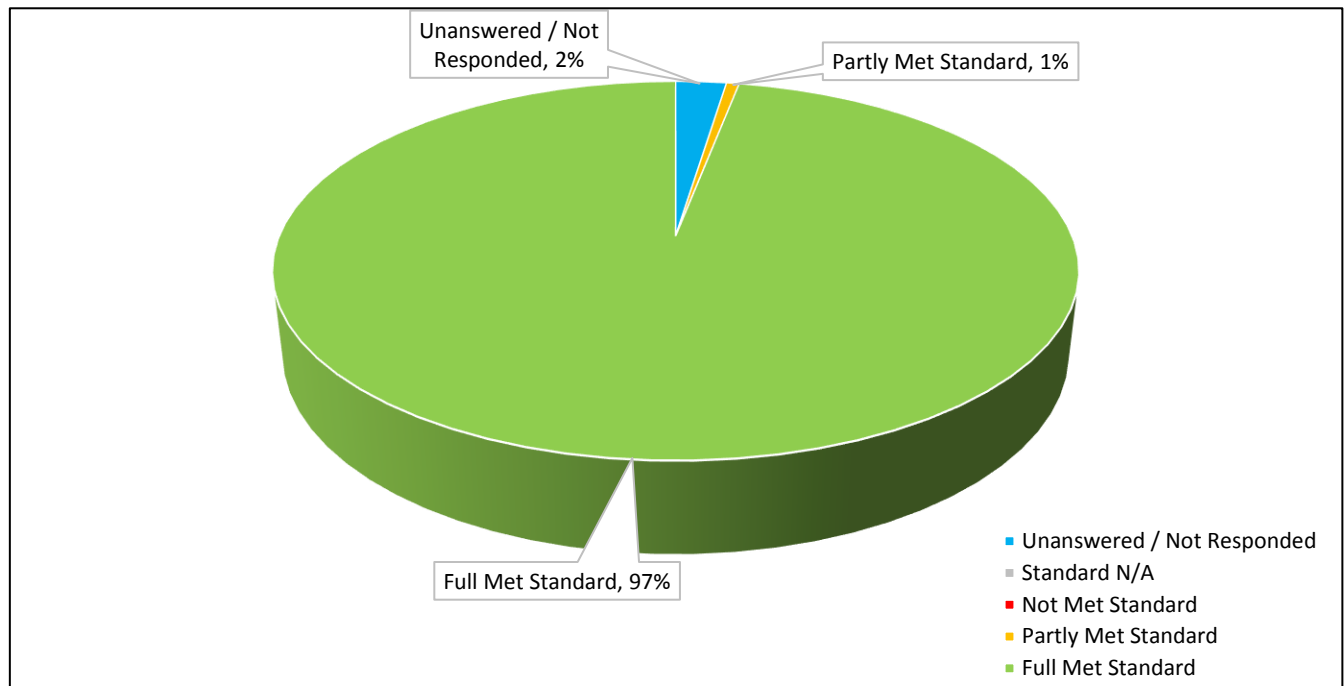
The response rate shown above is as the NSCB would expect to see the 2 schools who are only partly meeting the standard responses are given below and their audits also show clear actions to address this before the start of the academic year.

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Standard 2.2

The DSL and / or a deputy are always available during school hours to discuss any safeguarding concerns.

1. Not met	2. Partly met	3. Fully met
<i>There is not always a DSL or deputy available.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensures the DSL and / or a deputy DSL is available at all times.</i>



As with the previous standard this is the minimum expected by the NSCB.

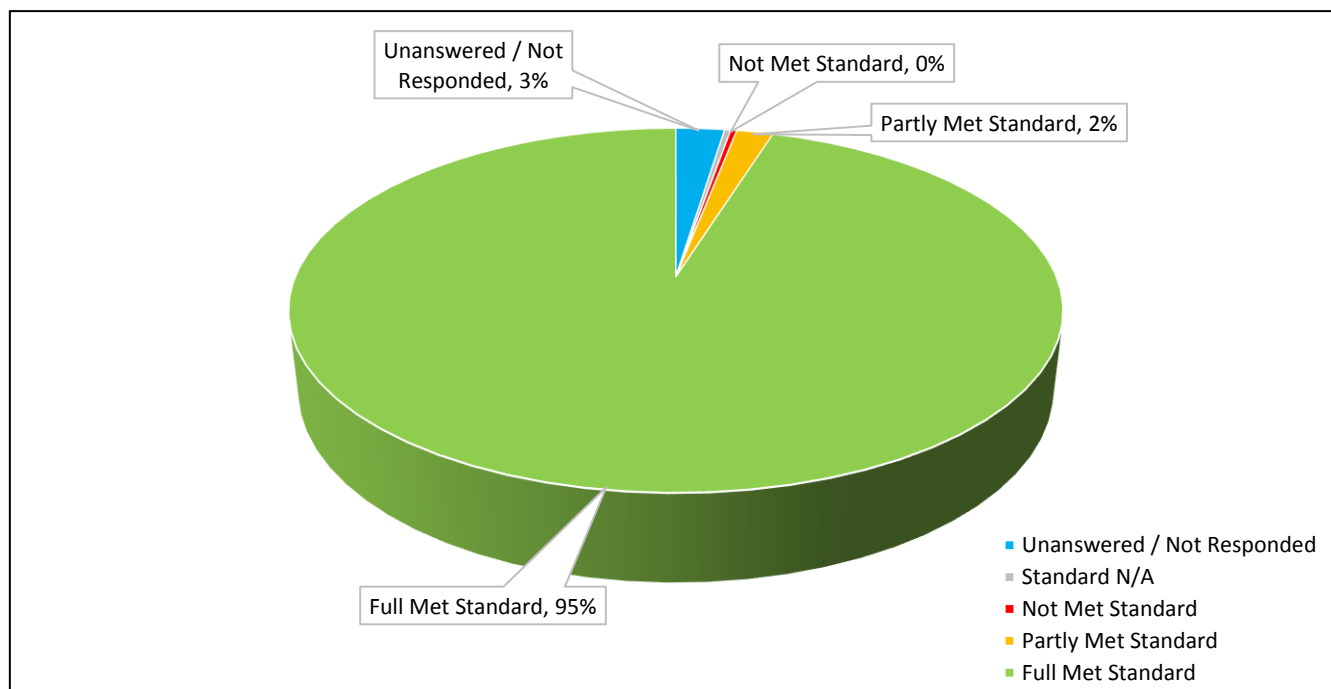
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Standard 2.3

The school / DSL ensures that adequate and appropriate cover arrangements for out of hours / out of term activities is in place.

1. Not met	2. Partly met	3. Fully met
<i>The DSL does not cover out of hours or out of term activities.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensures that the DSL and / or a deputy is available and covers out of hours and out of term activities.</i>



A positive set of responses with the following responses given including those who are not fully meeting the standard.

Between our DSLs we are able to cover the majority of school holidays but not all.

The school ensures that MASH as contact details for Deputy DSL which covers the holidays and out of hours. School to contact MASH to update details for DSL and all three Deputy DSLs.

At present we do not have any provision for out of hours/ out of term provision. Look into the provision for this for the next academic year.

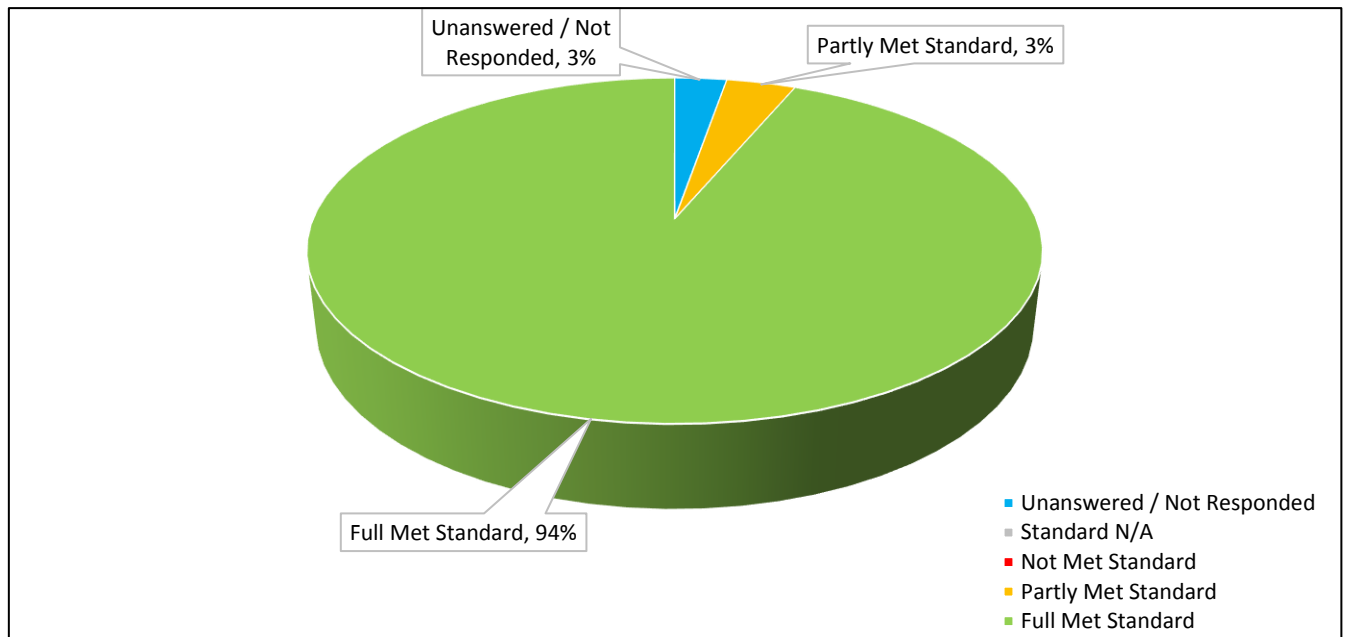
The DSL covers all holidays and makes arrangements for any occasions when he is not available. Information is forwarded to NSCB on request. All safeguarding issues raised in holiday times have been responded to in a timely manner.

The school ensures that the DSL and / or a deputy is available and covers out of hours and out of term activities.

Standard 2.4

The DSL and any deputies have undergone training to provide them with the skills required to carry out the role.

1. Not met	2. Partly met	3. Fully met
<i>The DSL has not undertaken any training.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The DSL and any deputies have all undergone DSL training within the last 2 years.</i>



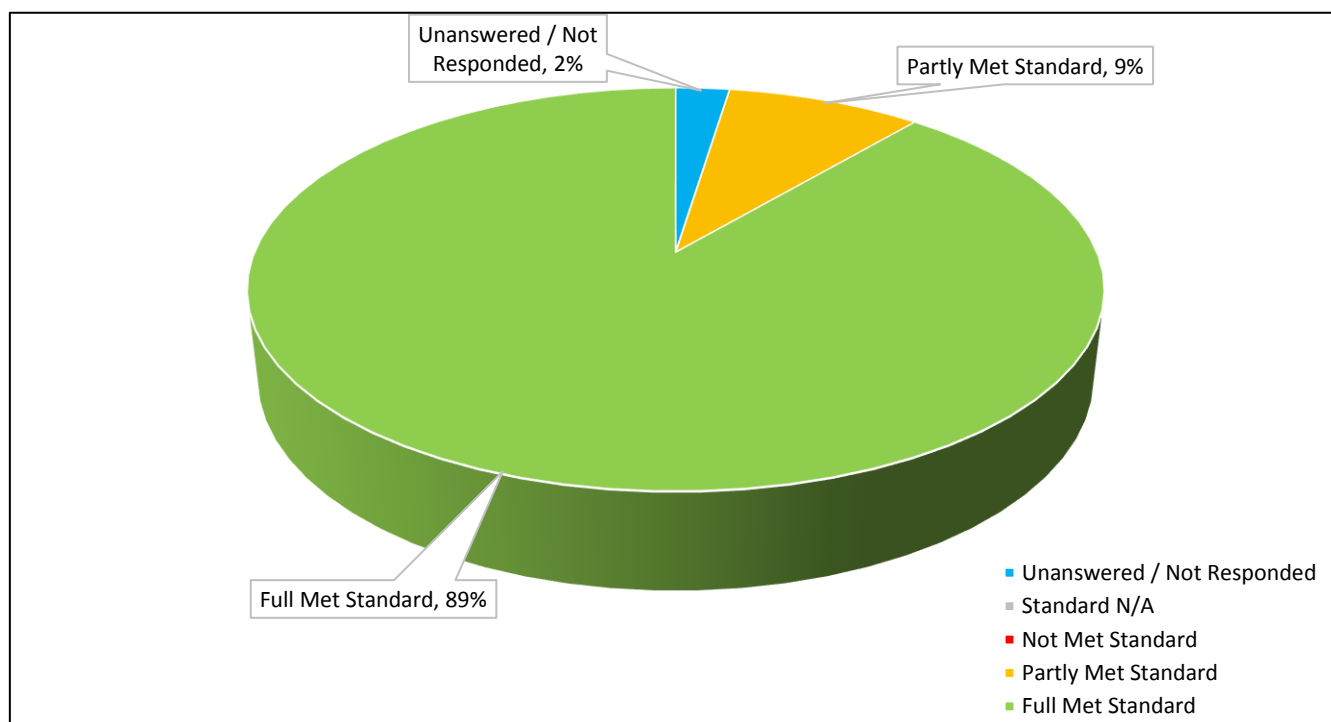
A positive set of responses with the partly meeting the standards schools (3% (12)) requiring the DSL to complete the refresher training which has been booked. Should all schools complete the actions in the given timescales all schools will have DSL's who have undergone training in place by the end of the autumn term.

As part of the criteria for stating a school is fully meeting the standard they were requested to enter the names of DSL's and the dates of last training, the majority of schools ensured this was entered further evidencing they have this provision in place and are aware of refresher dates that may be needed.

Standard 2.5

The DSL and any deputies are given time and the ability to enhance their knowledge and skills at regular intervals.

1. Not met	2. Partly met	3. Fully met
<i>The DSL does not have time to update knowledge.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The DSL and any deputies have time to update skills and knowledge. This includes receiving the NSCB newsletter to keep up to date with safeguarding developments within the county.</i>



It is pleasing to see that no school has marked the standard as 'not met', the NSCB see the DSL having time to keep up to date with the latest issues and developments as key to helping keep the children and young people in their care safe. It is clear from the responses given in the audit that schools do this in a number of different ways which can be evidence from the statements below. Many of those schools who stated they are only partly meeting the standard acknowledged that they do have time but could offer more or have now ensured that they are now signed up to the NSCB newsletter evidenced by the NSCB that since the audit was distributed sign up to the newsletter has increased.

The DSL and deputy DSLs meet regularly to update skills and knowledge. We all subscribe to the E- NSCB newsletter and we have begun to display the 'Six Point Briefings' on the staffroom noticeboard. We now need to build in time to talk about these at staff meetings. We have also completed some of the e-training units.

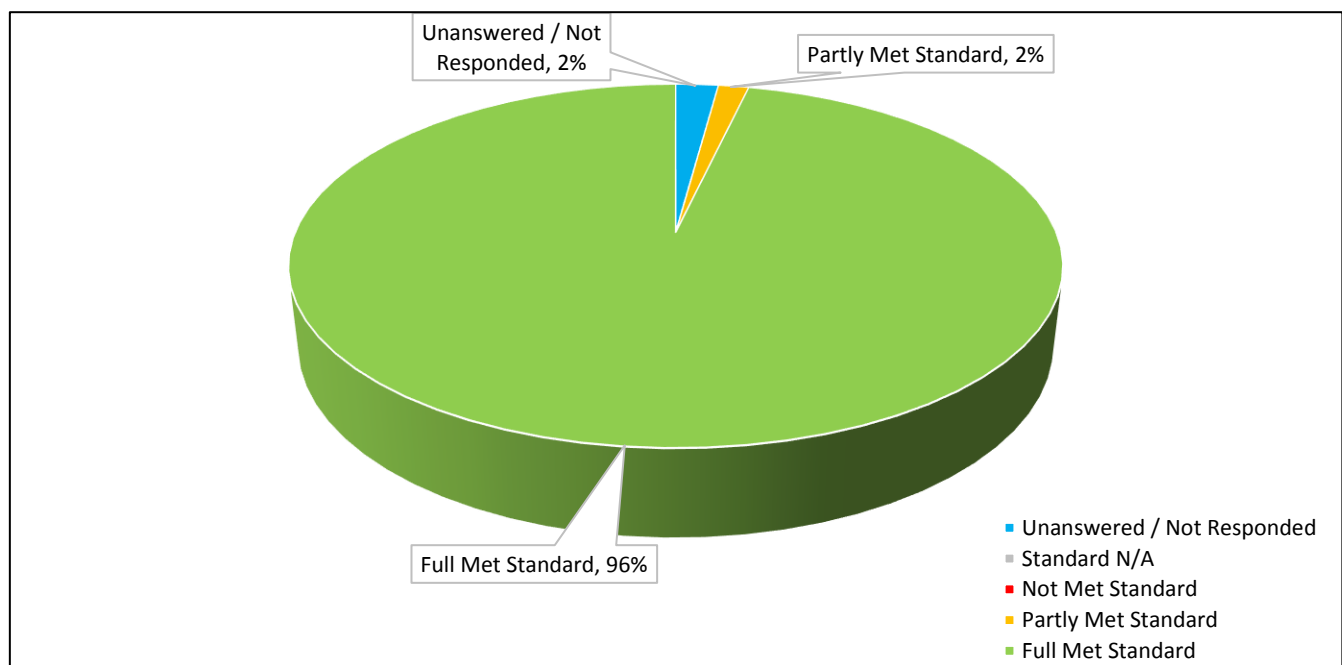
Senior DSL receives this information on a regular weekly basis and distributes this to other DSL colleagues. Regular updates and reviews on referrals made, including actions and outcomes are held to ensure that the DSL team are fully up-to-date with information and knowledge/skills.

3.3 Managing Allegations

Standard 3.1

All staff are aware of the procedure to follow and how to report should they have concerns about another member of staff.

1. Not met	2. Partly met	3. Fully met
<i>Staff are not aware of the procedure and who to report concerns to.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>All staff are provided with details of the procedure for managing allegations and are aware of who to report concerns to.</i> <i>The school can evidence this procedure being put into practice.</i>



An essential are that the NSCB pleased has been answered so positively. The statements below evidence this being put into practice and how the schools ensure staff are aware of this process.

Although our school policy for managing allegations against staff or volunteers is displayed in the staffroom this has not been distributed individually to all staff. It is however, discussed at our staff induction meeting.

All staff have completed assurance that they are aware of this process.

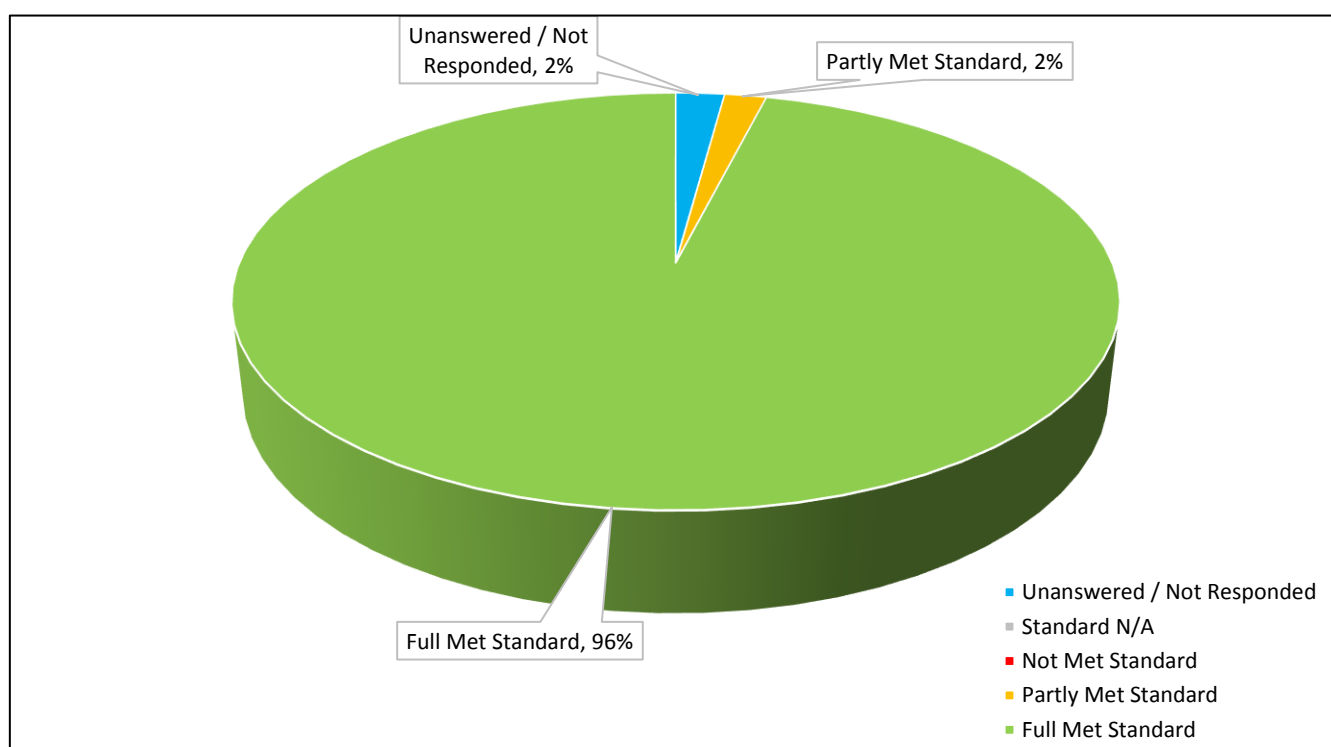
Yes - this is in our Safeguarding policy and in regular updates to staff (at least once per term through our bulletins).

School policy in staff document for them to use. Training 7/9/2017 reminded staff of the procedures.

Standard 3.2

The school has a procedure in place to handle allegations against teachers, head teachers, principals, volunteers and other staff.

1. Not met	2. Partly met	3. Fully met
<i>The school does not have a procedure to deal with allegations.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>All staff are provided with details of the procedure for managing allegations and are aware of who to report concerns to.</i> <i>The school can evidence this procedure being put into practice.</i>



As above an essential standard to ensure all schools are meeting, it is especially pleasing that schools are aware of responsibilities towards volunteers and other staff as well as just teaching staff.

A Managing Allegations policy has recently been put in place. All staff members need to be made explicitly aware of the procedures and who to report to, but the DO contact details are visible in the staffroom, along with the NCC website link.

All staff aware of local procedures and training has been provided by the trust for Principals. All 37 staff have completed Safer Working Practice.

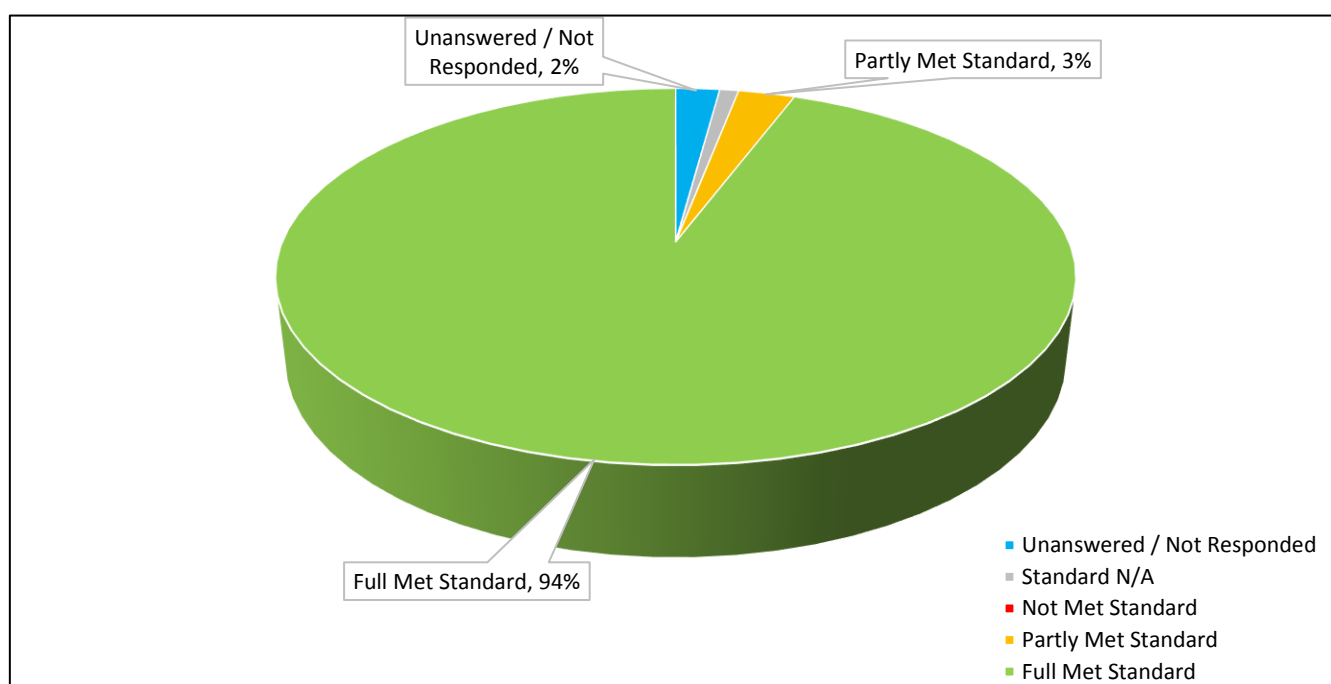
Whistleblowing policy in place. Training session on Whistleblowing to all staff regular revisited and policy hand out and email with signature sheet. Details include training on LADO services and contact details fully available in staff room and in all staff toilets.

All staff are provided with whistleblowing and allegation policy information on their induction day. Staff have to sign to state they have read and understood these policies.

Standard 3.3

All allegations are referred to the Designated Officer at Northamptonshire County Council in line with the NSCB Managing Allegations Against Staff and Volunteers Procedure.

1. Not met	2. Partly met	3. Fully met
<i>The school does not automatically refer allegations to the Designated Officer.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a clear procedure in place to refer allegations to the Designated Officer and seek advice.</i> <i>The school can evidence this procedure being put into practice.</i>



Of the 1% (3) school who have answered N/A 2 have done so on the grounds that no allegations have been received but are aware of the process, the other have stated there is a process for referral within the academy trust this will be challenged to also ensure they are following NSCB guidance and ensuring the Designated Officer is aware of all allegations. All of the 3% (9) who responded partly met again stated they know the procedure but have had no need to put in place due to no allegations being received.

The school has a clear procedure in place for this eventuality, however it has not (to date) been put into practice.

Clear policy in place. Procedure has been used twice this year.

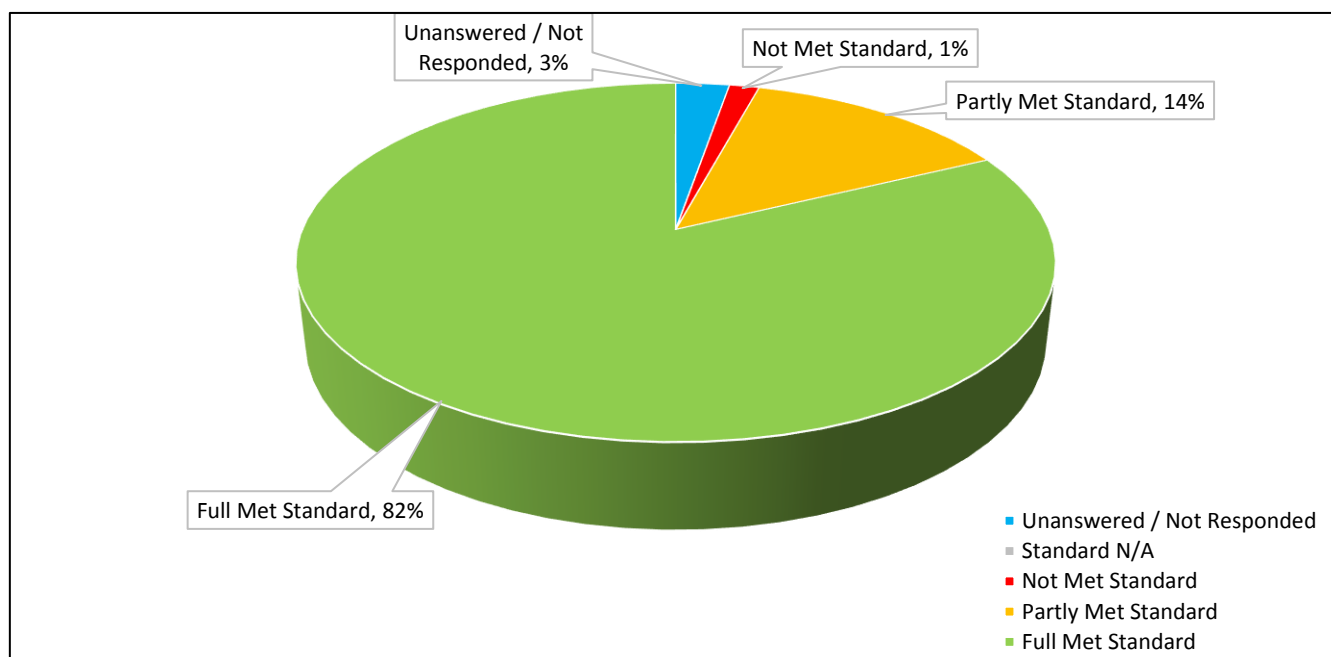
Allegations would be referred when appropriate. Advice has been sought when unsure

Information is in the Child Protection Policy, reinforced as part of a monthly staff CP update and details of who to contact are displayed on the safeguarding noticeboard in the staff room.

Standard 3.4

Details of the Designated Officers are given to all staff within the school and are visibly on display within the school.

1. Not met	2. Partly met	3. Fully met
<i>Members of staff are not aware of the Designated Officer and do not have contact details.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>All members of staff are provided with the Designated Officer contact details. These are also displayed in a prominent position within the school.</i>



The responses to the above standard show that 1% (5) schools are not meeting this standard from viewing responses this is regarding the Designated Officer details not being displayed within the school, all gave immediate actions to ensure this is now in place. This is also as similar theme for the 14% (45) who are partly meeting the standard who have posters and other material on display but does not contain the contact details which will be rectified.

Designated officers in the school are visible and their details however these need to be more visibly displayed to all visitors, long term supply etc

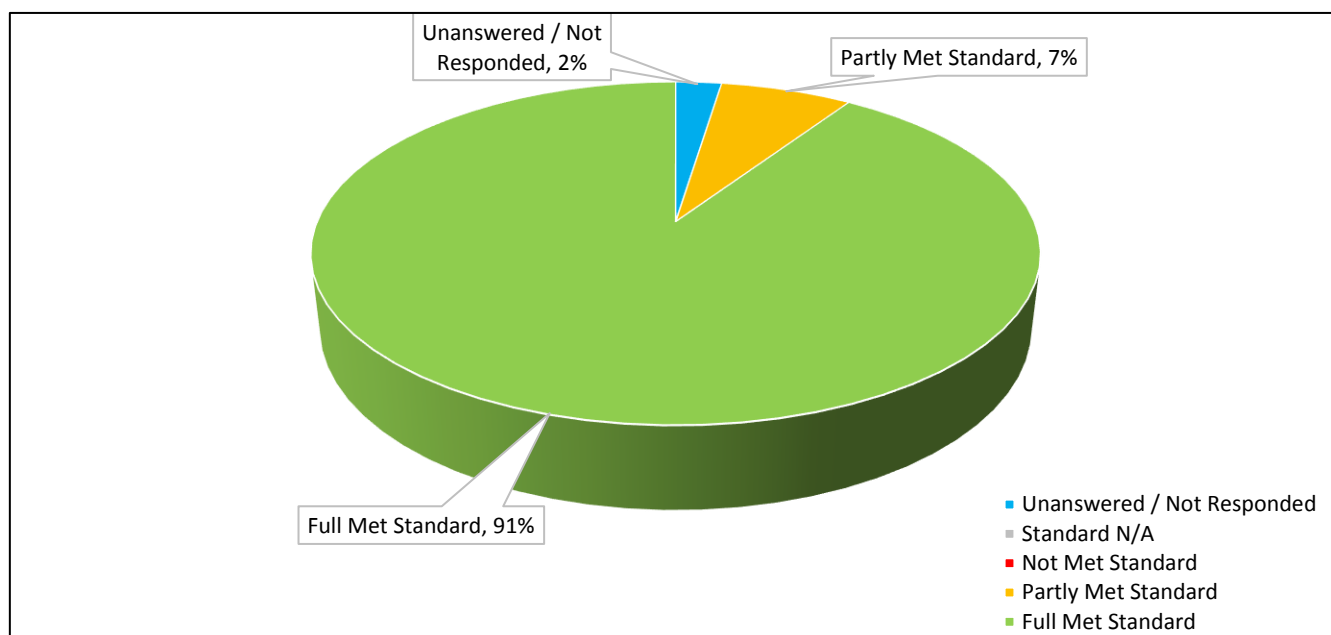
We display safeguarding information posters around the school with details of DSLs, Deputy DSL and CPOs. These are also included in training materials and on the school intranet. The contact details for the Designated Officers are published in the Safeguarding Policy which has been updated with a link to the NSCB website which gives information about their role. The contact details for the Designated Officers will now also be added to the safeguarding information posters which will be distributed around school in September 2017.

Details of DO included in annual staff training and details are displayed in prominent place in school.

Standard 3.5

The school has in place and all staff are aware of an appropriate whistleblowing procedure which is displayed and suitably reflected in staff training and staff behaviour policies.

1. Not met	2. Partly met	3. Fully met
<i>The school does not have a whistleblowing procedure.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>All members of staff are aware of the whistleblowing procedure and have received training / information on it which is reflected in the staff behaviour policy.</i>



Another positive area for the NSCB that all schools feel they at least partly meet this standard. Of the 7% (23) schools who partly meet the standard this is mainly around the training on the whistleblowing procedure with the majority of school ensuring this will be completed before the start of the next term and covered as part of a training day.

Staff need refresher training

Referred to in new staff induction pack - but not necessarily widely known or available. Ht to ensure that whistle blowing policy is up to date, clearly displayed in staffroom and part of all new staff induction.

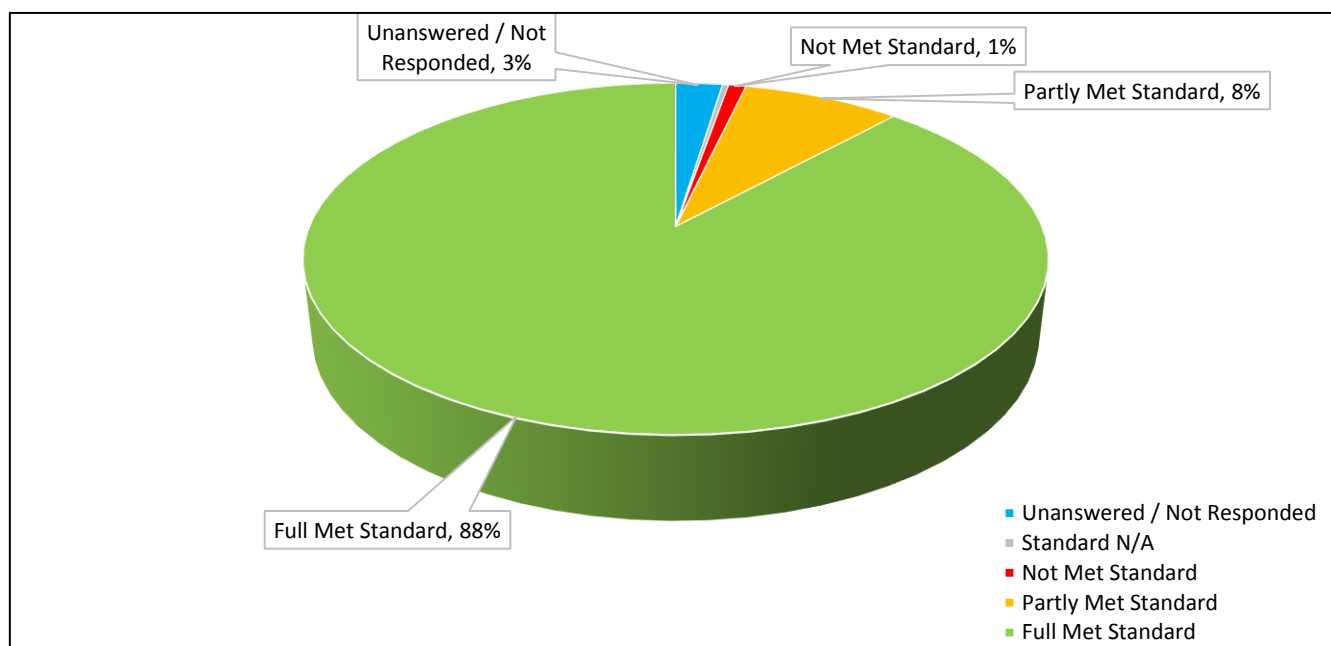
All staff are trained annually on whistle blowing, how to report concerns and who to. The whistle blowing policy is available in all staff rooms.

Whistleblowing procedure is embedded in safeguarding training. All staff are provided with a copy of whistleblowing policy and are required to sign a document stating they are aware of whistleblowing procedures. This is stored on SCR and in staff safeguarding file. Procedures are followed up in staff meeting.

Standard 3.6

The school has a procedure in place to ensure a referral is made to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns.

1. Not met	2. Partly met	3. Fully met
<i>The school has no procedure in place.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a process in place to ensure referrals are made to the DBS and where appropriate can evidence this process in practice.</i>



The 1 school that has marked N/A and the 1% (3) schools who have marked not met have done so because they have not had need to use this procedure, from the responses given they do have procedures in place but have not yet used. This is the same for the majority of the 8% (27) who have responded partly met. The barrier for not fully meeting the standard is therefore the evidencing the procedure in practice. Having viewed some of the responses some of the fully met schools also fall into this category as the responses state the procedure is in place but they have not yet used.

The school has a process in place where staff have been dismissed or removed due to safeguarding concerns. Referrals are undertaken by the school HR Manager. Copies of the referral document and accompanying documentation is held securely by the school HR Manager.

This is handled at Trust level. There are clear procedures in place.

Procedure in place, administered by the school's HR Department.

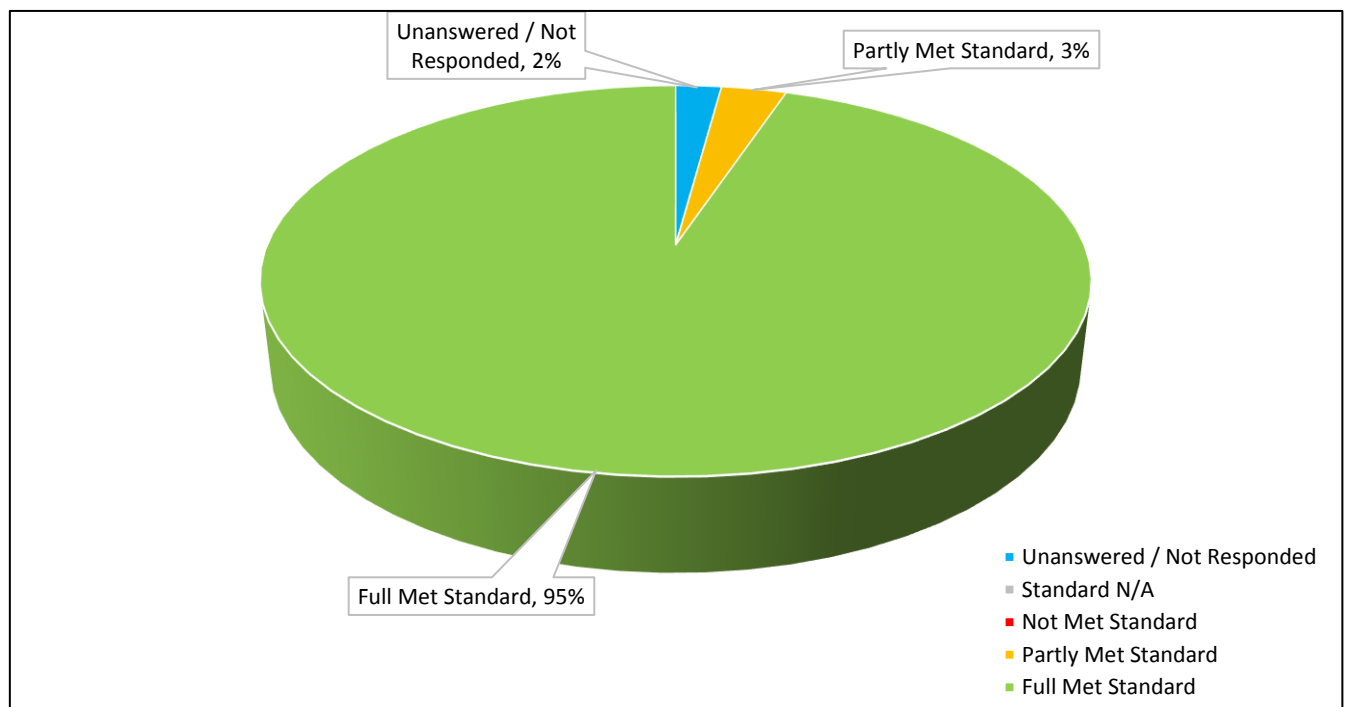
Full SCR in place and procedures to ensure DBS referrals are accurately and appropriately made.

3.3 Recruitment

Standard 4.1

At least one person on any appointment / recruitment panel has undertaken Safer Recruitment Training.

1. Not met	2. Partly met	3. Fully met
<i>The school does not ensure a recruitment panel has a trained person on it.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school can evidence that it always ensures a trained person is on all recruitment panels.</i>



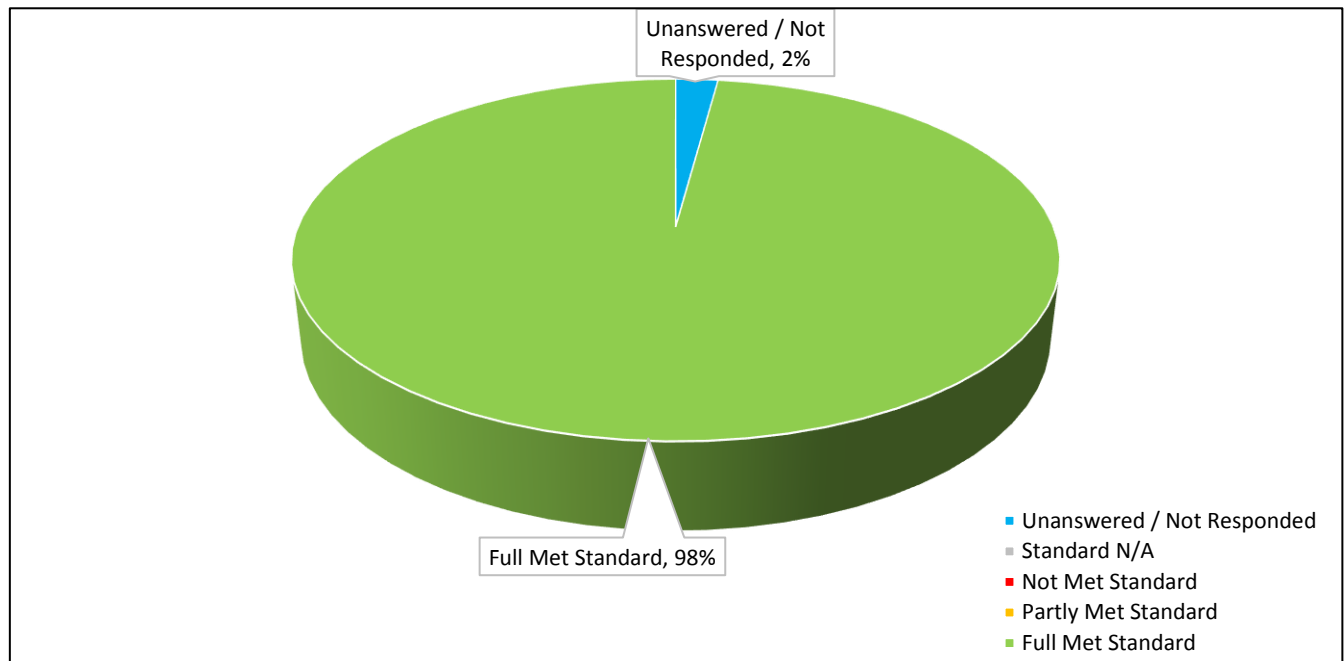
3% (10) schools are only partly meeting this standard, this is due to schools not having someone trained or a refresher is needed all of these schools have actions to immediately address this issue. As part of the response for fully met schools they have provided the details of people trained and the dates they were trained.

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Standard 4.2

The school has a completed single central record for each member of staff who works within the school.

1. Not met	2. Partly met	3. Fully met
<i>The school does not have a record of all staff details who work within the school.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a central record for all staff who work within the school. This would include clerical staff as well as all volunteers.</i>



An excellent response that all schools who completed the standard are fully meeting this requirement as evidence in the statements below:

Yes and this has been checked by Lesley Pollard as part of the schools audit through INSPIRE.

SCR complete and up to date including clerical staff and volunteers- checked during the external safeguarding audit by Lisa Attack March 2017.

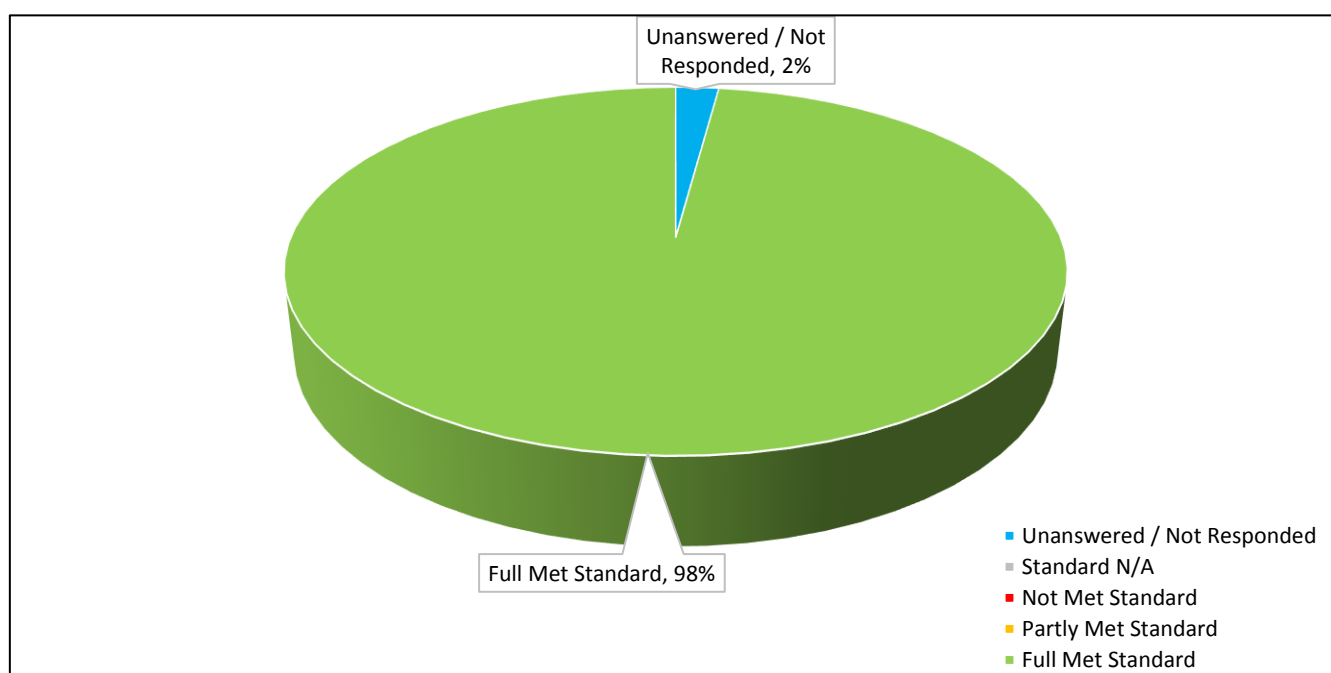
In place, Reviewed by Head Teacher and Chair of Governors yearly.

SCR regularly reviewed by head and chair of v=governors with action points noted. Includes supply staff, music staff and other contractors.

Standard 4.3

The school understands its obligations to obtain an enhanced DBS certificate for all staff, which includes barred list information.

1. Not met	2. Partly met	3. Fully met
<i>The school does not carry out DBS checks on staff / volunteers.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school understands and carries out DBS checks where appropriate on staff directly employed by the school that may come into contact with children. This includes clerical and support staff as well as members of the teaching staff.</i>



As above a minimum expected requirement and reassuring that all schools see this as including clerical and support staff.

Enhanced DBS held for all staff in regulated activity. Online DBS record printed and held for all in regulated activity staff and volunteers. This includes clerical staff, support staff, and peripatetic teachers.

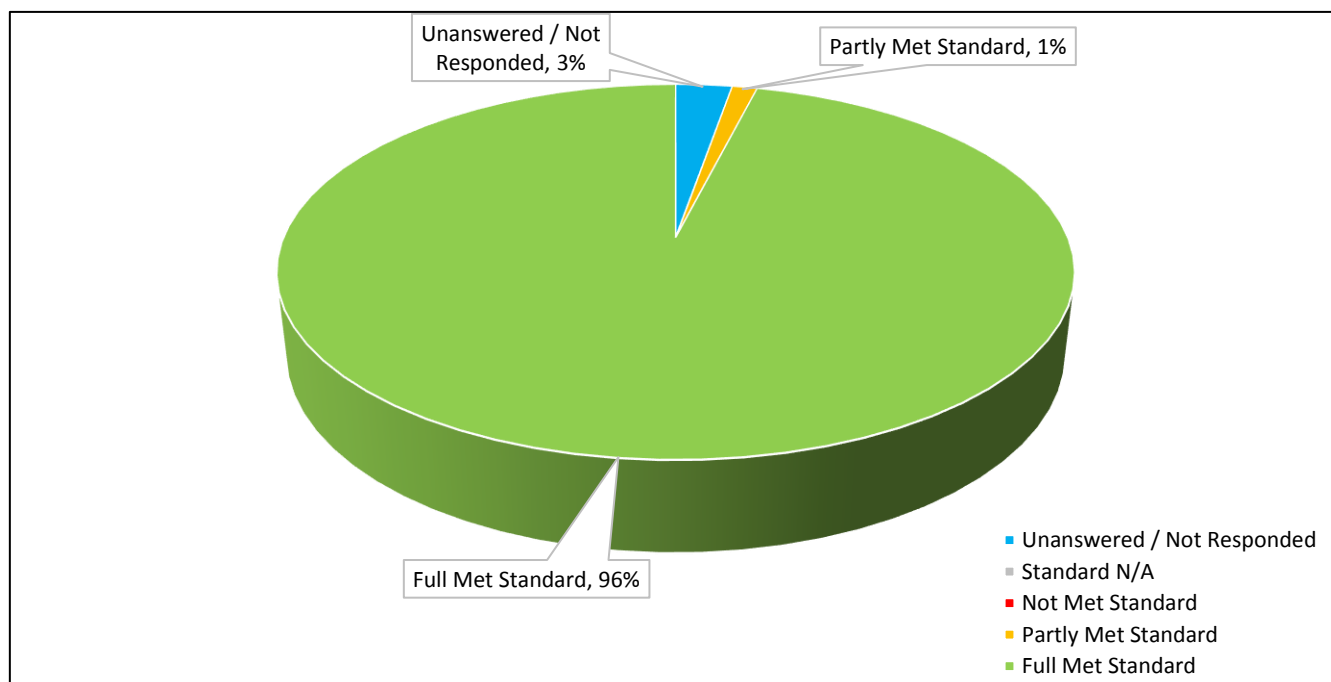
All DBS checks have been completed.

DBS certificate requested for all staff working at the school. HR delays start date where necessary. Volunteers also undertake this if on a regular basis otherwise they are never left alone with students. Risk assessments are carried out on rare occasions where role is non-regulated activity, urgent role and DBS is delayed however on these occasions barred list check is always completed.

Standard 4.4

The school ensures applicants show original DBS certificates before employment or as soon as practicably possible afterwards. This includes where a school allows an individual to start work in a regulated activity before a DBS certificate is available they ensure that the individual is.

1. Not met	2. Partly met	3. Fully met
<i>The school does not require original DBS certificates to be seen.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensures it has seen original DBS certificates before allowing a person to start employment. Where this does not occur the school ensures that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.</i> <i>The school encourages its staff to use the DBS update service and checks the DBS status of all new employees.</i>



As expected with the above standard the 1% (4) schools who only partly met the standard relate to the encouraging of the DBS update service although some schools and commented about cost of this.

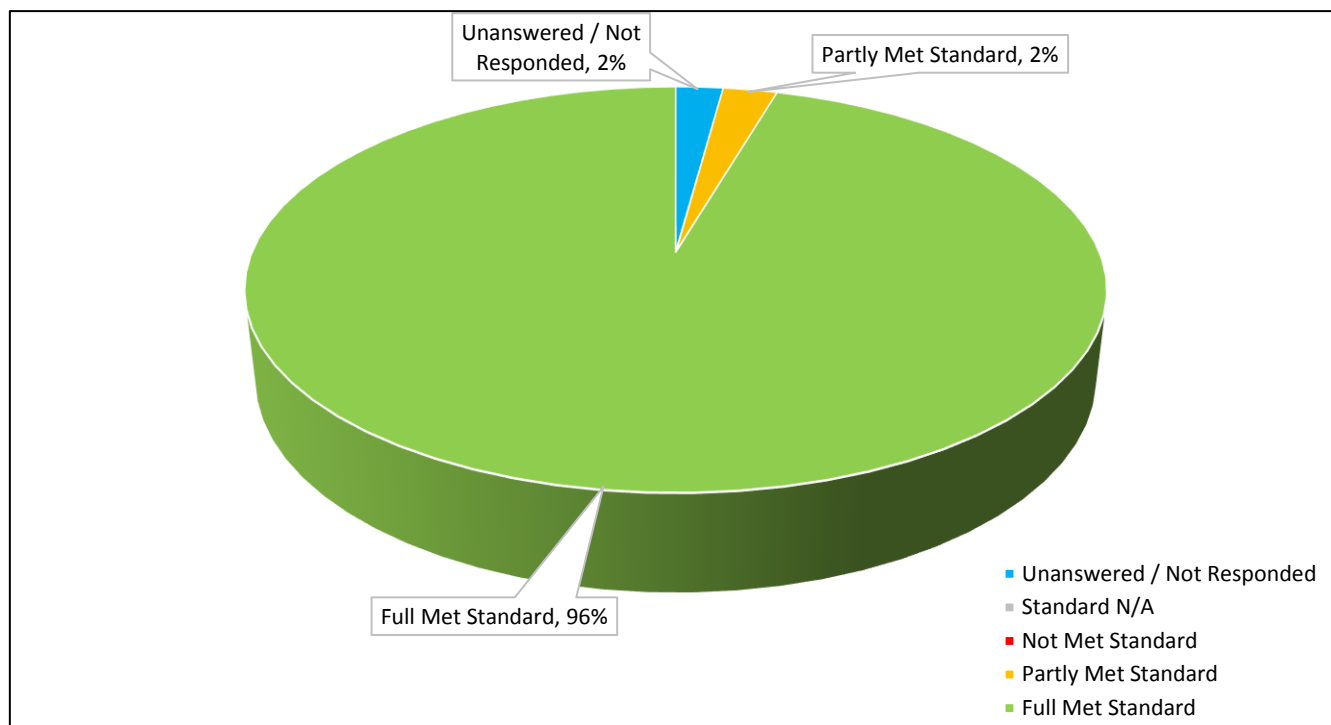
DBS and barred list checks take place for all staff, volunteers and contractors and are recording on the SCR regardless of whether they have direct contact with pupils or not.

SCR updated to include all members of staff, governors and volunteers. Checked by OFSTED and by LA on a regular basis.

Standard 4.5

When appointing new staff the school ensures that all points under paragraph 102 of Keeping Children Safer in Education are carried out.

1. Not met	2. Partly met	3. Fully met
<i>The school is unaware and does not ensure this information is collected.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensures and can evidence all of the points under paragraph 102 are collected and contained in personnel records.</i>



A minimum expected the 2% (8) schools who have identified areas they are not meeting so only partly meeting the standard all gave immediate actions to clarify points or ensure they are fully meeting the standard.

The school ensures and can evidence all the points in paragraph 102 are collected and contained in personnel records.

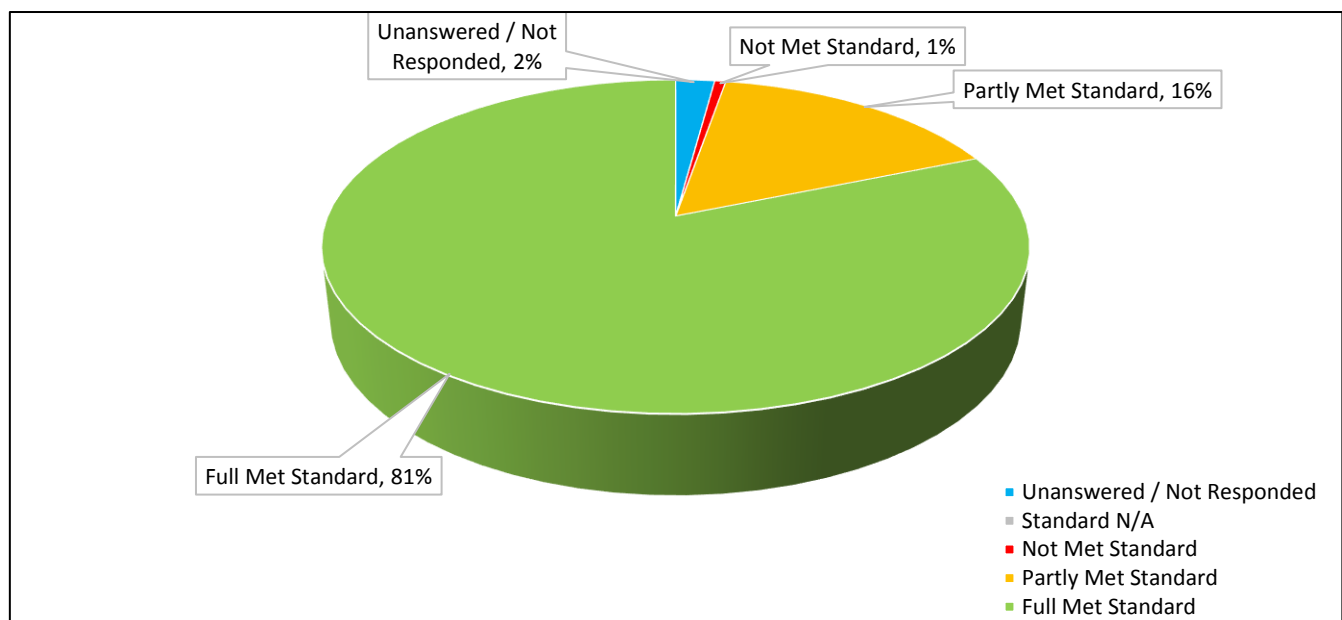
All actions under para 102 of the "Keeping Children Safer in Education" document are carried out namely:- verification of identity, Enhanced DBS check, verification of mental and physical fitness verification of the right to work, confirmation of professional qualifications. The evidence is copied and placed on the individuals staff file and the date the evidence was seen is recorded on the SCR.

Safeguarding audit shows all procedures are in place, evidence clear on SCR.

Standard 4.6

Two references are sought on all short listed candidates prior to interview.

1. Not met	2. Partly met	3. Fully met
<i>The school does not ensure references are sought before interview.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school always ensures that two references are received prior to interview including for internal candidates allowing for any questions arising from these to be raised at interview</i> <i>References are obtained and scrutinised with any concerns resolved satisfactorily before the appointment is confirmed.</i>



The 1% (2) schools that have responded as not meeting the standard are included below, both have actions to clarify the position, the same reason of requesting references after interview is the main reason for the 16% (53) of schools only partly meeting the standard. Clarity may be needed in the future to ascertain if this is best practice or a required practice.

Fully met - two references are collected prior to interview for short listed candidates. References and application forms are checked for details and gaps and any issues are resolved satisfactorily before appointment.

Until September 2016, references were sought before interview. In line with our MAT policy, references are now taken up after interview.

Decisions are taken currently that we interview - then appoint subject to satisfactory references and checks

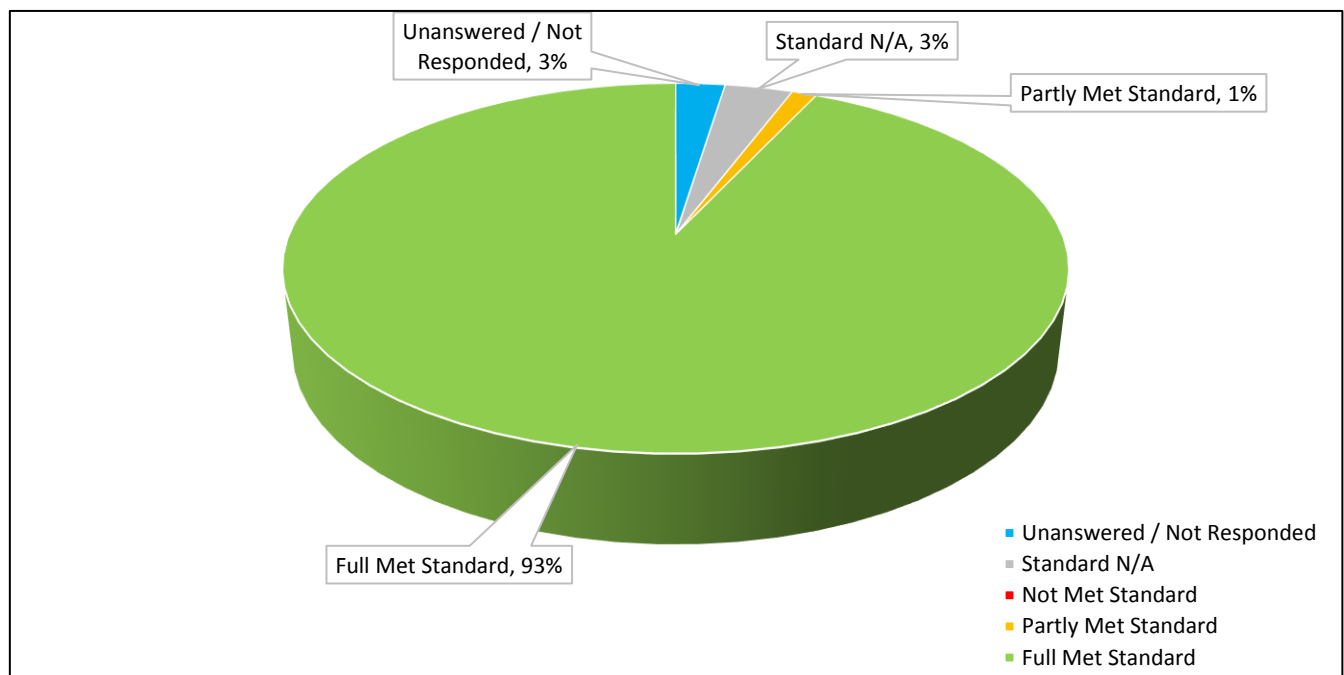
And kept on file. This is checked termly as part of the single central register check.

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Standard 4.7

The school obtains written assurance from all recruitment agencies / third party organisations that appropriate checks have been carried out on all teaching and non-teaching staff placed at the school.

1. Not met	2. Partly met	3. Fully met
<i>The school does not obtain written information from agencies when recruiting agency staff.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensures and can evidence in writing that appropriate checks have been carried out for all agency workers employed at the school.</i>



The 3% (11) of schools who have responded N/A or partly met to this standard have done so on the grounds they have not had any agency or third party staff employed at the school this academic year. Taking that into account provides a positive set of responses ensuring all schools are aware of the duty to ensure agency staff should have appropriate checks in place which they have checked.

We never use recruitment or agency staff.

No agency workers are employed by the school.

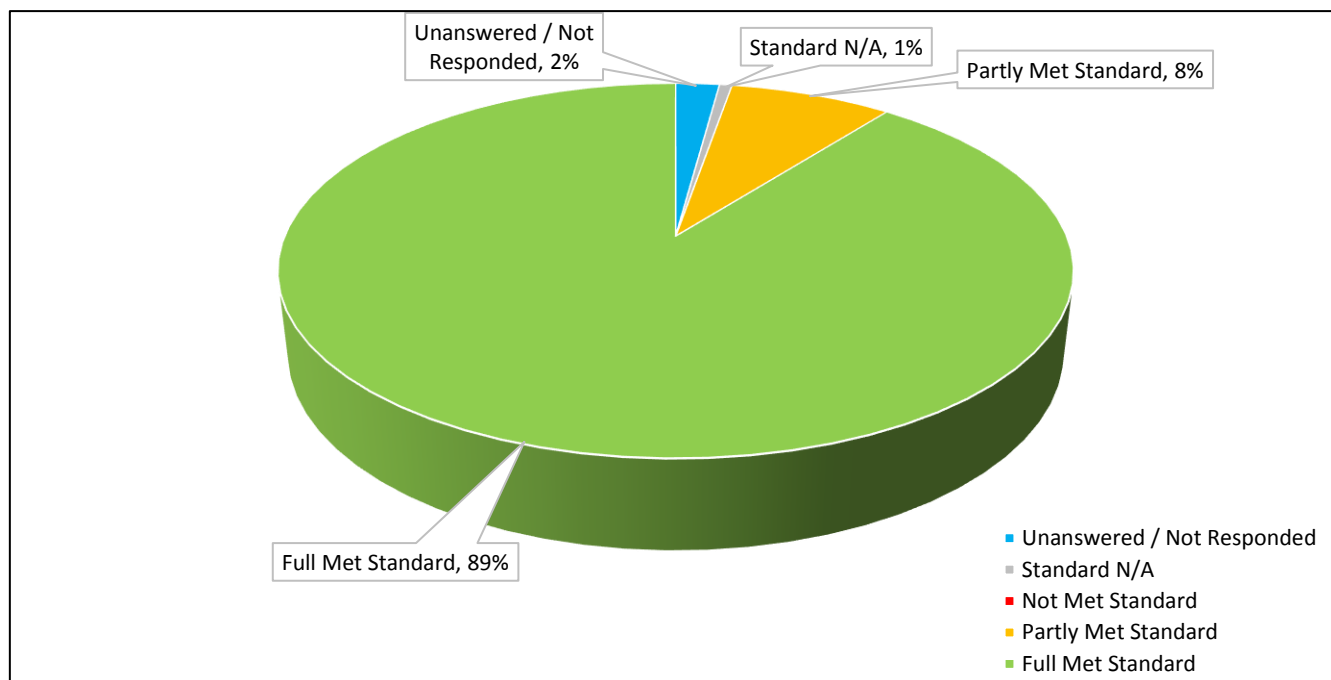
Ensures that information is received from Recruiting Teacher Agencies before appointment.

The school has in writing that appropriate checks have been carried out for all agency workers employed in the school.

Standard 4.8

The school ensures that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check.

1. Not met	2. Partly met	3. Fully met
<i>The school does not obtain information from any contractor regarding its staff who will be working on site.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school obtains evidence that all contractors working on the site have a valid DBS check.</i>



A similar set of results to the previous standard with those answering N/A or partly meeting the standard due to no contractors being on site during school time, for those who have answered they are fully meeting the standard evidence and challenge of this standard is an area for the NSCB to focus on in the future.

Central register updated and checked for each contractor.

Only NCC approved contracts used.

Receptionist is really proactive at asking for this on arrival. Also captured with SSR. Within school policy.

Written assurances are always sought from supply agencies or recruitment agencies or external contractors.

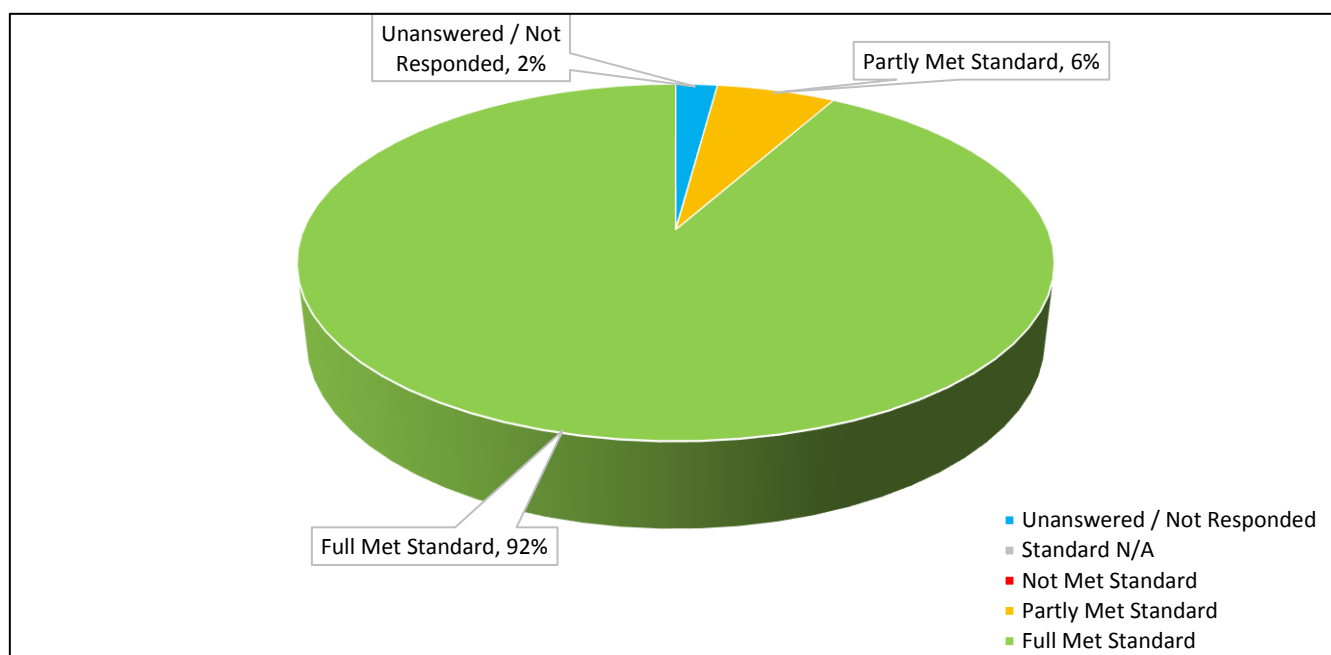
Contractors or anyone working on the site are required to present a DBS certificate (less than 3 years old) when they arrive at reception. Details are recorded on the Approved Visitor List. In the event that there is a declaration on the certificate, the Director of Finance & Operations will complete a risk assessment. For contractors / workers who do not have a DBS certificate (less than 3 years old) the Director of Finance and Operations will complete a risk assessment, they are given a red badge and supervised by a member of staff at all times.

3.4 Induction of New Staff / Training

Standard 5.1

During induction the safeguarding support systems are explained to all staff members.

1. Not met	2. Partly met	3. Fully met
<p>Members of staff do not receive the following at induction.</p> <ul style="list-style-type: none"> - the child protection / safeguarding policy. - the staff behaviour (code of conduct) policy. - the role of the designated safeguarding lead. 	<p>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</p>	<p>As part of the induction process staff members receive information and sign copies where appropriate of the following:</p> <ul style="list-style-type: none"> - the child protection / safeguarding policy. - the staff behaviour (code of conduct) policy. - the role of the designated safeguarding lead.



6% (20) schools are not fully meeting this standard, this is a little disappointing as the NSCB would expect a near 100% to be fully meeting this standard. The 20 schools that are only partly meeting the standard did all have immediate actions to rectify any gaps as shown below:

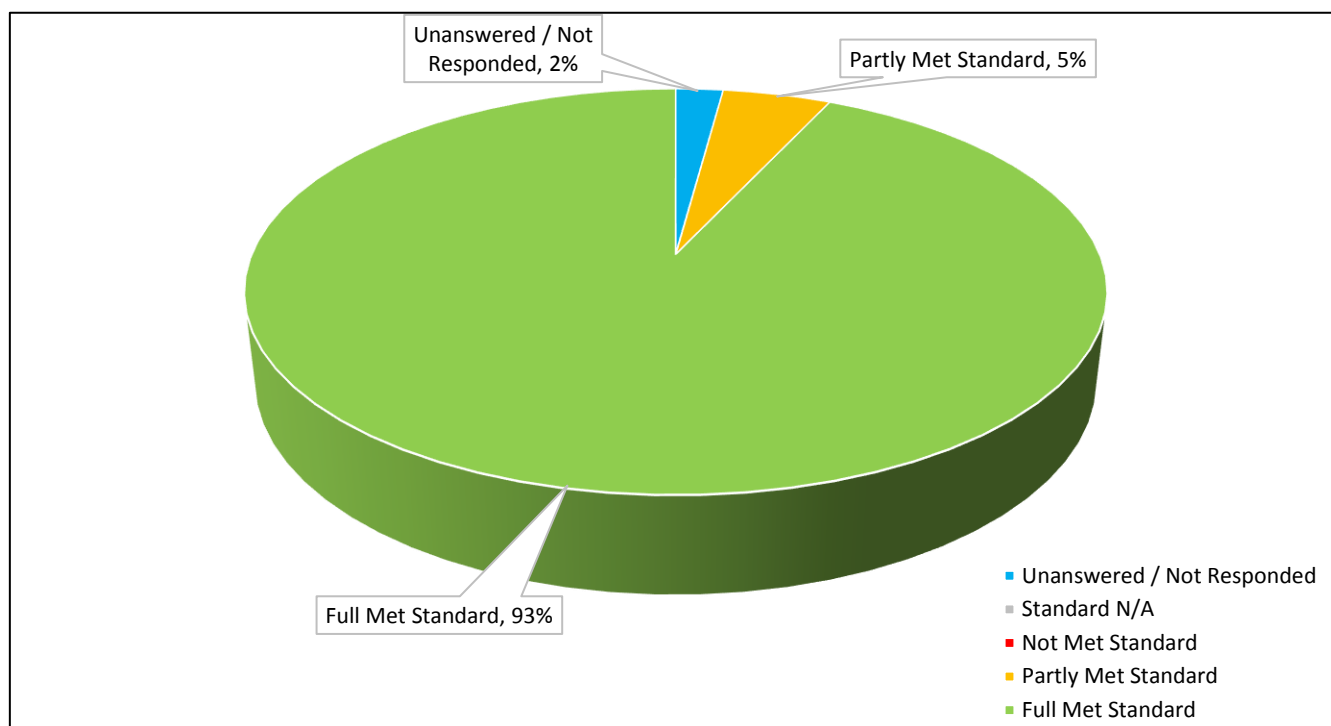
As with all staff new appointees have a copy of KCSiE 2016 and working together document and must sign to say they have received and read it. They have code of conduct and other policies including whistleblowing and e-safety. They are made aware of the role of the DSL and posters are displayed throughout the school to identify these personnel. Action - Write a job description and role descriptor for the DSL in October 2017 - lead person DHT.

This is an area of development. Staff do receive Safeguarding training as part of their induction but we need to have signed evidence they have completed it.

Standard 5.2

The school ensures that all staff undergo safeguarding and child protection training at induction in line with the NSCB Learning and Development Strategy.

1. Not met	2. Partly met	3. Fully met
<i>During induction members of staff do not undertake safeguarding training.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>All members of the school staff including clerical staff have undertaken safeguarding training during induction in line with the NSCB Learning and Development Strategy.</i>



Training in safeguarding is an essential and mandatory part of induction it is encouraging that all schools are completing this standard with the partly meeting covering a variety of reasons from cross referencing with the NSCB Learning and Development Strategy to continually developing this training in line with current updates.

New induction process due in September 2017. Safeguarding update training due in September 2017.

All staff have received safeguarding training on induction and are made aware of procedures for reporting concerns but uncertain if this is in line with the NSCB Learning and Development Strategy.

External training has been booked and we internal training yearly.

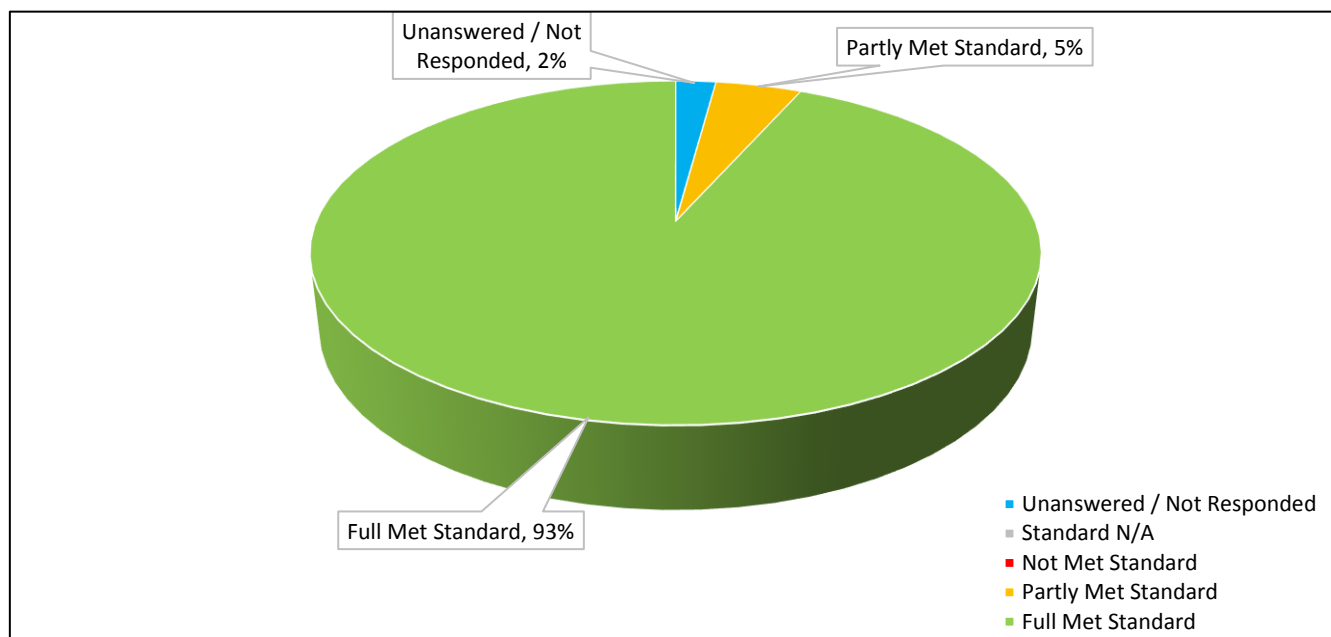
All staff have safeguarding and Prevent training on induction in line with NSCB Learning and Development strategy.

Standard 5.3

The school ensure that during the induction process all staff are aware of the following:

- The types of abuse and neglect.
- What to do if a child tells them he/she is being abused or neglected.
- The process for making a referral to children's social care.

1. Not met	2. Partly met	3. Fully met
<i>The induction carried out in the school does not include this information.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>Following the induction process all members of staff working within the school are aware of the following:</i> <ul style="list-style-type: none"> - <i>The types of abuse and neglect.</i> - <i>What to do if a child tells them he/she is being abused or neglected.</i> - <i>The process for making a referral to children's social care.</i>



As with the above standard this is essential training that all schools are following the 5% (15) or partly met schools have identified the need for a refresher for all staff, updating the induction process or clarifying the information given is still the most up to date and correct.

During induction the process for reporting concerns is shared with all staff. – Action develop more rigorous induction process in regards to safeguarding training.

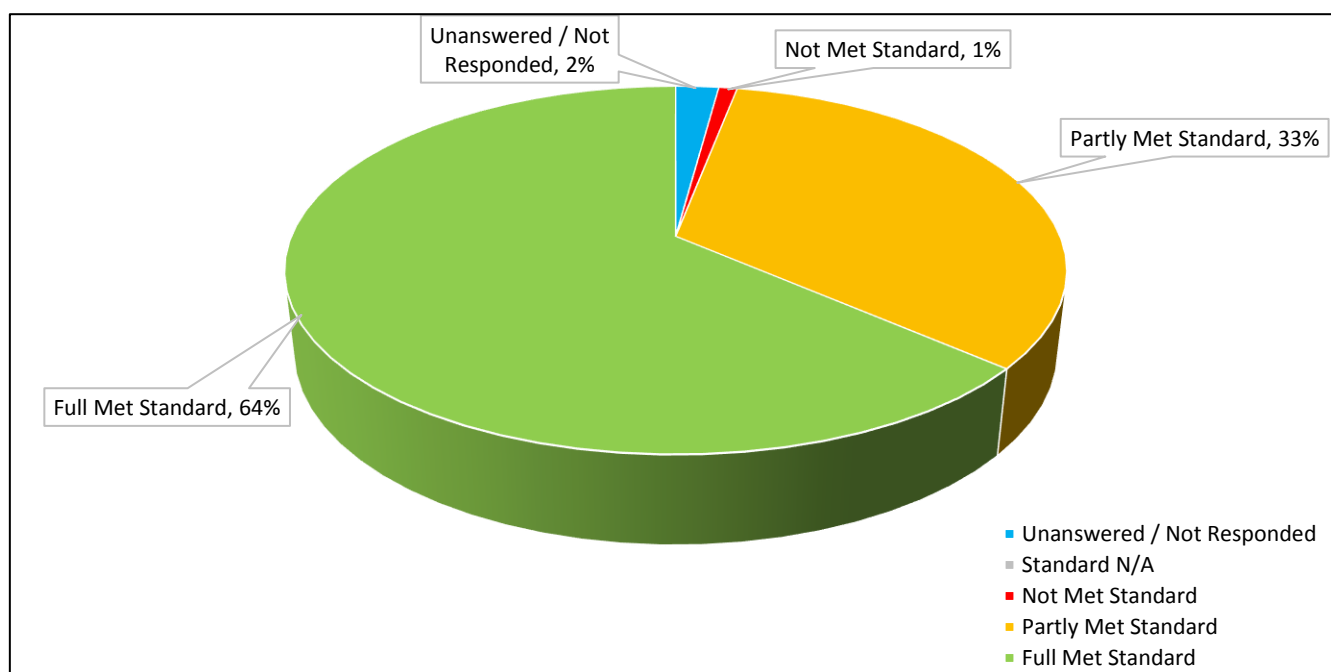
The school is in the process of reviewing its induction policy and processes to ensure that there is concrete evidence of this process taking place.

Fully met - staff are trained on the types of abuse, CSE, FGM, Online grooming and Social Media, TED is used as a programme for disclosure, referral systems in line with NSB school policy and how to access MASH and make a referral should the need arise.

Standard 5.4

Staff are aware of the Early Help Process, and understand their role within it. Staff are also aware of the process for assessments in the County, and of the Northamptonshire Thresholds and Pathways document.

1. Not met	2. Partly met	3. Fully met
Staff are not aware of Early Help or the Threshold and Pathways Document.	Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.	All staff are aware of the important role they play in Early Help including the Early Help Assessment. All staff have received and have access to a copy of the Northamptonshire Thresholds and Pathways document.



This is a particularly disappointing area that not all staff are aware of the Early Help Process and Thresholds and Pathways document, this evidences that further work is needed not only by schools but the Local Authority and NSCB to ensure that all professional working within education settings are aware of the Early Help Process, how to access it and the Thresholds and Pathways document. NSCB action for this standard is detailed at the end of this document.

Early Help to be on the Agenda for the next Safeguarding staff meeting.

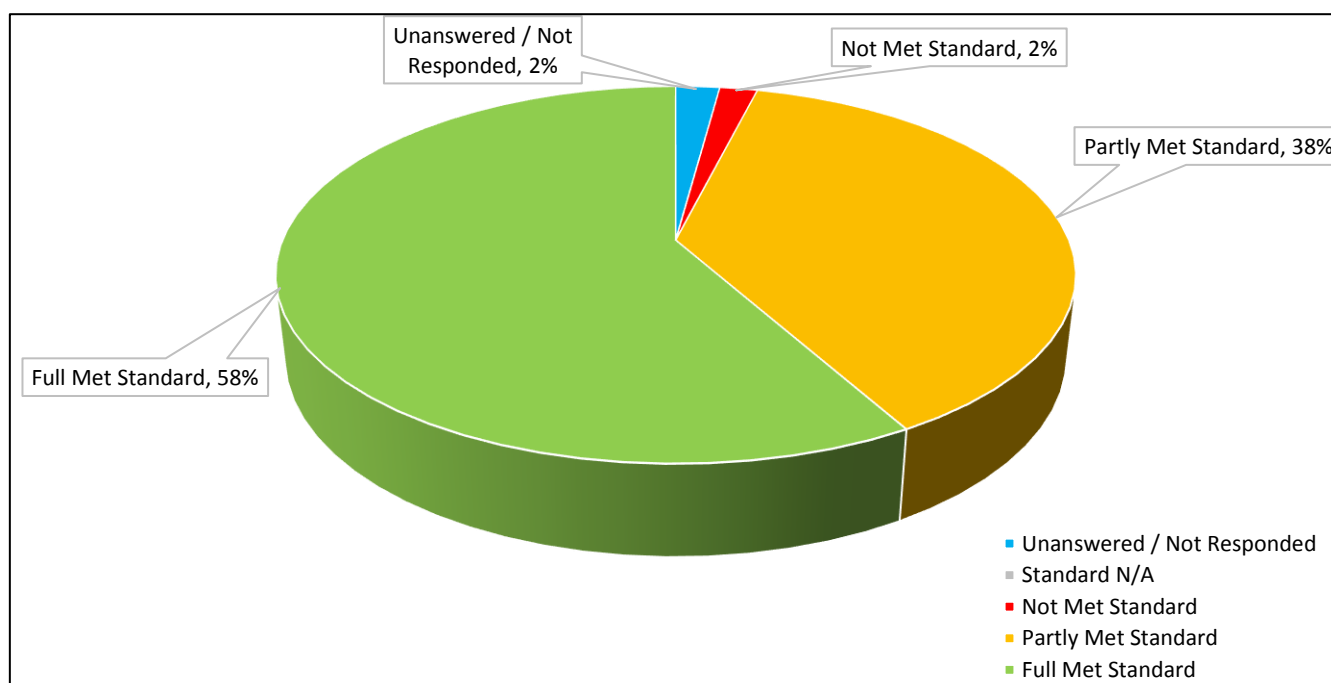
Most staff are aware of the EHA process but have not recently received a copy of the NSCB thresholds and pathways information.

EHA awareness is included in training and also how this can support families. Staff have Thresholds and Pathways access through staff drive. All staff understand how Early Help can support and how this works within Thresholds and Pathways. This ensures children are kept safe.

Standard 5.5

Staff within the school receive regular (minimum half termly) safeguarding and child protection updates.

1. Not met	2. Partly met	3. Fully met
Staff do not receive regular safeguarding updates.	Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.	Staff receive regular safeguarding updates which take a variety of forms including e-bulletins, newsletter and briefing. Staff also receive and have access to a copy of the NSCB newsletter and are aware of lessons to be learnt from the publication of a Serious Case Review.



Following analysis of responses to this question the graph above could be a little misleading and create an incorrect picture of school staff receiving safeguarding updates. While many schools acknowledge they are currently not updating staff half termly they are updating staff with all schools now having actions to ensure this is done on a regular basis. The NSCB will also ensure it has a role to play by providing schools with regular updates and material that can be disseminated to staff.

Safeguarding updates e.g. heightened awareness of FGM/ radicalisation are shared regularly at staff briefings.

Serious case reviews shared with staff 12.6.17, NSCB newsletter to be put on noticeboard. Discussion regarding recent SCR involving a baby ensured good discussion regarding any further actions regarding a child in a similar position in our school.

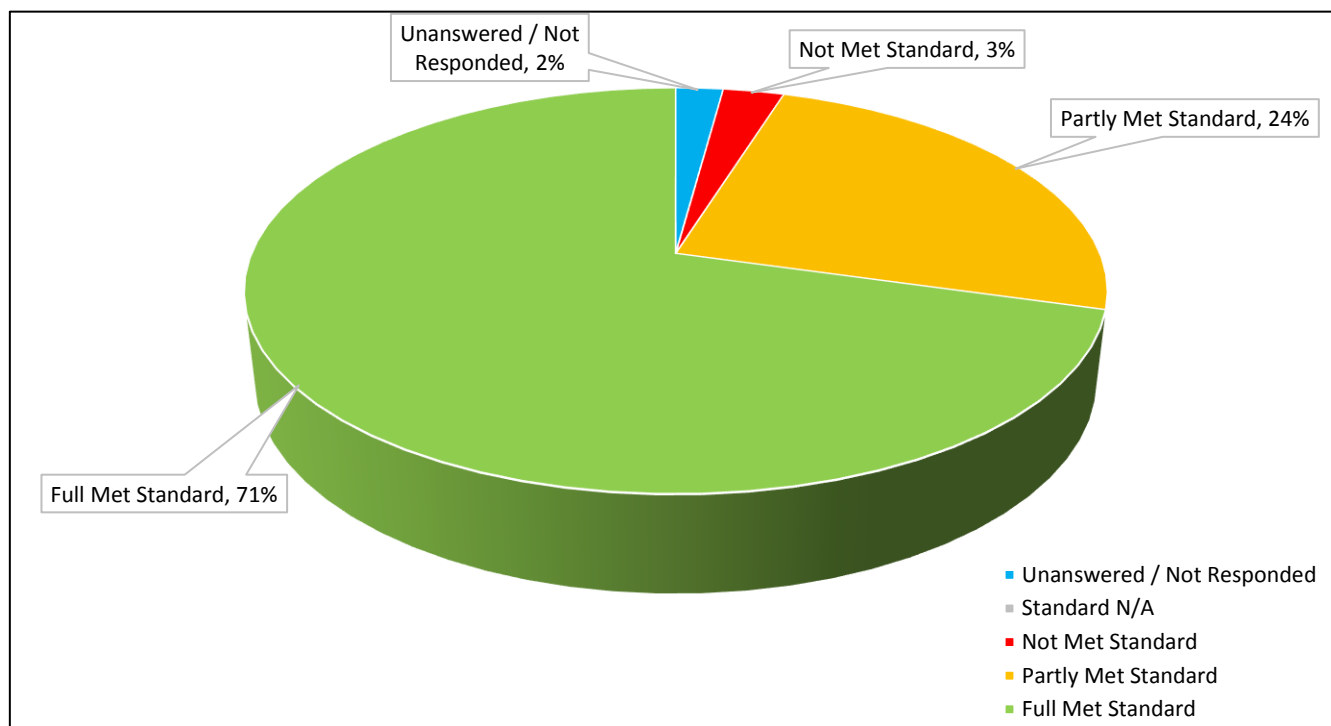
DSLs all receive NSCB newsletter. Information is cascaded to wider staff as necessary. Regular updates also received through Greenwood Academies Trust.

3.5 Specific safeguarding Issues

Standard 6.1

There is a lead for Child Sexual Exploitation who is aware of the work of the NSCB including the strategy, policy, CSE action plan and resources available to practitioners including the CSE Toolkit and Assessment Tool.

1. Not met	2. Partly met	3. Fully met
<i>The school has no strategic or operation lead for its work in this area of safeguarding work</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>A named person at senior management level or a trustee or a senior management committee is identified and responsible for safeguarding children at risk of CSE and is knowledgeable of the work including the strategy, policy, CSE action plan and resources including the CSE Toolkit and Assessment Tool for practitioners.</i>



The above graph paints a little disappointing picture for the county, despite all of the work done both nationally and locally to assist in raising the profile of CSE and ensuring everyone has the tools to help identify and prevent 27% (90) schools do not feel they are fully meeting this standard. As a result the findings of this audit will be passed to the NSCB CSE Working Group who will provide further advice and assistance to schools.

The Trust have expectations that all staff are trained in CSE. Courses completed on line by Virtual College.

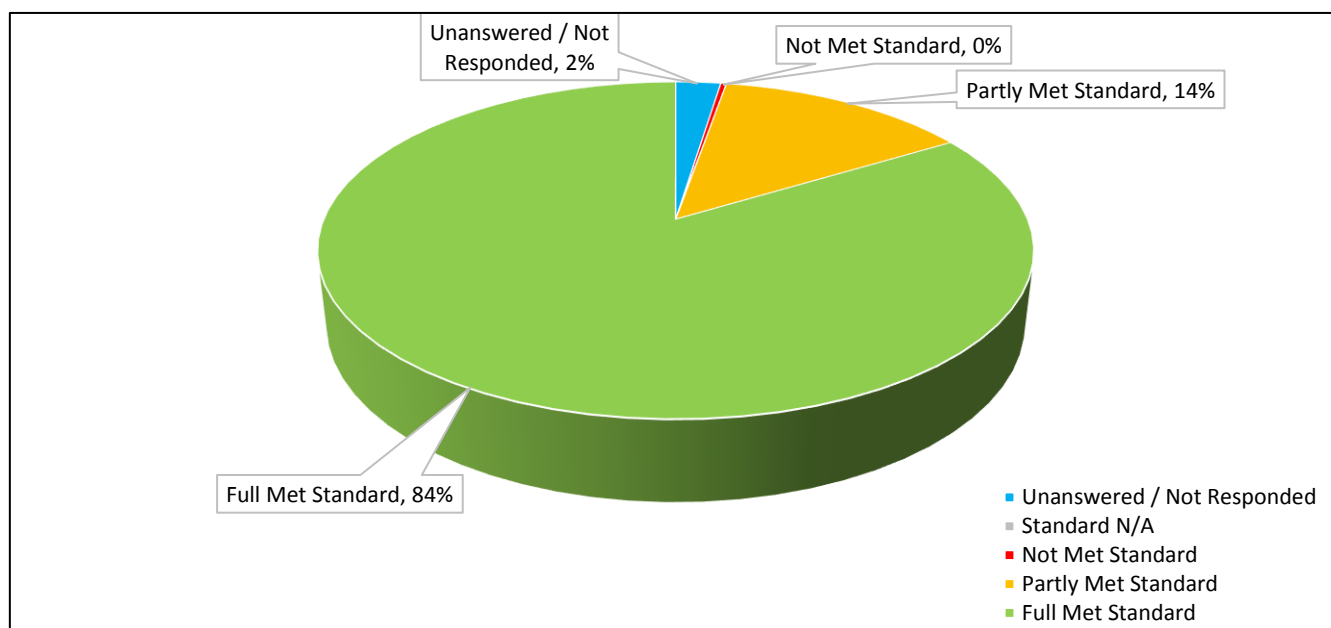
R King is responsible for all safeguarding issues. Liz O'Leary is the Safeguarding governor. Aware of the CSE toolkit.

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Standard 6.2

There is a clear and effective anti-bullying including cyber bullying policy for the school.

1. Not met	2. Partly met	3. Fully met
<i>The school does not have an anti-bullying policy.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a clear and effective anti-bullying policy which includes cyber bullying. There is clear evidence of its impact on children who have been a part of the design process for the policy.</i>



Again another somewhat disappointing area, the 1 school identified as not meeting the standard have identified that the anti-bullying policy was last updated in 2010 although this audit has ensured an immediate update has occurred. Many of the 14% (45) also relate to the need to update this policy and ensure that children and young people are at the heart of its design, the NSCB would encourage all schools to ensure that this policy / procedure has had children and young people's input as it is often the area they feel most strongly about. Moving forward this area will remain an area of focus for the NSCB due to its impact of young people's Mental Health.

There is a clear anti-bullying policy in place and available on the school and trust website. Following audit in 2014 school undertook a student friendly bullying process and poster - shared via assemblies and written by students. The Well-being team and Directors of Learning ensure students are supported and that bullying is dealt with effectively.

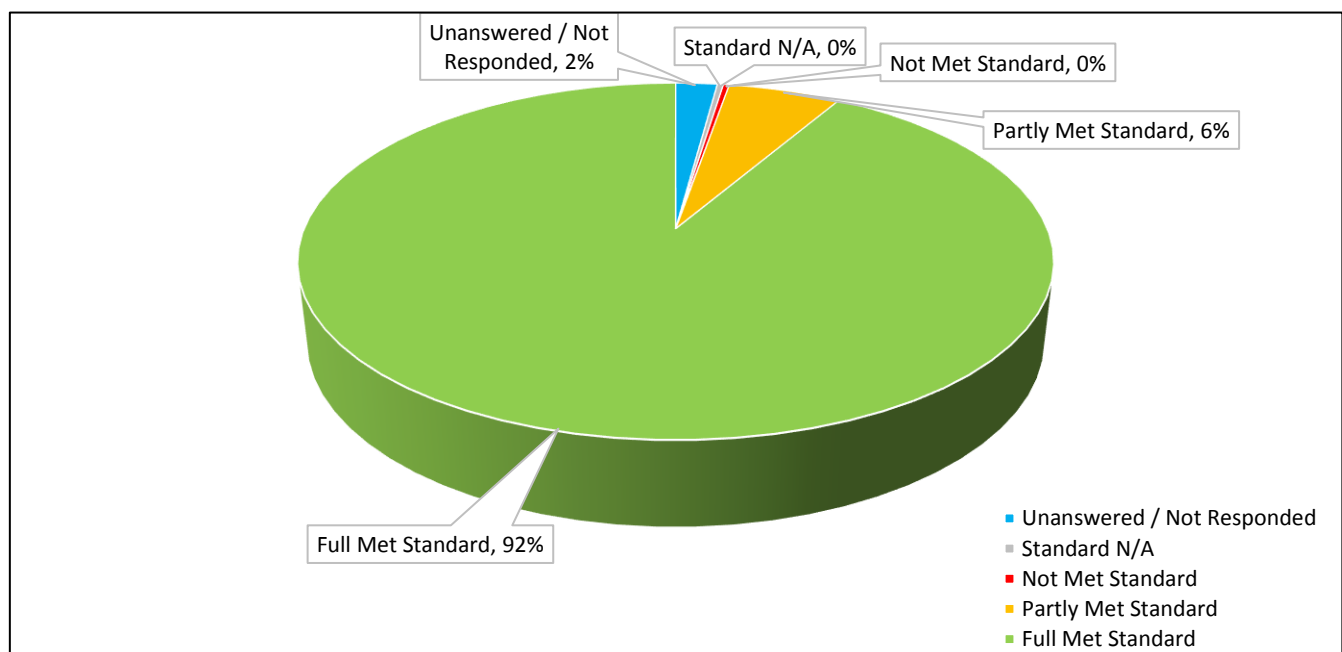
We do have a policy in place but this does need to be reviewed.

The school has a Anti-Bullying policy in place which sets rigorous systems to ensure all allegations of bullying is reported to a SLT member. All unkind behaviour towards others is noted in a Unkind behaviour book kept by all class teachers. These are viewed and monitored by SLT on a termly basis. An anti-bullying parent booklet has also been sent to all parents and available on the website.

Standard 6.3

All teachers are aware of their mandatory duty to report to the police / MASH if they believe FGM has been carried out or is likely to be carried out on a girl under the age of 18.

1. Not met	2. Partly met	3. Fully met
<i>The school is not aware of FGM mandatory reporting.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>Staff within the school are all aware of their duty to report suspected cases of FGM.</i> <i>All staff within the school have received information / training on FGM.</i>



A more positive picture that 92% (302) are aware of their mandatory duty to report FGM and that school staff have received information. The 1 school that has responded N/A with a statement this is not applicable to the setting will be challenged by the NSCB to ensure it becomes aware and the school which does not meet the standard has action in place to ensure staff receive information. The results of this standard will be shared with the NSCB county lead for FGM for information and further work.

Undertake FGM training to become OPS lead practitioner as support whole school team in training to identify and support children as appropriate. By Christmas 2017

Training given 4th Sept 2017 and all staff were made aware of this. Contact tel nos are in the staff room and in their pastoral files which are kept in the classes. Specific training was given on FGM and staff are aware that they need to call the police if this is suspected.

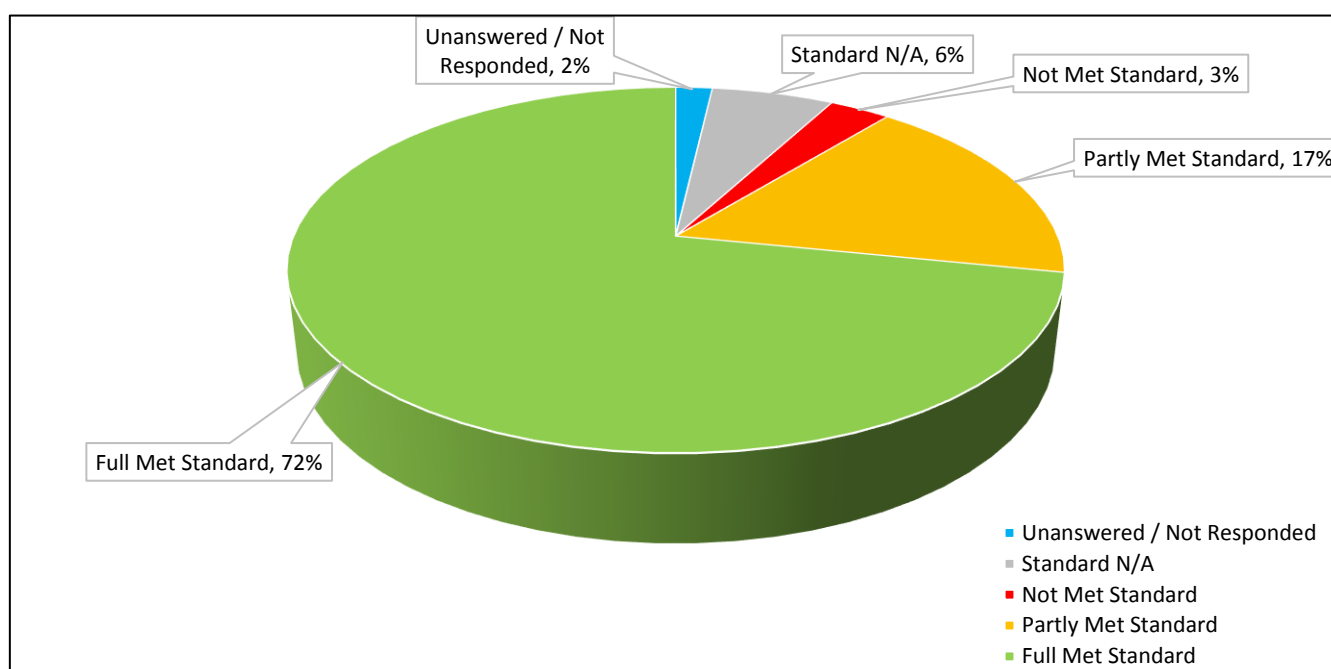
Embedded in safeguarding training and all staff are required to complete individual training. Evidenced on SCR and in staff training file

All staff are aware of the Mandatory reporting of FGM. All teaching staff have received training on how to report.

Standard 6.4

The school and its staff are aware of the role they can play in preventing children being subjected to a Forced Marriage.

1. Not met	2. Partly met	3. Fully met
<i>The school is not aware of its role in preventing Forced Marriages.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>Staff within the school are all aware of the role they can play in preventing Forced Marriages.</i> <i>All staff within the school have received information / training on Forced Marriage.</i>



A positive that a large number of schools are fully meeting this standard. The major reason for a number of schools feeling this is N/A to a school or not meeting the standard is due to the age of the children involved attending the school. The NSCB does plan further work in this area that will focus on education of children and young people as well as early identification of potential victims to ensure this is not an issue for Northamptonshire.

All staff, Safeguarding team, teachers and TA's are aware, have received information through staff training. Are aware that they have a role to play.

We have a member of staff with responsibility for this area. Regular advice, training and information is given at staff briefings, staff meetings, training days and staff news. All staff have had this training.

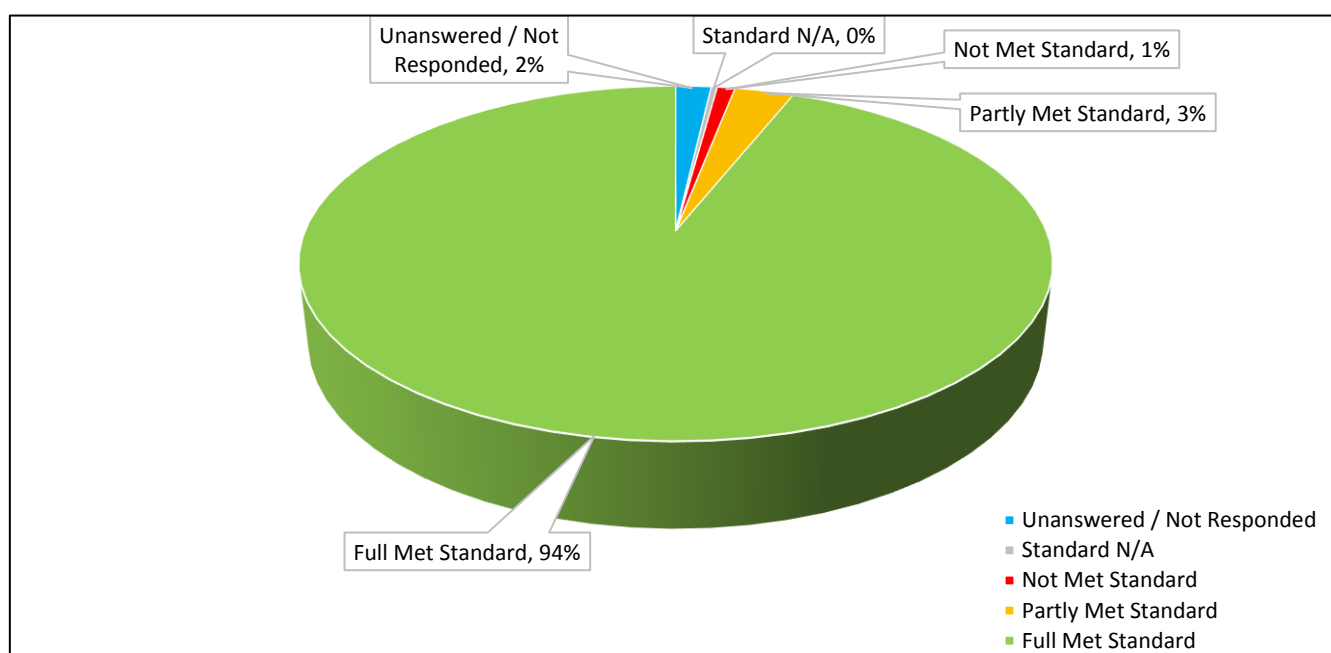
All staff trained and aware of role.

Staff have been made aware of forced marriages.

Standard 6.5

The school has a clear procedure and support mechanism to receive notifications regarding the Domestic Abuse Notification Scheme resulting in appropriate support being in place for its pupils.

1. Not met	2. Partly met	3. Fully met
<i>The school is not aware of the Domestic Abuse Notification Scheme.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a clear process in place for receiving notifications through the Domestic Abuse Notification Scheme. The school then follows up and puts into place appropriate support for the child.</i>



A really positive picture for the county that the majority of schools are aware of the scheme and act appropriately on it. The 4% (14) schools who are not fully meeting the standard will have details passed to the NSCB county lead for Domestic Abuse to follow up with and ensure that the Domestic Abuse Notification scheme is embedded into the school.

Evidence of this may be seen in our weekly Inclusion Team briefing minutes.

Mr Martin (DSL) is responsible for completing and submitting all DV Notification Forms. All incidences and then recorded and logged onto My Concern. If required phone calls home are made to offer additional support for both students and parent. These student will then be monitor within school for a further 4 weeks to ensure there are no further concerns or support needed.

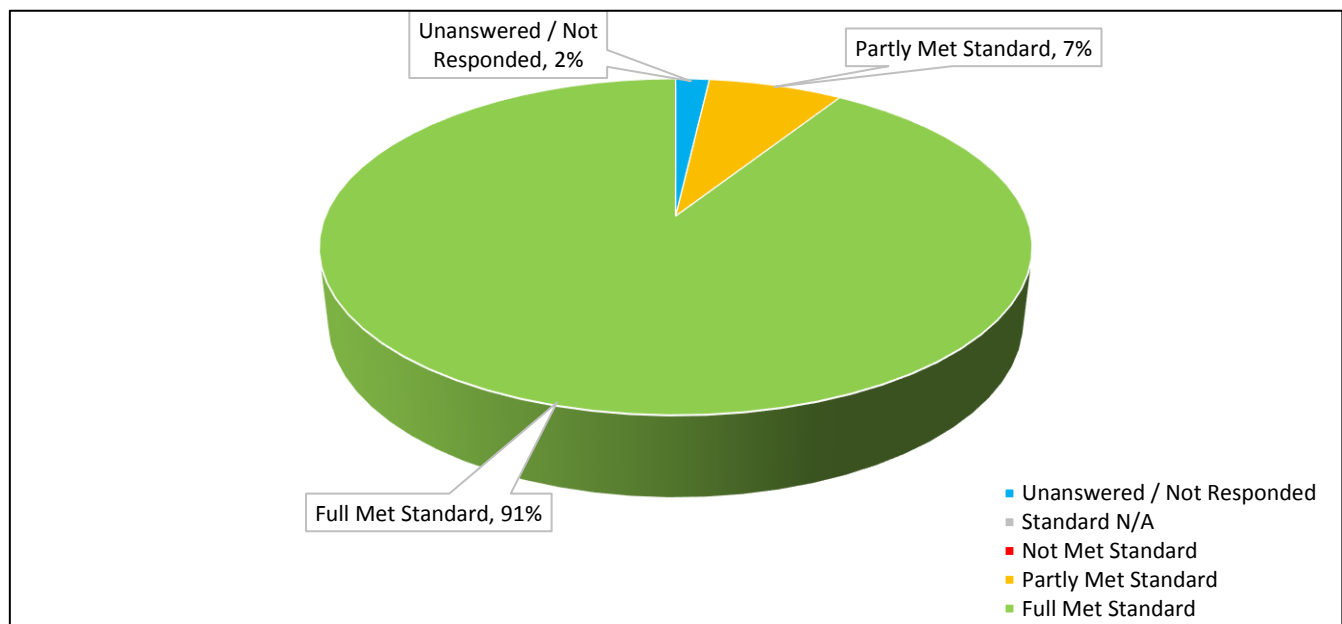
Notifications received by school and always acknowledged. Evidence stored in CP files.

Clear process and recording in place. Staff informed and pastoral support available each afternoon.

Standard 6.6

The school and its staff are aware of their duties under the prevent guidance.

1. Not met	2. Partly met	3. Fully met
<i>The school is not aware of the prevent guidance.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>Staff within the school are all aware of the role they can play in preventing radicalisation.</i> <i>All staff within the school have received information / training on Prevent.</i>



The prevent guidance is mandatory for all schools and all staff should have received Prevent training. The outcomes of this are positive for the county and the 7% (24) schools who are not fully meeting the standard will be followed up but have already identified actions to ensure they fully meet the standard already.

All staff have received training as part of the annual update. 2 DSL's have attended whole day training, and 16 members of staff have received training from an external agency - June 2017

All staff have received online 'Prevent' training and understand their role in trying to prevent radicalisation.

All staff are aware of their duties under the Prevent guidance.

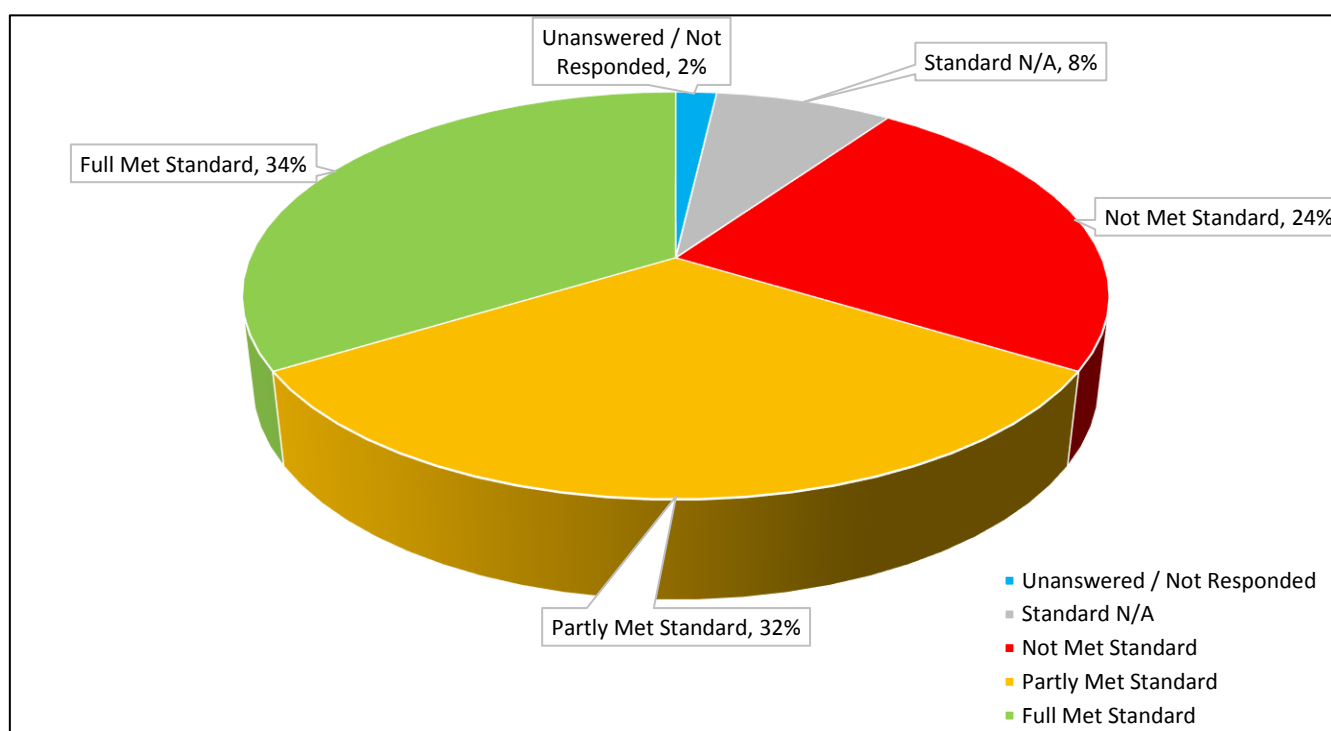
All staff in the school have received Safeguarding training which makes them aware of their duties under the prevent guidance and their role in preventing radicalisation.

All staff aware. All staff reminded of this at staff meetings and on training days. All staff (teaching and non-teaching including lunchtime supervisors and site supervisor) have undertaken the Prevent online training.

Standard 6.7

The school and its staff are aware of the role they can play in identifying and disrupting gang activity in Northamptonshire.

1. Not met	2. Partly met	3. Fully met
<i>The school is not aware of the how it can support disrupting gang activity.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>Staff within the school are all aware of the role they can play in preventing and disrupting gang activity.</i> <i>All staff within the school have received information / training gangs.</i>



Just 32% (111) feel they are fully meeting this standard, this is therefore a key piece of work for the NSCB to help schools in understanding both what could be classified gang activity and the role they could play in helping disrupt it. If we just look at the data for secondary and all through schools the picture is a little more positive at 56% (28 out of 50) fully meeting the standard however this would still identify more work being needed.

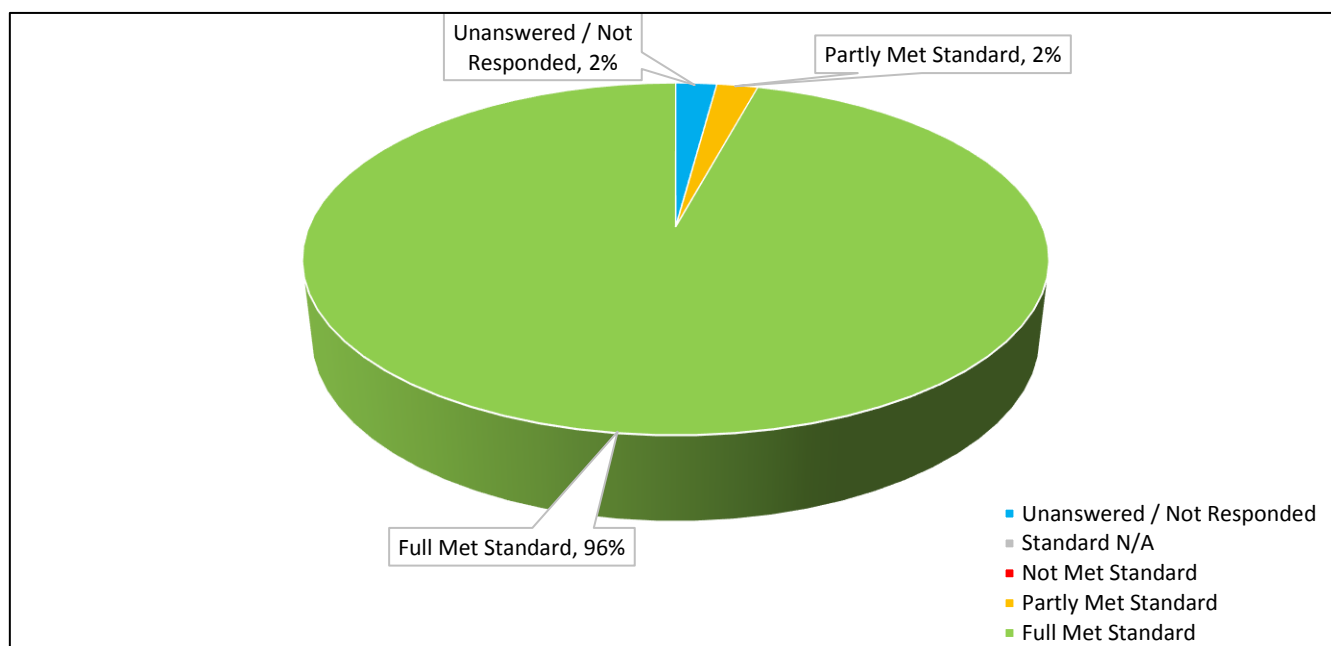
As of September 2017 this features as part of the academy's annual programme of safeguarding and child protection training.

1. Gang activity was delivered during the DSL NSPCC accredited courses to all members of the safeguarding team. 2. Additional training will be attended by the family support worker and DDSL, when offered by LSCB. 3. Referrals are made to social care. 4. Appropriate support and interventions are rational and based on the child's needs which have been identified. Additional training will be attended by the family support worker and DDSL, when offered by LSCB.

Standard 6.8

The school has in place an appropriate and clear policy, procedure and response for children who go missing from education in line with the guidance given by Northamptonshire County Council.

1. Not met	2. Partly met	3. Fully met
<i>The school does not actively report children missing education.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a clear procedure and can evidence its effectiveness for reporting children who are missing education to Northamptonshire County Council.</i>



This is a positive response that all schools are aware of their obligations and what to do for children missing from education. Those 2% (7) schools who have identified themselves as only partly meeting the standard have actions in place to ensure they are fully meeting the standard including ensuring all staff are aware of the procedure not just head and DSL.

The school monitors attendance and half termly reports are created. Issues as they arise are followed up. The school would follow the Northamptonshire County Council guidance for reporting any child who went missing from education. Action: To ensure the procedure for reporting children missing from Education is included in the Attendance Policy.

Clear policy and procedures in place.

Reported to Student Care team, refer to LA guidance.

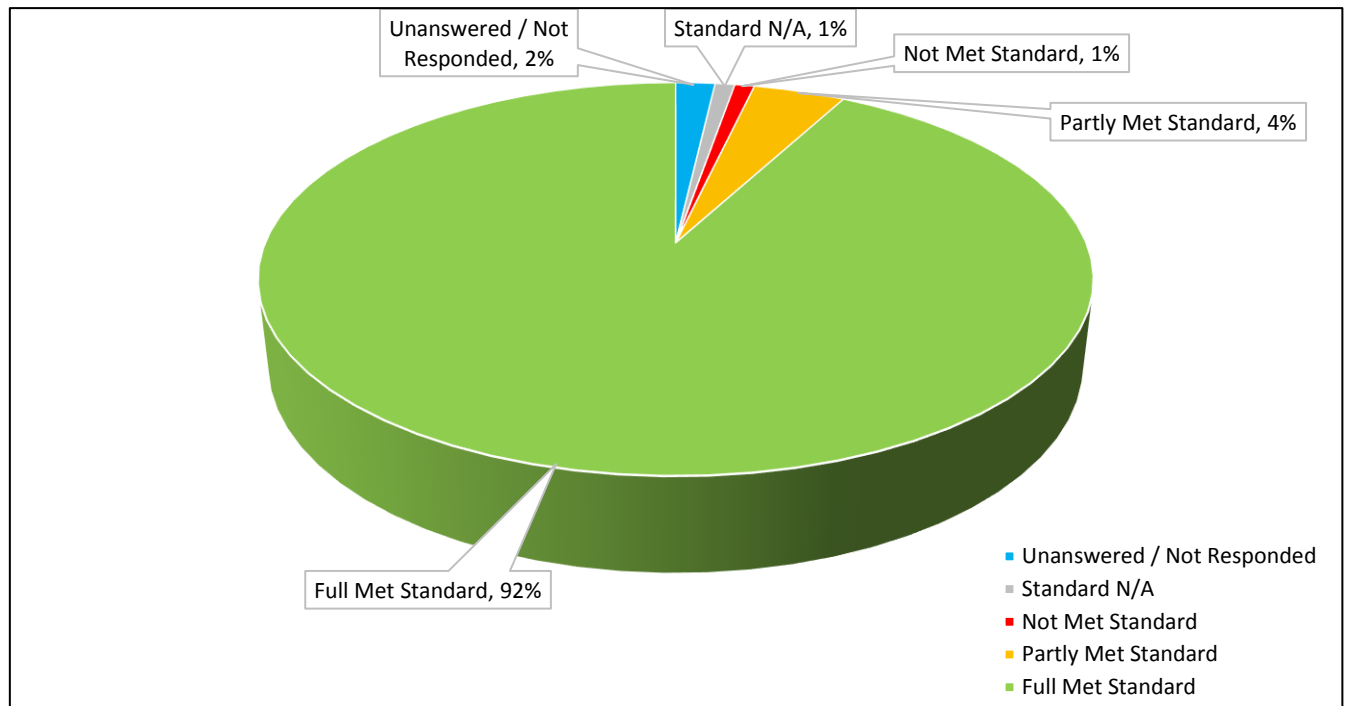
Policy in place in line with NCC guidance.

The Trust has a CME policy in place which reflects the guidance given by NCC. This academic year 21 children have been referred to EIP under this policy.

Standard 6.9

The school is aware of its obligations under Private Fostering and have a process which includes notifying Northamptonshire County Council when the school becomes aware of a private fostering arrangement.

1. Not met	2. Partly met	3. Fully met
<i>The school is unaware of private fostering.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school and its staff are aware of private fostering and report such incidences to Northamptonshire County Council.</i>



The above shows that schools are aware of Private Fostering and the need to report. As part of the return schools were asked to enter the current number of Privately Fostered Children they are aware of at the school into the form.

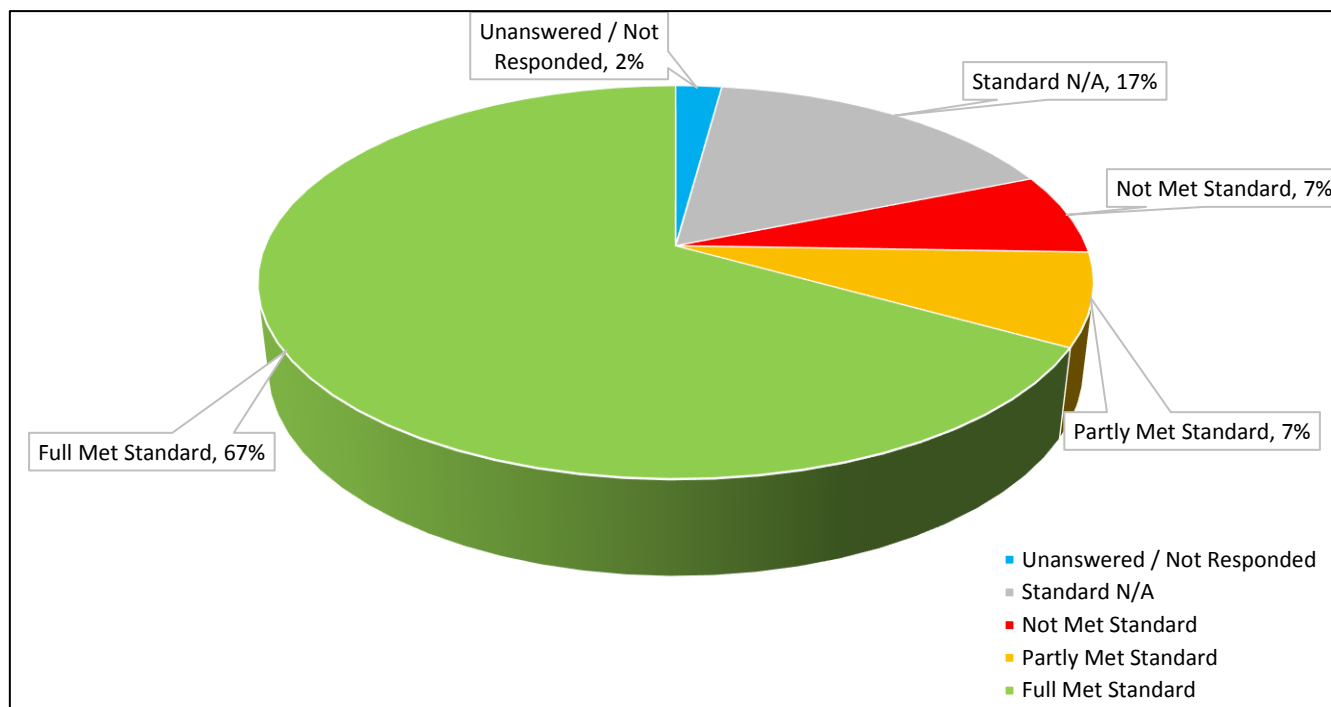
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Standard 6.10

The school is aware of any Unaccompanied Asylum Seeking Children (UASC) who may be at the school as well as Asylum Seeking Children (ASC) and offers appropriate support.

1. Not met	2. Partly met	3. Fully met
<i>The school is unaware of any UASC or ASC.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school is aware of any UASC or ASC in the school and has a system in place to offer any help and support they may need.</i>



A positive set of results to assure the NSCB that this potentially vulnerable group of children are being safeguarded and schools are aware of the potential situation they may be in. From analysing the responses of those who are only partly meeting the standard or less the reasoning behind the response is the school have not had or are unlikely to have any UASC or ASC statements do however say that if there were to be any identified they would access local support as necessary and support the child / family.

Part of the new admission policy and is shared via the safeguarding Policy. We have intensive support from the EAL provision for any students who are UASC or ASC.

The school has 3 unaccompanied asylum seekers who are now LAC students. They are offered regular EAL support (however more support from county would be welcomed). They are supported through their PEPs and are offered emotional support as well.

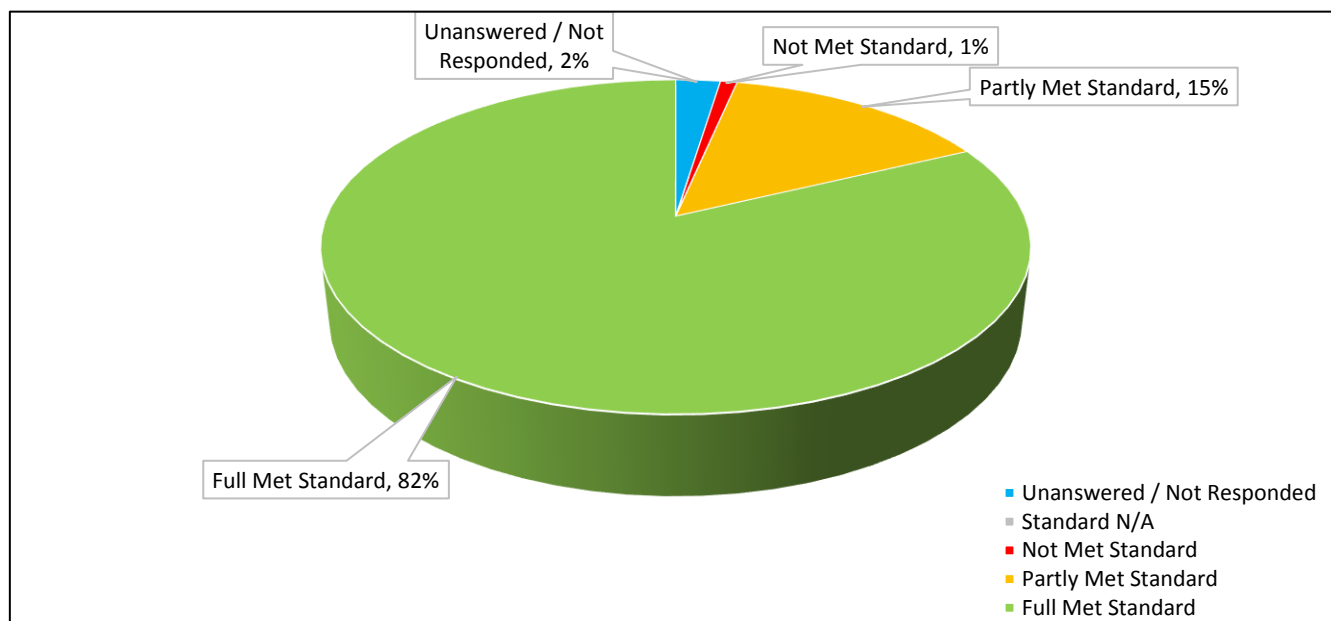
The Academy is aware of any unaccompanied asylum seeking children who may be at the school as well as Asylum seeing children and offers appropriate support.

3.6 Teaching about Safeguarding to Pupils / Peer on Peer Abuse

Standard 7.1

The school and its staff recognise the existence of peer on peer abuse which is recognised in the child protection / safeguarding policy with details on how this will be investigated and dealt with.

1. Not met	2. Partly met	3. Fully met
<i>The school does not have a process to deal with peer on peer abuse.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The schools policy includes peer on peer abuse and reflects the different forms of peer on peer abuse that can take place and recognises this is still abuse. It is made clear this will not be tolerated and passed off as "banter" or "part of growing up". It is also clear as to how victims will be supported.</i>



The next series of questions relate to teaching on safeguarding, some schools appear to be very good at including a number of areas into the curriculum other clearly need more support. The next section of analysis reflects this and will be a key aim to support schools with this moving forward.

The first question relates to the recognition of peer on peer abuse, this is clearly known and identified by the majority of schools although a number identify it could be included more explicitly and expanded upon within the schools policy and procedures. Future NSCB work will centre around helping schools understand what constitutes peer on peer abuse.

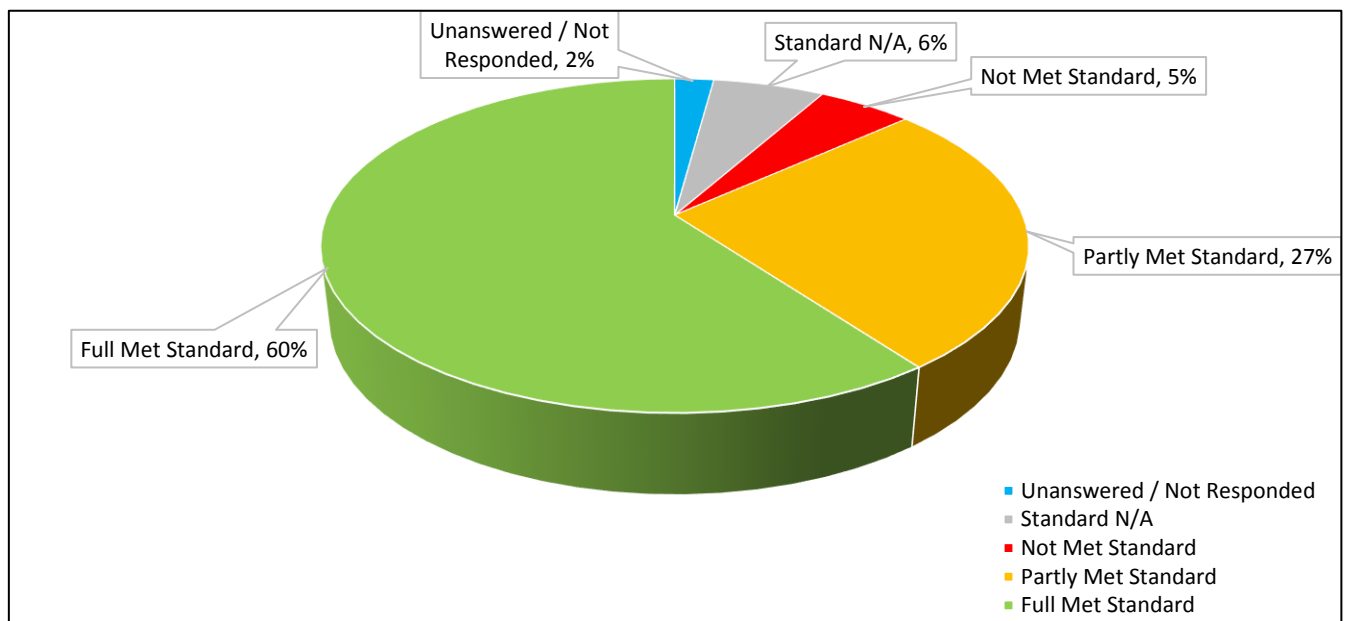
Strong Friendship and Anti-bullying ethos. Age appropriate assemblies tackle issues such as the use of homophobic language. All incidents are recorded and support for children put in place. Philosophy 4 Children and our Life Skills curriculum encourage debates and discussions in a respectful forum.

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Standard 7.2

The schools approach to peer on peer abuse via sexting is reflected in its child protection / safeguarding policy.

1. Not met	2. Partly met	3. Fully met
<i>The school does not teach children about sexting.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>Sexting is covered as part of the curriculum with pupils learning about its dangers.</i> <i>There is a process in place to deal and combat any sexting issues that arise within the school.</i>



Online Safety and Sexting is clearly an emerging issue and relates to a number of the standards in this section. While some schools identified and responses analysed do not specifically discuss sexting they do discuss protective behaviours and online safety. A number of schools especially primary schools do state that while sexting may not be covered with children it is covered with teachers and parents during online safety evenings and sessions.

Delivered to year 5 and 6 through a lesson with follow up leaflet sent to parents.

Structured program through curriculum. Workshops for all year groups and for staff and parents provided by Simon Aston NCC. Whole school and key stage assemblies address issues in response to current issues at age appropriate level.

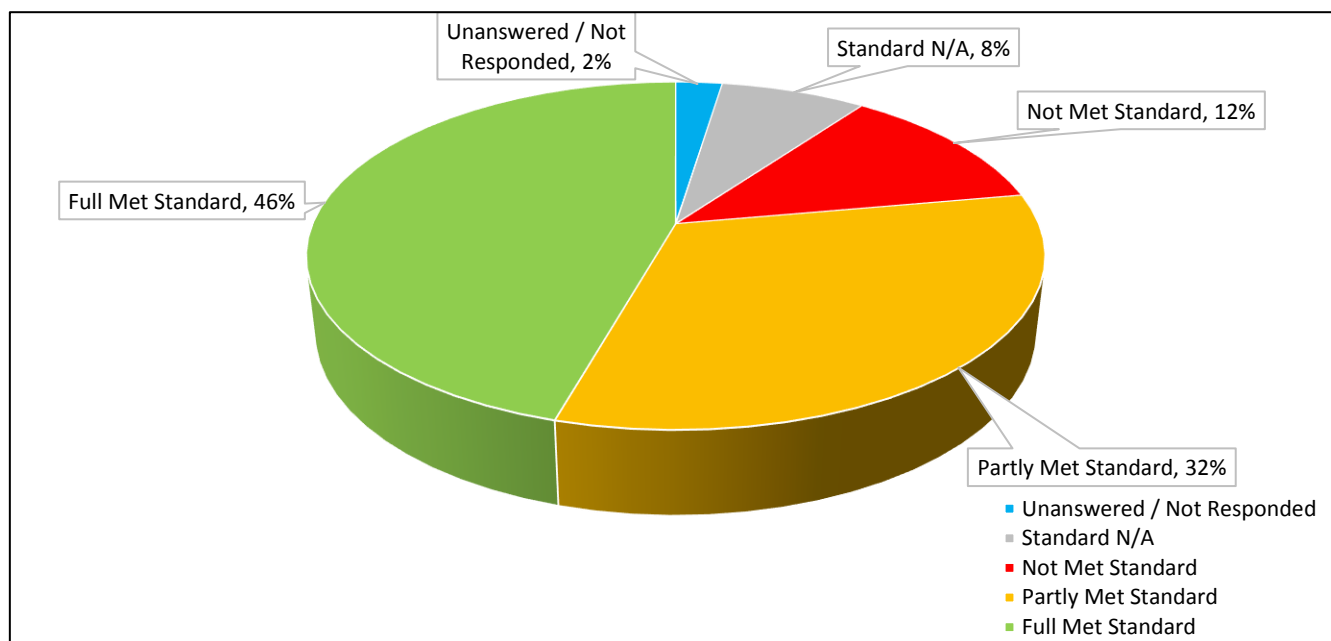
Delivered in assembly to all year groups.

All years: Delivered by Jo Baron and previous Head of School, Steve Harvey. Delivered via single sex assemblies with videos (Childline and NSPCC recommended).

Standard 7.3

The school ensures it provides opportunities for pupils to learn about and be aware of the risks associated with Child Sexual Exploitation as part of a broad and balanced curriculum.

1. Not met	2. Partly met	3. Fully met
<i>The school does not teach children about CSE.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>CSE is covered as part of the curriculum including warning young people about its dangers and signs to spot.</i> <i>The school has used materials in the NSCB CSE Toolkit and is aware of the CSE Campaign material available in the county.</i>



As was also the case with standard 6.1 on CSE this is a disappointing result with the national and local high profile CSE has received in recent years. The responses to this question will be passed to the NSCB CSE and Missing Working Group for further analysis and work. While it is clear from responses that a number of schools have and continue to use resources available such as the CSE Toolkit and Kayleigh's Love Story other still have more to do. It should be noted that a large proportion of schools do mention the teaching of Protective Behaviours throughout the school this is especially the case at Primary level.

Which year group(s)? 7-13

Who delivered the training (if external please specify organisation)? The Buzzed Drama and RISE team - Kayleigh's love story

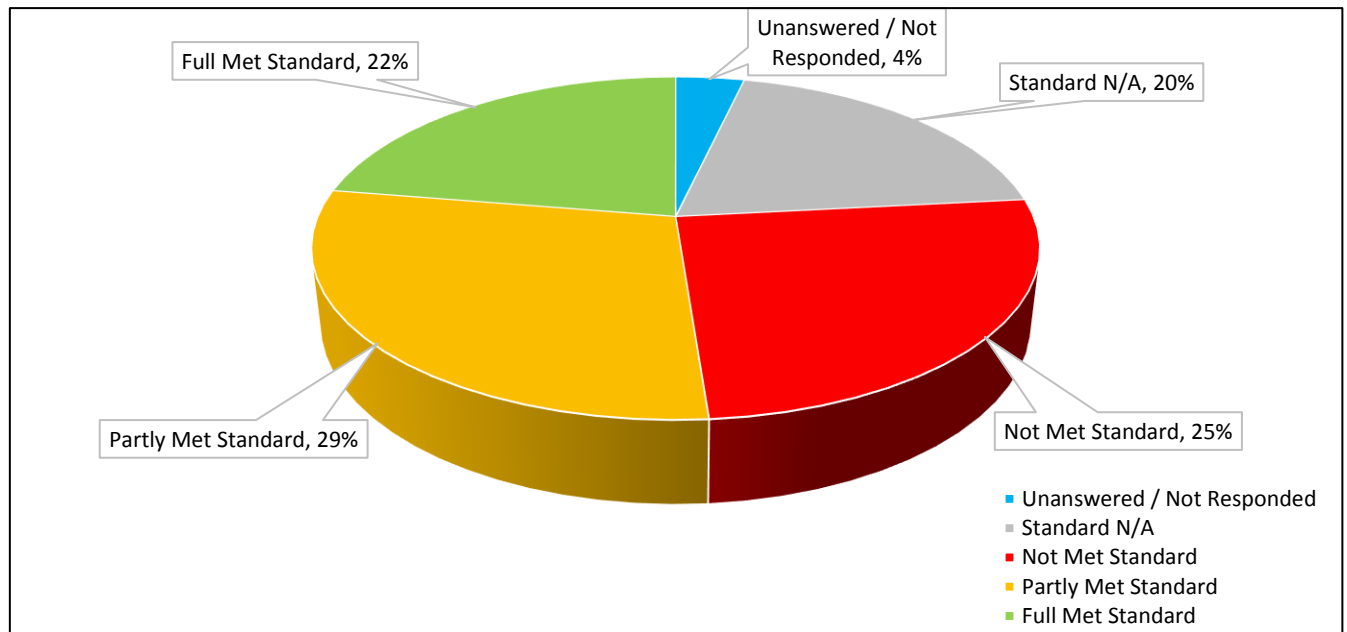
How training was delivered? (assembly/ lesson/workshop/production/video) Drama workshop and Assembly with video

Taught to the children through PHSE lessons and covers relevant issues.

Standard 7.4

The school ensures it provides opportunities for pupils to learn about and be aware of the risks associated with Female Genital Mutilation as part of a broad and balanced curriculum.

1. Not met	2. Partly met	3. Fully met
<i>The school does not teach children about FGM.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>FGM is covered as part of the curriculum and pupils are aware of what to do if they have any concerns.</i>



Another area where it is important to consider age appropriate teaching. This is the area of teaching with the lowest number of schools feeling they fully meet the standard. An area for the NSCB to look at and signpost schools to age appropriate materials, it is acknowledged that the Protective Behaviours programme while not specifically talking about FGM will go some way in teaching young children about protecting themselves.

The results of this standard will be passed to the county lead for FGM to consider any additional help for schools including the importance of teaching to all students as disclosures of FGM are unlikely to come from potential victims to professional but to friends within a peer group. It is also important for all schools to consider the displaying of posters not just for pupils but for parents information / awareness.

This is handled in an age appropriate approach in a primary school.

SRE lessons cover consent, sexting and sharing of information online. We display an FGM poster to give guidance.

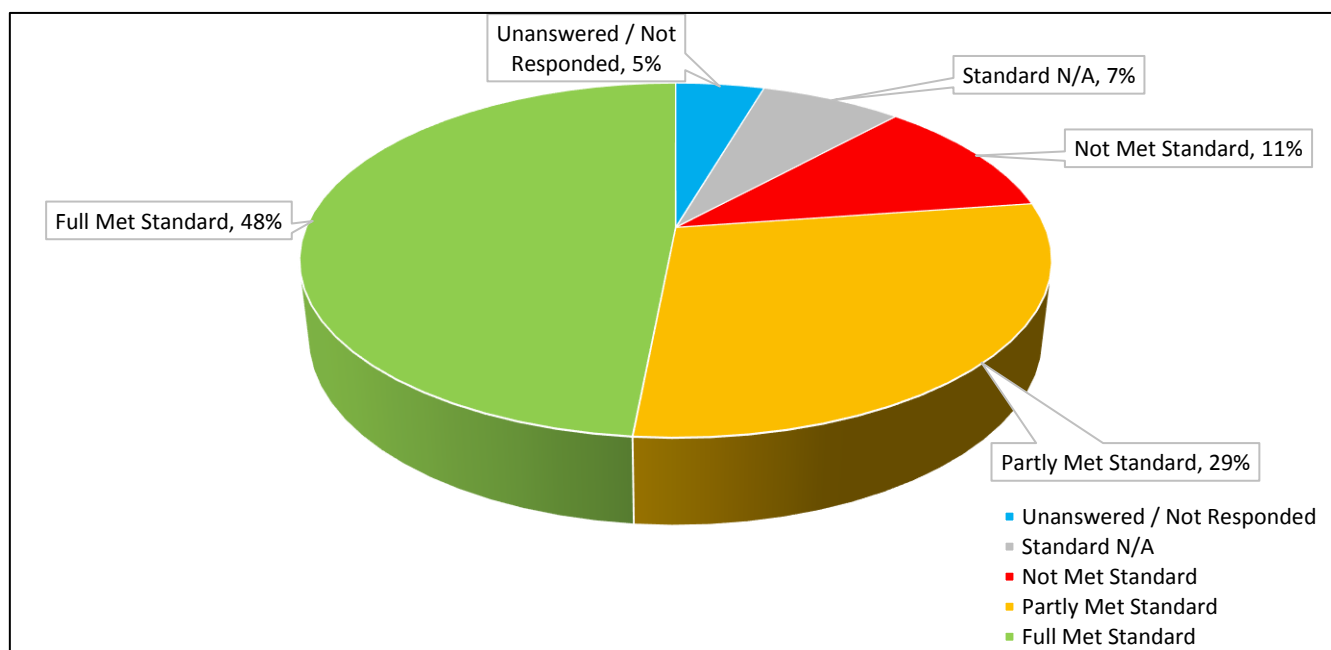
Covered in areas of the curriculum such as RE and PSHE, would benefit from assembly time.

It is mentioned of cultural understanding in tutor time. Action: GMA to lead on PSHE curriculum. Broader discussion to take place in September 2017 with DSL team as to where this sits in the curriculum and how and to whom it should be taught.

Standard 7.5

The school ensures it provides opportunities for pupils to learn about and be aware of the risks associated with preventing radicalisation and gang activity as part of a broad and balanced curriculum.

1. Not met	2. Partly met	3. Fully met
<i>The school does not teach children about radicalisation and gangs.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>Preventing radicalisation and understanding different cultures and traditions forms part of the curriculum including what to do if pupils have concerns.</i>



As seen in the previous standard 6.7 gangs is already an identified area that schools need additional support. The NSCB working group will looking into this and identify appropriate resources for schools to use for pupils, teachers and parents.

With regards to radicalisation this should be an area schools are already aware of and educating students on although it should be noted there would be significant differences in the way this is taught between primary and secondary schools.

Police visit and give a prevent talk to each of the three age groups in KS3, this is followed up by comprehensive lessons on FBV's and being British. This is then built on in Years 10 and 11 PSHEE lessons.

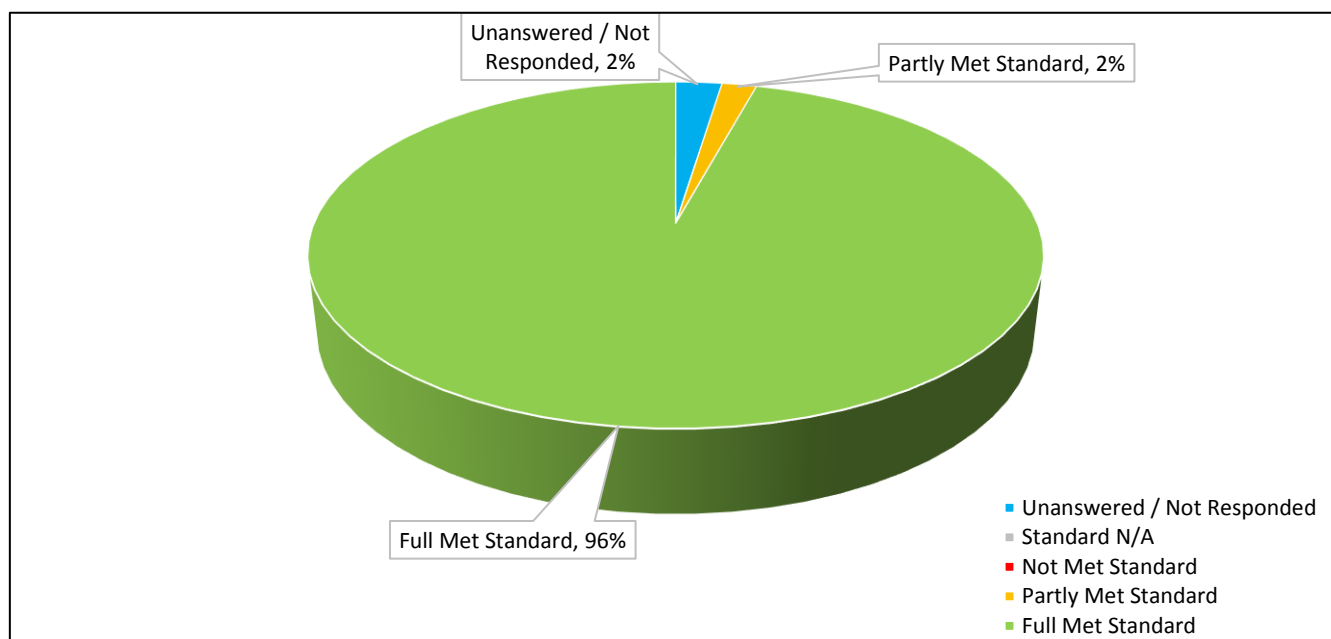
Gangs via workshops in Term 5 2017. Radicalisation is delivered by assemblies.

Assemblies in school have been used to make students aware of radicalisation and what to do if they have concerns surrounding it. Understanding different cultures and traditions forms part of the Religious Studies curriculum which every student takes at GCSE.

Standard 7.6

The school ensures it provides opportunities for pupils to learn about online safety including the use of social media as part of a broad and balanced curriculum.

1. Not met	2. Partly met	3. Fully met
<i>The school does not teach about online safety.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensures that children and young people are taught about online safety to include the potential dangers online as well as keeping themselves safe on social media.</i>



A positive area for the county. This is clearly a priority area for schools, the 2% (6) schools currently not delivering this have plans in place to put it as part of the curriculum from September 2017. The number of schools mentioning Simon Aston (NCC E-Safety Officer) and using his resource is very positive.

If this has been delivered please specify: E-safety is taught. Through the Year Tutorial programme of education. Each year group have a year specific assembly and follow tutorial activities over a two week period. Delivered annually.

Which year group(s) All

Who delivered the training DHT /DSL

How training was delivered? (assembly/ lesson/workshop/production/video)= Yes to all PSHE = Y7 term 1 Stay Safe module

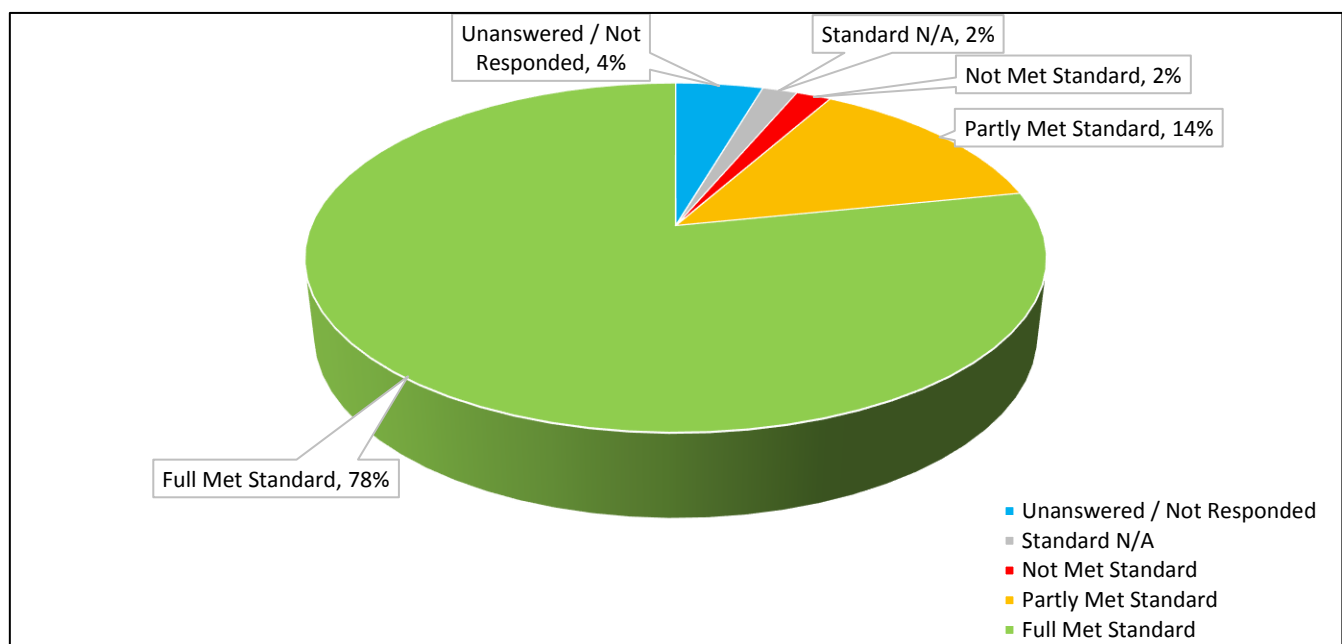
all year groups have elements of e-safety in their IT curriculum, The whole school took part in a wide variety of activities as part of Internet Safety week 2017.

Online safety is taught to all children through ICT lessons, assemblies and workshops. The school holds workshops for parents delivered by Simon Aston and has a section of the website devoted to online safety.

Standard 7.7

The school teaches its pupils about the dangers of substance misuse to include drugs, alcohol and new psychoactive substances (legal highs).

1. Not met	2. Partly met	3. Fully met
<i>The school does not teach about substance misuse.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>Substance misuse is taught as part of the PSHE curriculum with information including the law given on drugs, alcohol and new psychoactive substances.</i>



A more positive area that schools are teaching children and young people about. From analysing responses this is predominately through assemblies and occasionally dedicated PSHE lessons. The responses below evidence this and show the variety of ways the subject is being taught.

This has been covered in the Life Education bus which visits. This has been targeted at children in Y4, Y5 and Y6.

Some arrangements in place through PHSE curriculum however this needs to be developed. Solve It have been contacted to do focussed work during autumn term.

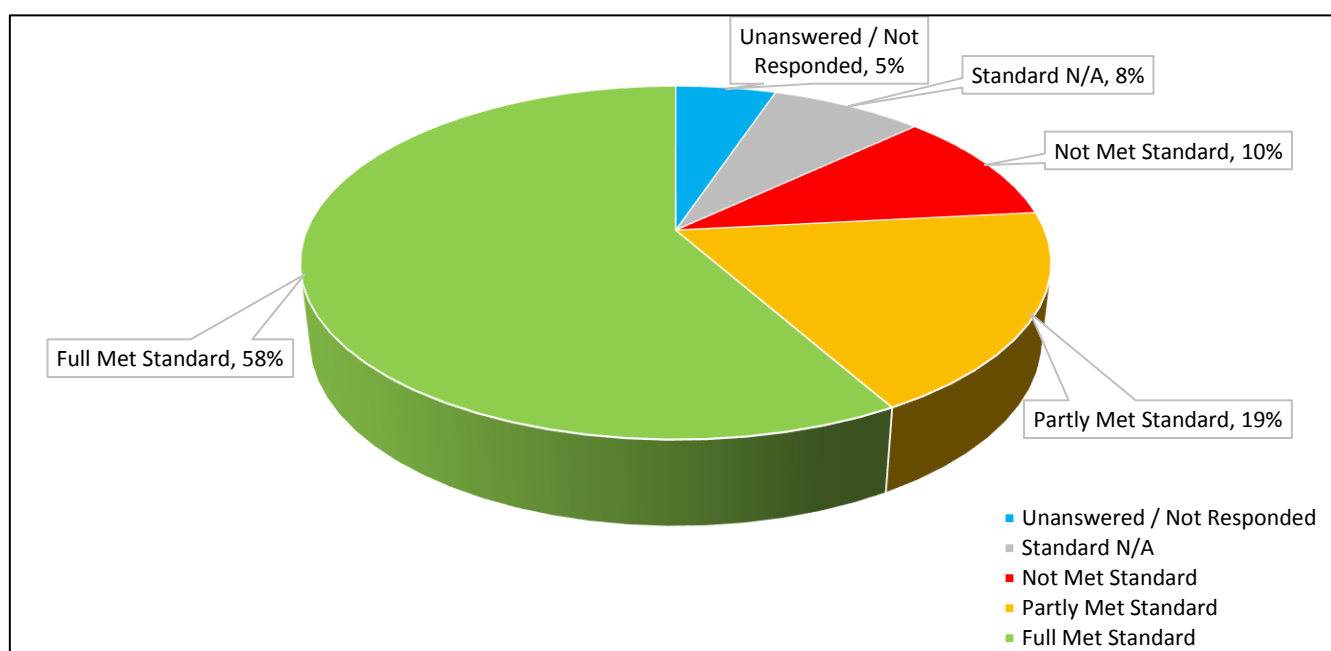
PSHE - all years Lent term. Mayfitt Education 2017 Years 9-13 (Drugs and Sexual Health) - timings will change next year but still covered often more contextually.

Sixth Form sessions about substance abuse and protective behaviours. Included in Y7-11 tutor programme but programme to be reviewed and updated. Action: *MJH (Assistant Headteacher) to create a Health and wellbeing program for PSHE (including Drama+) which addresses the misuse of drugs, etc and the law. Collaborative project with the school nursing team. Impact: measured through student questionnaire focussed on the law. Half term unit to be delivered in 2017-18.*

Standard 7.8

The school teaches its pupils about the dangers of being in an abusive relationship including how to access help and support.

1. Not met	2. Partly met	3. Fully met
<i>The school does not teach about abusive relationships.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>Abusive relationships is part of the PSHE curriculum with the school offering help and support from both a victims and perpetrators perspective to ensure all parties are educated and safeguarded while recognising that peer on peer abuse may have occurred.</i>



Recent work and data have shown that abusive relationships amongst young people in on the rise and an area that children and young people need to be taught about and understand more to protect themselves from potential peer on peer abuse in the short term but also in the longer term becoming a victim of domestic abuse. The majority of schools responding to this standard use the Protective Behaviours programme to teach at a primary age. This is likely to become a key area of interest for the NSCB moving forward with more bespoke resources needed for schools at secondary level to effectively deliver sessions to students.

This is taught as part of the PSHE Curriculum.

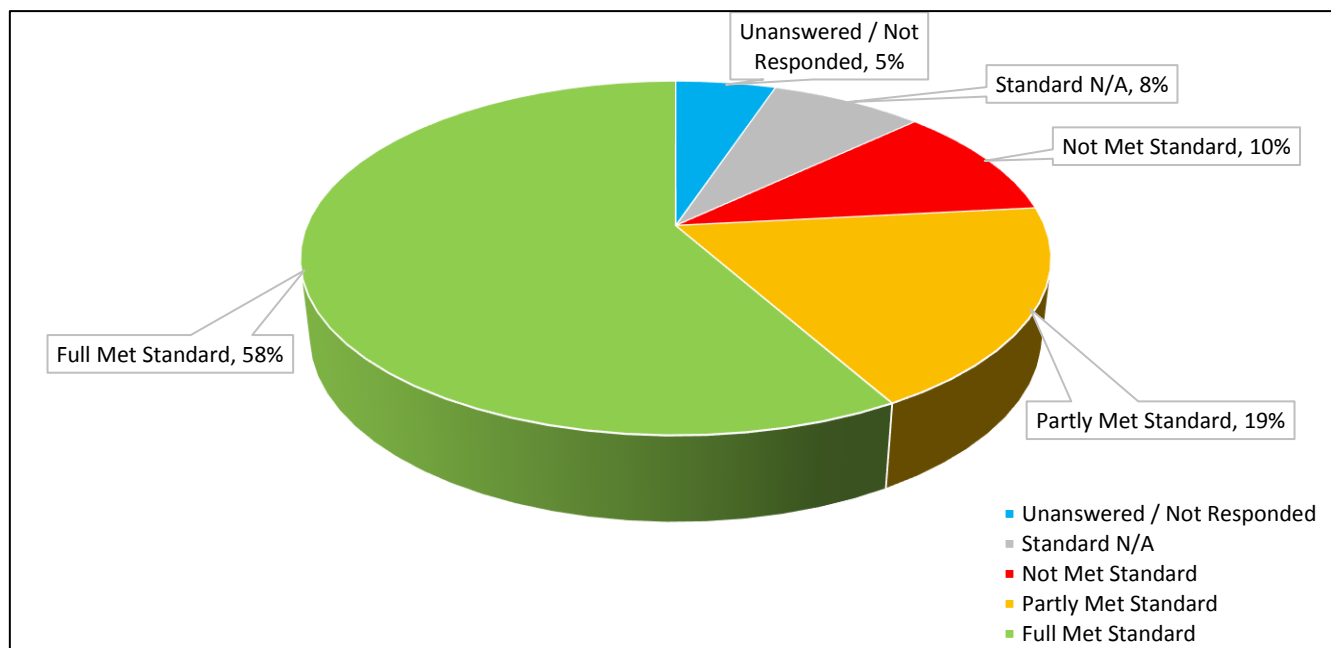
The dangers of abusive relationships in taught in assemblies delivered PCSOs and police officers to Year 9. From September 2017 to July 2018 we have a calendar of events to cover all areas of staying safe. We also promote the service of the School Nurse weekly drop-in, which the students know is a confidential service. In September 2017 we shall have a School Counsellor employed full time.

NSPCC whole school Assembly. Protective Behaviours is taught throughout the school.

Standard 7.9

The school offers pupils help and support with recognising and managing mental health issues that may occur.

1. Not met	2. Partly met	3. Fully met
<i>The school does not support pupils with regards to mental health.</i>	<i>Please rate 'Partly met' if your school has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school recognises the importance of young people's mental health and has support mechanisms in place should a young person need it.</i>



Young People's Mental Health is an important area being highlighted at a national level more and more. It is pleasing to see so many schools offering pupils support and help with this from a young age and recognising the vast about of issues that can affect mental health as detailed in the responses below. From analysing the returns of those not fully meeting the standard they all have actions to improve the education and support pupils receive around Mental Health.

Our PSHE is built around work on MH for all pupils. Have worked with TAMHS to train staff to support MH of pupils.

School is part of a 2 year TAMHS project and is just completing a wellbeing wheel. We teach children how to deal with managing their mental health including anxiety. Some staff have attended training on this.

We are part of TAMHS programme and will be working on this further next year.

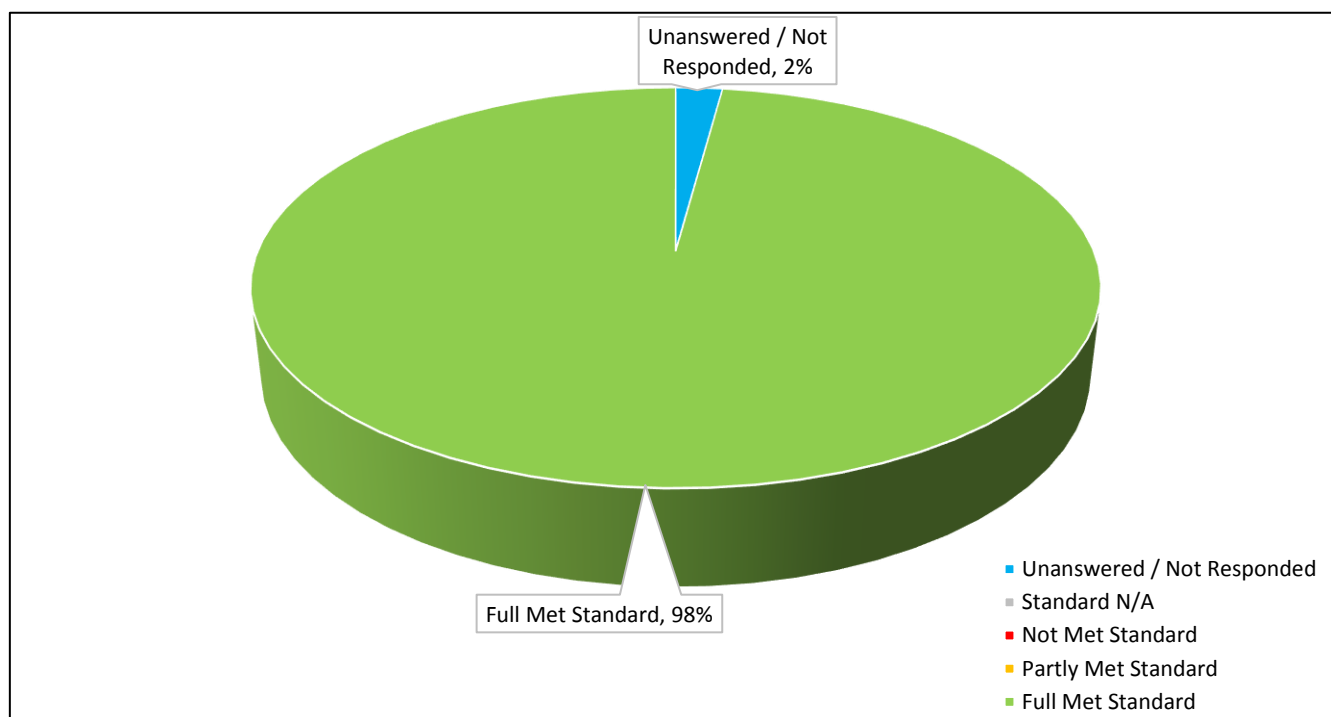
The school works very closely with local services such as CAMHS and service six and hold meetings and student referrals within the school. The DSL leads assemblies on Mental health issues and identifies ways students can seek help and information - as listed in how the school shares services with students.

3.7 Record Keeping / Information Sharing

Standard 8.1

The school has a process for clear and accurate recording of any child protection / safeguarding concerns raised within the school.

1. Not met	2. Partly met	3. Fully met
<i>The school does not have a process of recording concerns raised.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a clear process for recording all safeguarding concerns that are raised which are kept to form future concerns.</i>



The above is a legislative requirement that the NSCB would expect no less than a 100% compliance of completed schools.

Fully met, ISI Inspection Nov 2016 - fully compliant

My Concern since October 2016 - Locked safeguarding filing cabinet for any paperwork which is not electronic.

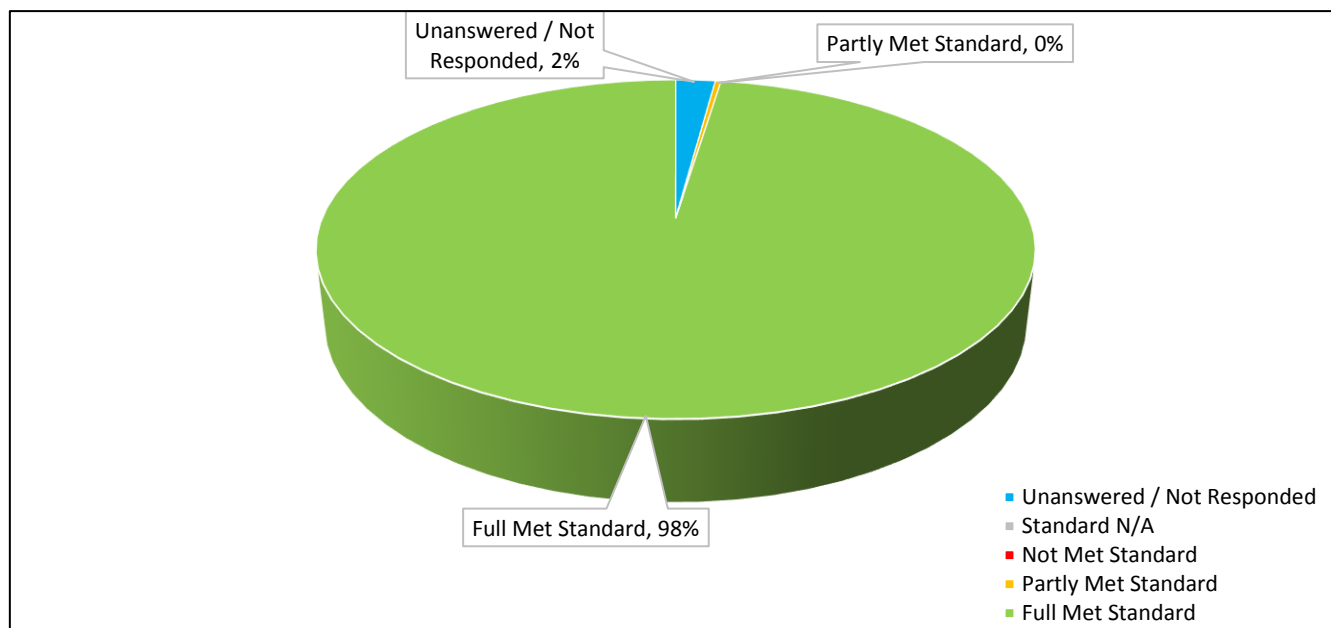
Finedon Infant school and Finedon Junior school have agreed recording concerns forms, follow up and paper records. However, IFLT has just purchased 'My Concern' which DSL's have just been trained on. This will be presented to staff in the new academic year.

All safeguarding concerns are logged using our online CPOMs system within a 2 hour timescale. If a child is in immediate danger all staff know they have to report immediately. The CPOMs systems keeps a chronological list of all incidents and actions taken. The Higher Needs Team also maintain an accurate log of all MASH safeguarding referrals.

Standard 8.2

All files within the school are stored securely and transferred securely when a child moves school.

1. Not met	2. Partly met	3. Fully met
<i>The school does not keep files securely.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensures that all files are kept securely and when a child moves schools the information is transferred in a efficient and timely manner.</i>



As with the above standard this is as expected by the NSCB, the 1 schools response that has marked they only partly meet this standard is below.

Information is securely stored either in the safeguarding filing cabinet which is locked, or on MyConcern. Information is shared when a student transferred, but logistics mean that it is not always possible to transfer in as timely a manner as we would like. As more schools adopt MyConcern, it will become easier, as electronic transfers will ensure that all information is shared straight away.

We log when files have been sent. Send these securely if we can not hand deliver and obtain a signature from the receiving DSL. When children join us we have a conversation with the child's last DSL to check for safeguarding issues.

Information is copied and is either hand delivered and signed for or sent recorded delivery. This is carried out immediately if a child leaves or if it is the end of year 6 is delivered on the last day of term.

Documents sent on to next school securely; DSL or deputy will visit schools where safeguarding is of considerable concern.

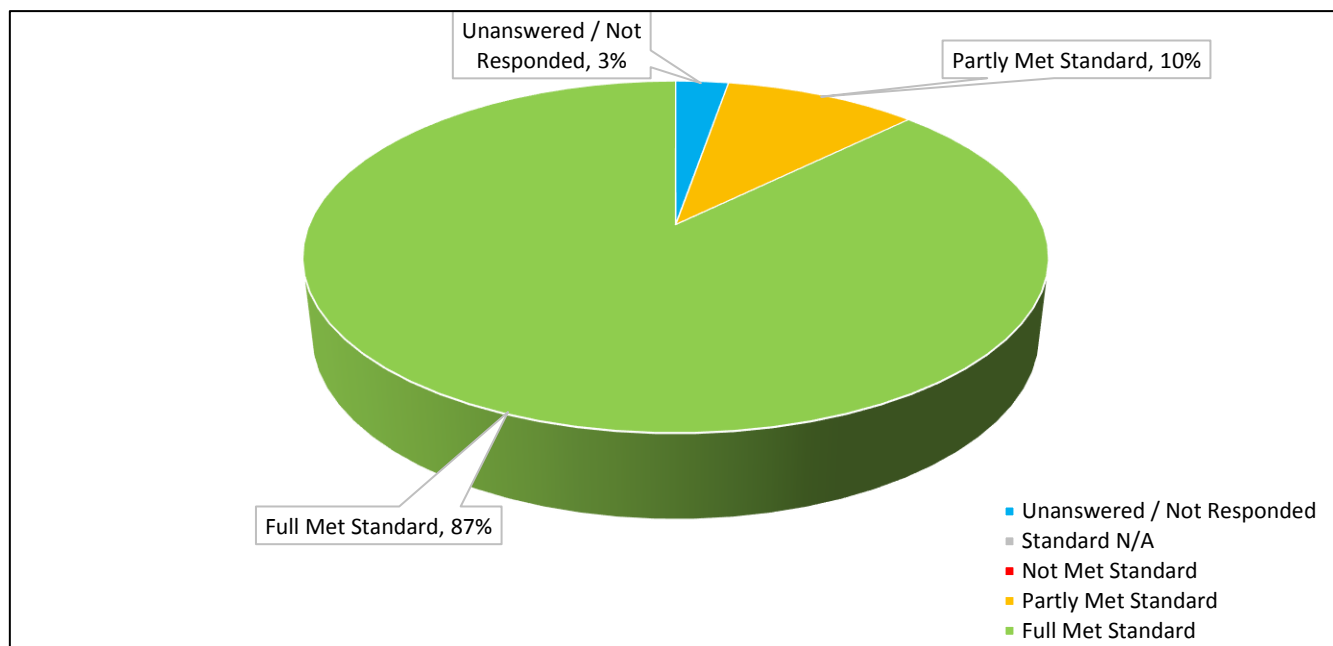
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Standard 8.3

Files are regularly audited by the DSL or head teacher to ensure quality and consistency of recording, actions and outcomes.

1. Not met	2. Partly met	3. Fully met
<i>The school does not carry out any audits of files.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The DSL / head teacher regularly carries out audits of files and feeds back any concerns or good practice to staff.</i>



It is encouraging to see regular audits being carried out, it is also encouraging that the 10% (33) of schools that state they are only partly meeting the standard do carry out audits but recognise that more could be done.

Files are reviewed regularly by DSL and DDSL. This includes looking at the diary in the Safe on SPTO.

Files are reviewed and audited frequently by the three DSLs in school. Feedback is provided to school staff when appropriate.

Reviewed termly.

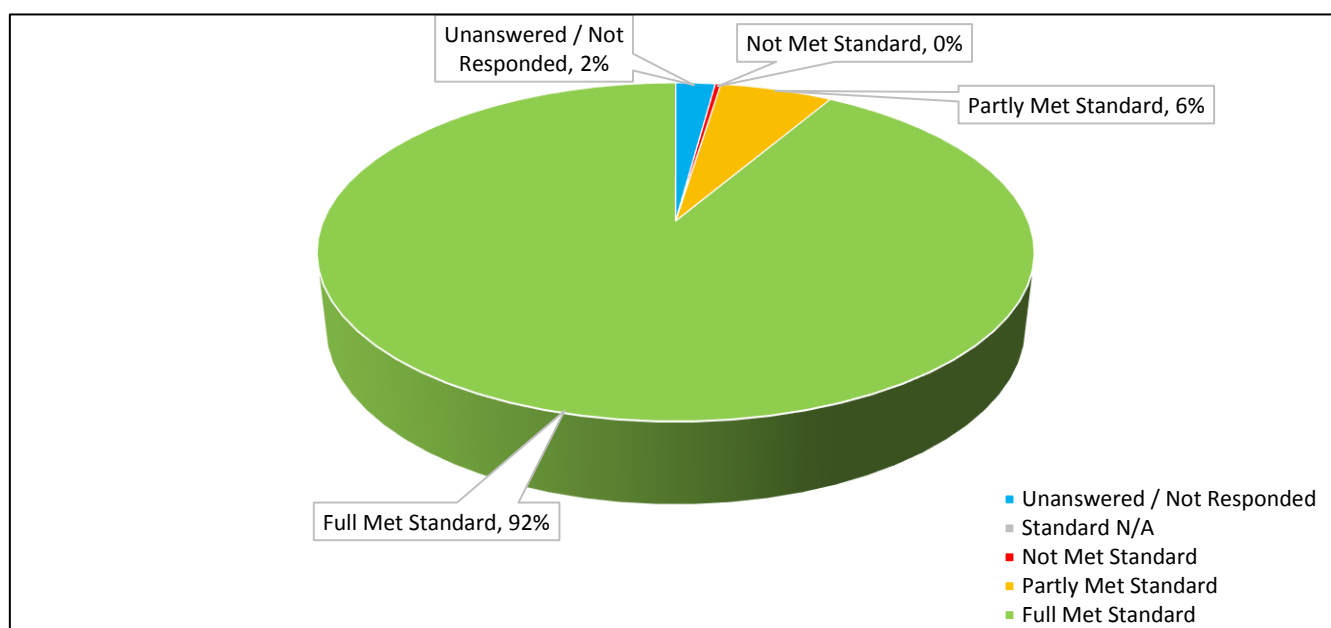
DSLs meet regularly resulting in thorough monitoring of actions and outcomes.

Regular record check by SLT on school calendar.

Standard 8.4

All staff and volunteers who come into contact with children should understand the purpose of information sharing in order to safeguard children.

1. Not met	2. Partly met	3. Fully met
<p><i>Staff and volunteers are unaware of the organisation's policies and their personal responsibilities relating to information sharing.</i></p> <p><i>Staff and volunteers are not confident about what they can share under the law, including how to obtain consent to share information and when information can be shared even though consent has not been obtained.</i></p>	<p><i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i></p>	<p><i>All staff and volunteers are aware of their personal responsibilities relating to sharing information in order to safeguard children and understand its purpose.</i></p> <p><i>All staff / volunteers are confident about what they can and should do under the law, including how to obtain consent to share information and when information may be shared even though consent has not been obtained.</i></p>



The school that has marked they are not meeting the standard and those who are partly meeting the standard have actions to address this need immediately with all staff and volunteers to ensure they are aware of information sharing requirements in line with the standard.

regular reminders to all staff and displayed on staff safeguarding board but recent incident shows this was not 100% understood- focus for additional training.

All staff and volunteers are made aware of their responsibilities with regard to safeguarding, how to record concerns and who the DSL's are and how to contact them.

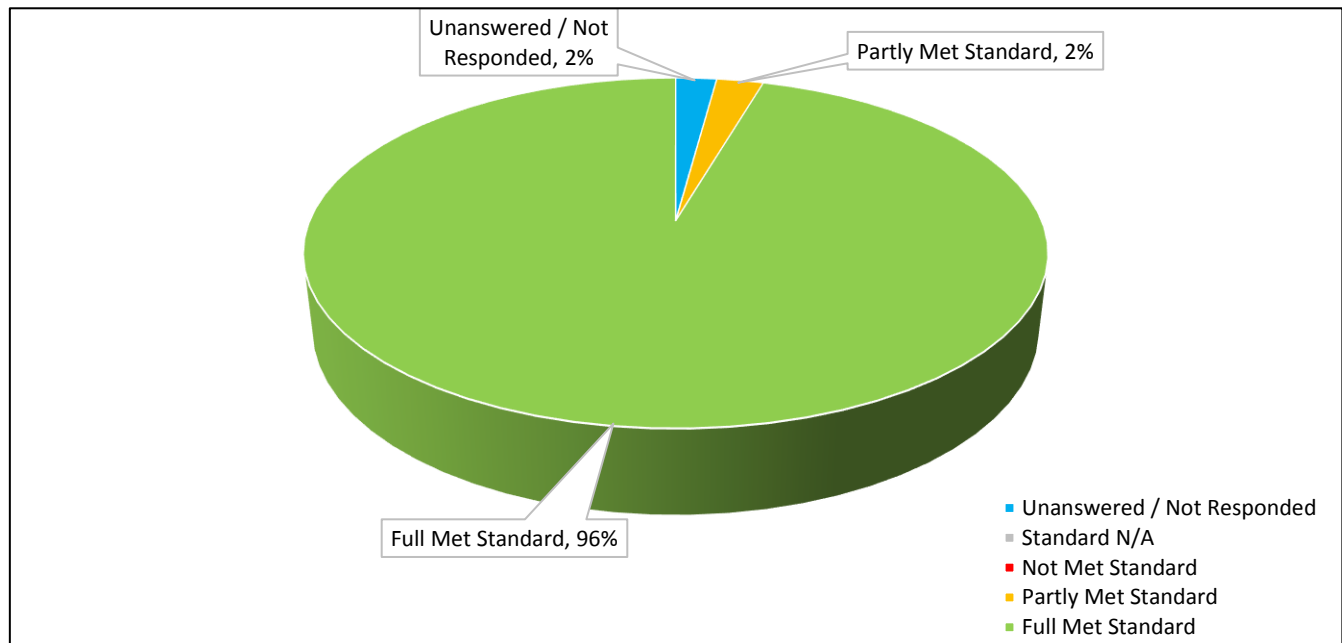
All adults working within the Academy are made aware through robust training.

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Standard 8.5

Staff are aware of who to go to should they require clarification on information sharing

1. Not met	2. Partly met	3. Fully met
<i>Staff do not know who to go to if they have any concerns about sharing information.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>Staff have a named contact to whom they can go for clarification of any issues in relation to information sharing.</i>



As above results show a really positive set of results with clear and detailed evidence given, again schools marking as only partly meeting have resolved through immediate actions such as posters and staff briefings ensuring all schools will be 100% fully compliant with the standard.

All staff are fully aware of the Safeguarding Team members and when to report a concern/incident.

Staff are aware of who the school's DSL's are and are told to contact them if there is any uncertainty. This forms part of the training

Staff are aware that any concerns or grey area must be discussed with the Principal or DSL's.

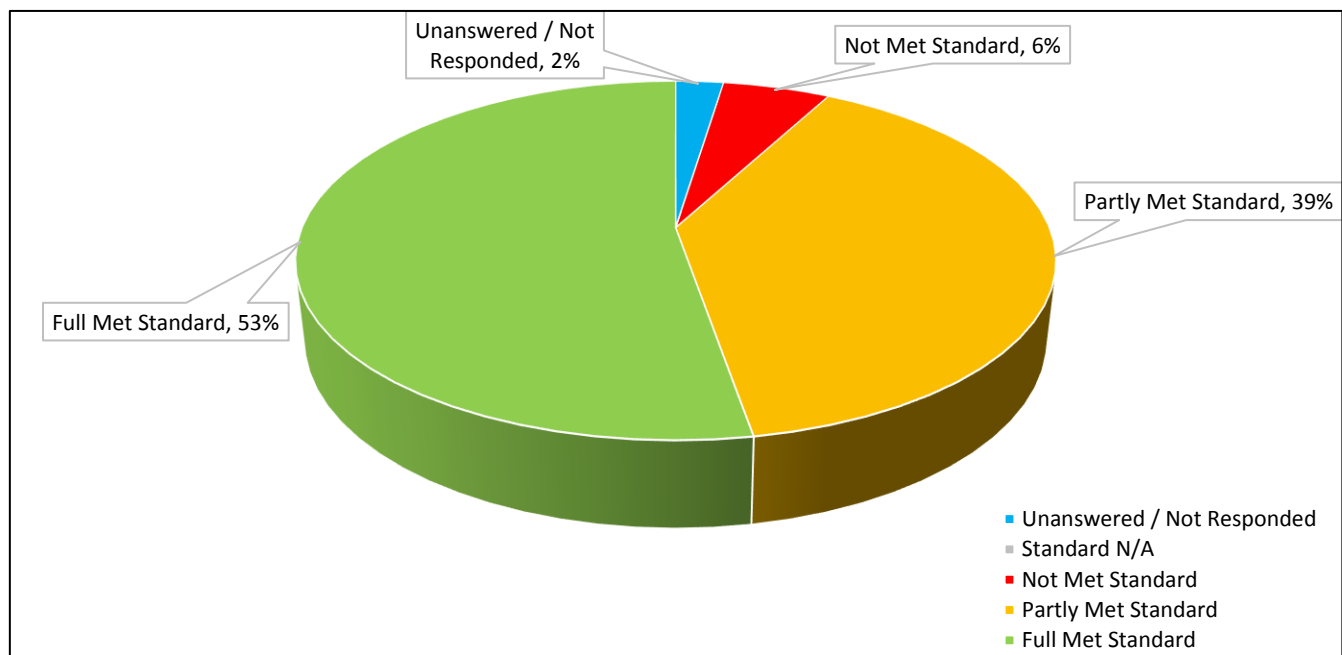
Given a safeguarding pamphlet on arrival. Safeguarding board in each entrance.

3.8 Partnership Working / NSCB Priorities

Standard 9.1

The school ensures it receives a copy of the NSCB newsletter and disseminates this to staff.

1. Not met	2. Partly met	3. Fully met
<i>The school does not receive the newsletter.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensures it receives the newsletter and disseminates this to all staff.</i>



The above standard was designed to ensure all schools are receiving the NSCB newsletter and know where to access it. While it is clear that at the time of the audit not all schools were receiving the newsletter despite it being sent to the head@ address for all schools, this standard has succeeded in ensuring that all schools now either access the newsletter or have signed up directly to receive it. The NSCB Business Office will undertake further work to analyse readership through its mailchimp system. The standard has also succeeded in ensuring schools have actions to disseminate this to all staff either by forwarding the e-mail or printing copies for the staff room.

It is placed on staff notice board when received.

The school receives a copy of the NSCB newsletter through the weekly bulletin and then this is passed on to the relevant staff.

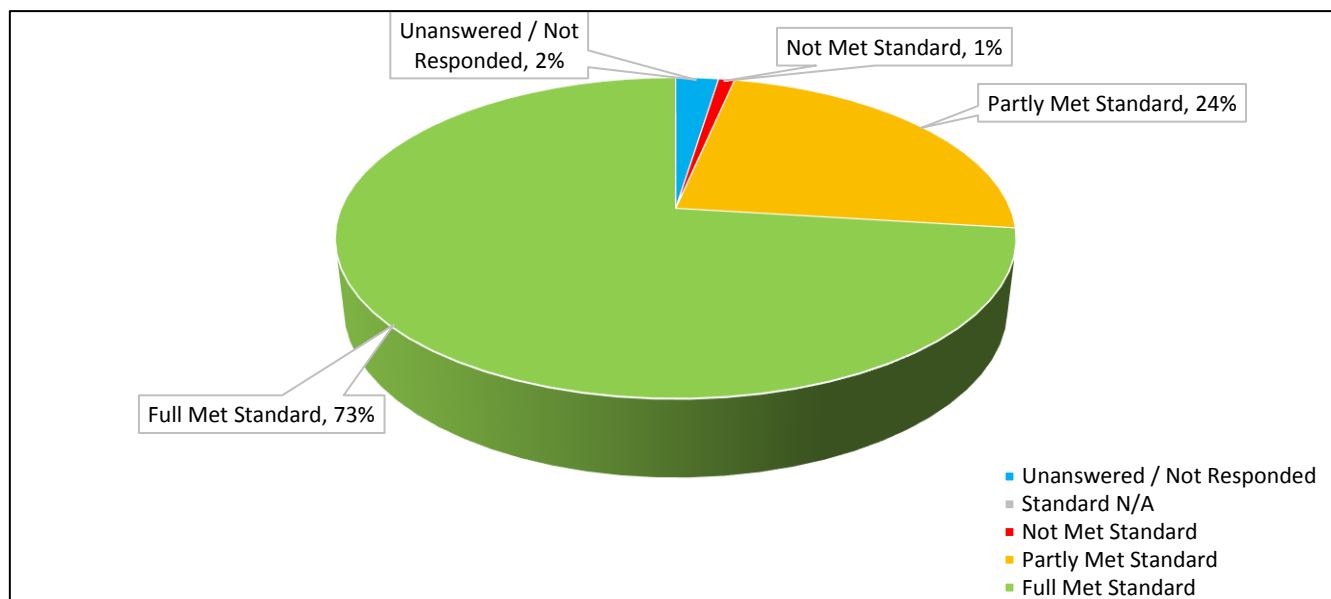
The school receives the newsletter however is currently only shared with SLT. Action: To ensure that a copy of the NSCB newsletter is disseminated to all staff.

DSLs receive the NSCBs newsletter and key information is regularly disseminated to all staff.

Standard 9.2

Staff within the school are aware of the NSCB Website, Procedures Manual and all toolkits provided by the NSCB.

1. Not met	2. Partly met	3. Fully met
<i>The school do not look at any of the NSCB material.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school regularly accesses the NSCB website and reviews procedures / toolkits on a regular basis.</i>



As with the above standard an item to ensure all schools are aware of the website, procedures manual and toolkits. As a result if schools were not aware they have taken away actions to familiarise themselves with resources available and ensure future use.

Aware but not strongly focussed on as they expect to bring issues to DSL and we tend to disseminate information to staff and provide advice based on information provided by NSCB.

The DSLs and family Support Worker and Safeguarding Governor and Chair of Governors are familiar with the NSCB website and toolkits.

DSL and Deputy DSLs are all aware of the NSCB website and toolkits available. Toolkits are also available on the staff noticeboard. This now needs further dissemination to all staff.

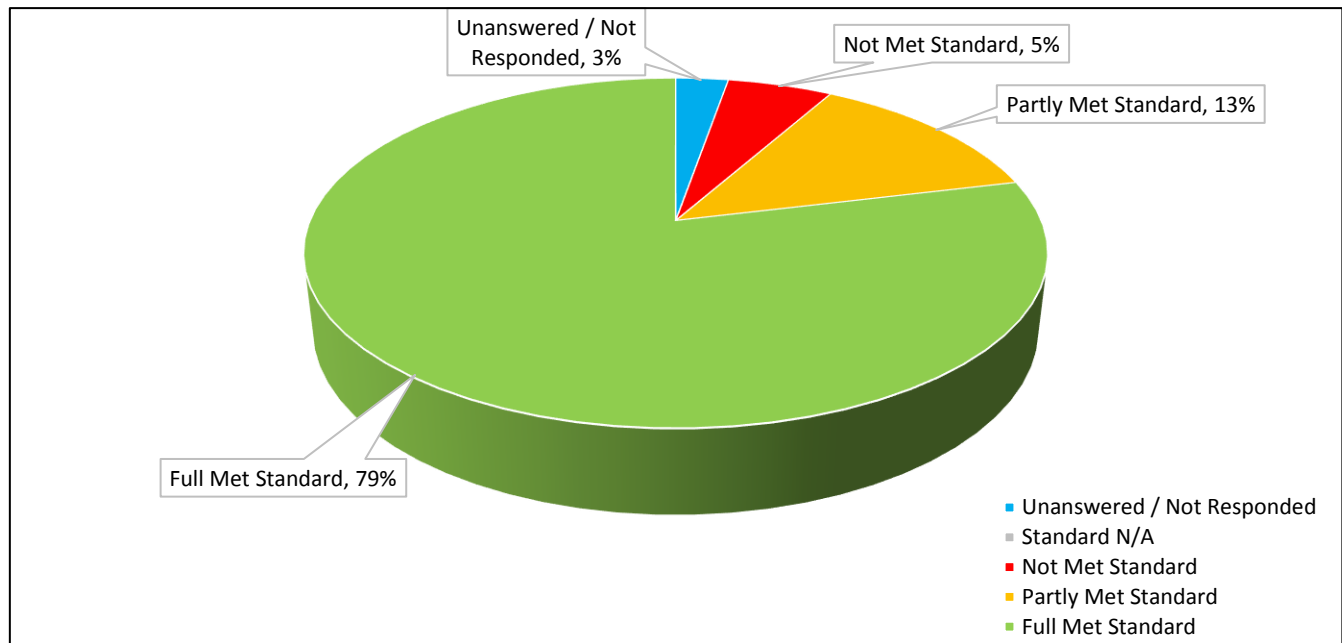
All staff informed in safeguarding training.

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Standard 9.3

The school makes use of the NSCB multi agency training either face to face or e-learning.

1. Not met	2. Partly met	3. Fully met
<i>The school does not use NSCB training.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has reviewed the NSCB training offer and where appropriate send staff on face to face training or access the e-learning training.</i>



A really positive result to see so many schools using the NSCB training provision this is certainly backed up by data received at the Learning and Development Sub Group in terms of the number of school staff either attending face to face training or accessing one of the many e-learning courses available. In addition, those schools who may not be currently accessing the material have taken away actions to explore the NSCB provision or have detailed where they obtain safeguarding training from.

Staff have attended training eg the Thresholds and Pathways training.

The school now uses the training resources that appear on the NSCB website.

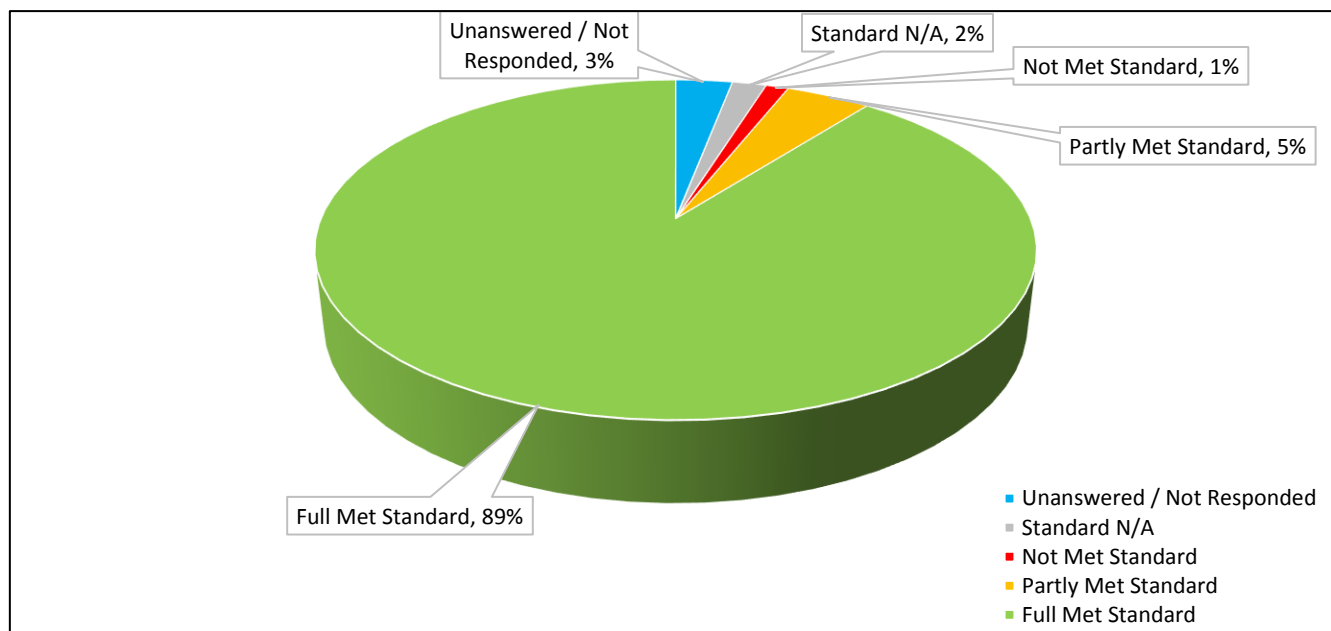
E-learning training modules accessed by DSL, and staff and governors signposted to relevant modules. Staff sent on training when relevant.

We have had a number of staff use these recommended courses.

Standard 9.4

The school has a designated lead to support Looked after Children and liaise regularly with the Virtual School.

1. Not met	2. Partly met	3. Fully met
<i>The school does not have a dedicated member of staff for LAC.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a dedicated member of staff for LAC and is in regular contact with the Virtual School about supporting LAC in education.</i>



A very positive outcome to the above standard which includes all of the schools who have marked a response below fully met as stating they currently do not have any LAC but should they have any in the future they are aware of the service and ensure that it is fully utilised.

Small school so the LAC lead will be shared between SENCO and DSL. Small school with only one PLAC means that we know of and how to access virtual school but have not needed to this year.

We have a designated lead to support LAC children and liaise, when necessary, with the Virtual School.

School has a dedicated member of staff for LAC. They liaise with Virtual School and support LAC within the school.

Angela Rock is the DSL for LAC, and attends LAC and PEP meetings on behalf of the school.

The SENCO acts as the Designated Lead for LAC and liaises directly with Virtual School through the LAC and ePEP process.

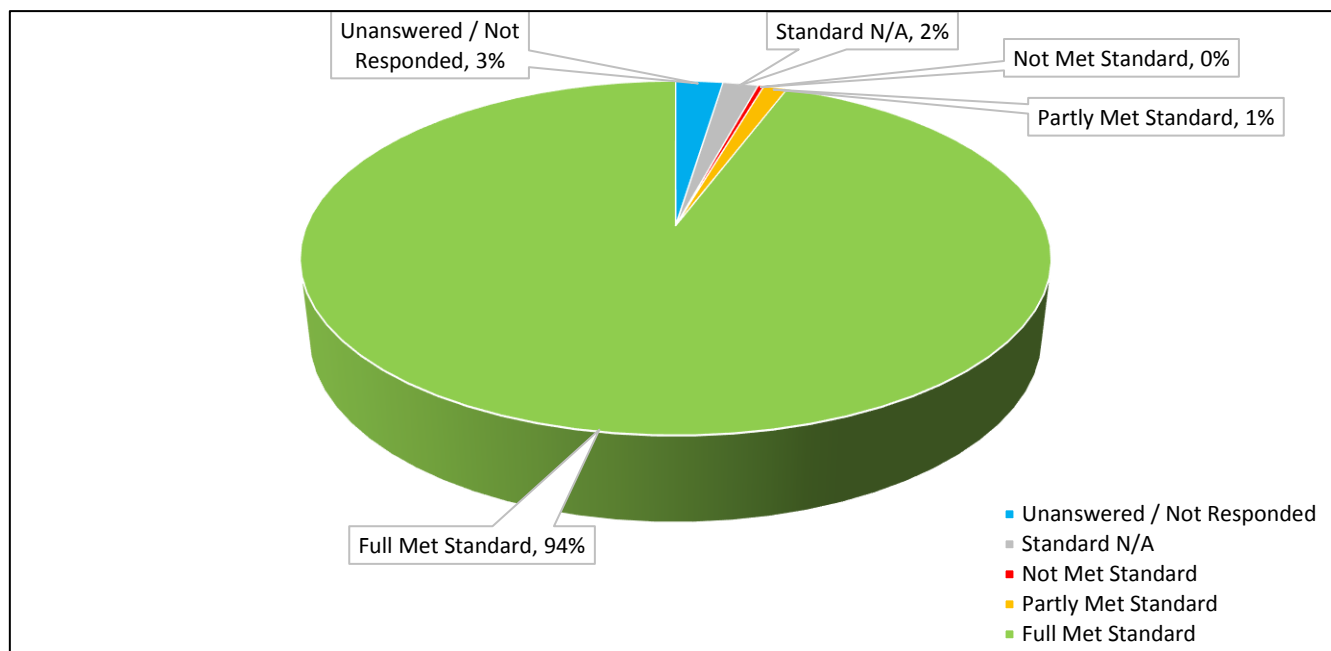
Title of Report

NSCB Schools Audit Report 2017

Standard 9.5

The school ensures representation at all Child Protection Conferences, Core Groups and LAC Meetings were appropriate.

1. Not met	2. Partly met	3. Fully met
<i>The school does not ensure representation at meetings.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensure representation at all meeting with reports submitted within all deadlines set.</i>



A reassuring set of results from schools self-audit when taking into account recent reports presented to the NSCB. These results will need to be compared against internal audits and where appropriate challenges given to ensure that this standard is being met.

C Barton personally ensures that all CP conferences are attended by herself or by a year team representative at all CP Core group LAC meetings etc.

Evidenced in safeguarding and pupil files.

DSL attends all core and CP conferences.

NSB attends all conferences, core groups (which we house) and LAC PEP meetings.

The school ensures that a representative is sent to all LAC, Core groups and Conferences are attended by an appropriate member of staff.

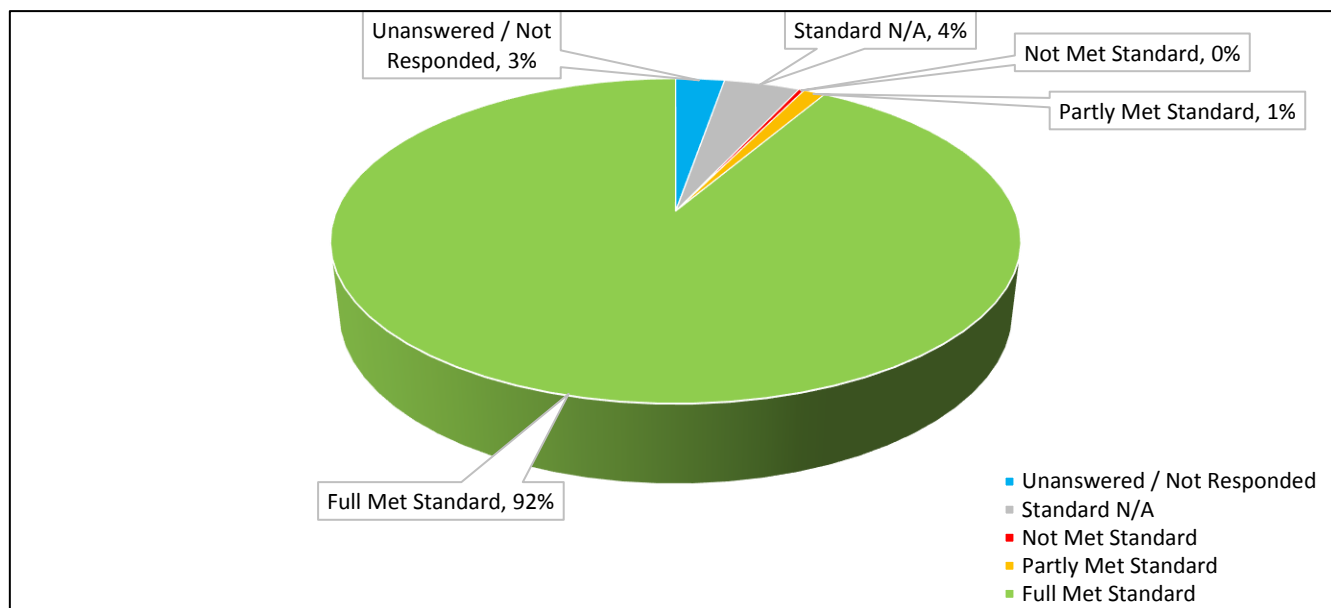
Title of Report

NSCB Schools Audit Report 2017

Standard 9.6

The school ensures a procedure is in place to notify Northamptonshire County Council of any children who become Electively Home Educated.

1. Not met	2. Partly met	3. Fully met
<i>The school does not inform NCC of children becoming EHE.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a clear process to inform NCC of children becoming EHE and can evidence this in practice.</i>



Electively Home Educated (EHE) children is a key priority for the NSCB in 2017/18 as the number of children EHE has increased over recent years. The above shows that schools are aware of the need to inform the Local Authority when a child becomes EHE. Those schools answering below fully met have stated it is because they have never had to inform. Further work with schools from the NSCB could concentrate around trying to ensure that where possible children do not become EHE.

Processes in place and evidence of correct notification this year.

The school follows the NCC reporting arrangement for when we have been notified that a pupil will be electively home educated.

There has been only once case of EHE this academic year.

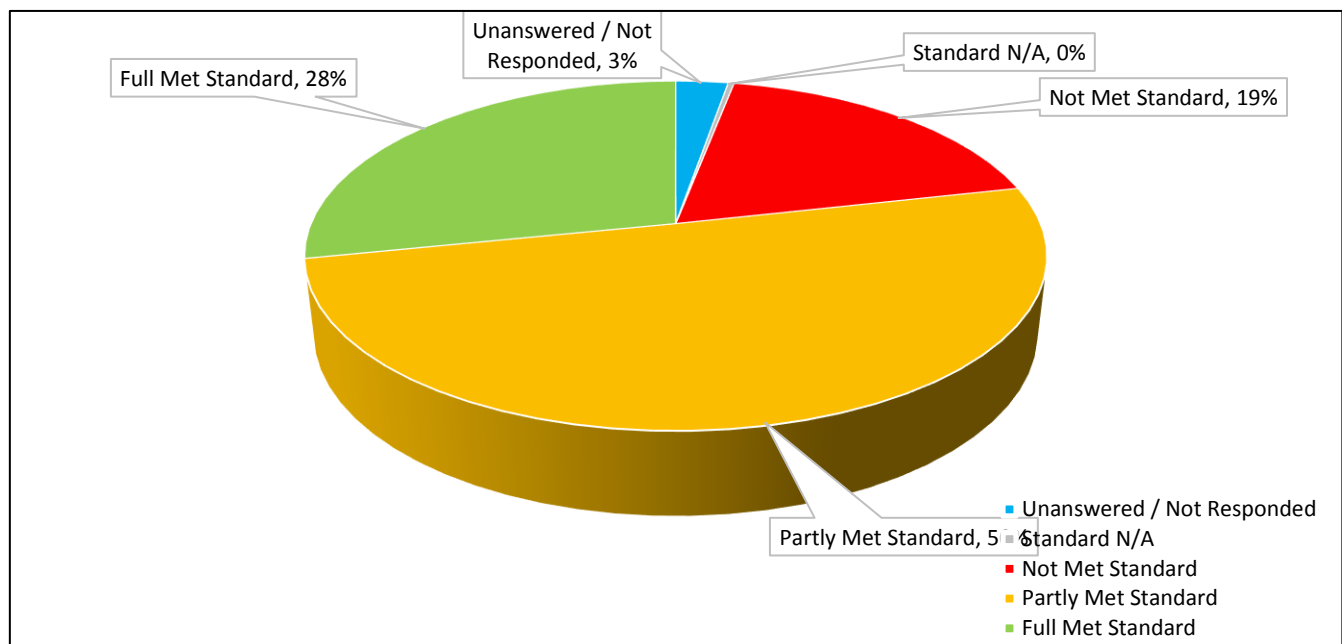
The school informs LA if students wish to be home educated.

We have 1 child who has become EHE in the last 12 months and this has been reported to NCC.

Standard 9.7

The school is aware of the NSCB priority around identifying and supporting children at risk of Neglect and have a member of staff trained in using the Graded Care Profile (GCP)

1. Not met	2. Partly met	3. Fully met
<i>The school is not aware of the Graded Care Profile (GCP) or NSCB Neglect Toolkit.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school has a member of staff trained in the GCP and regularly uses the tool to support parents and families alongside the NSCB Neglect Toolkit.</i>



As recent NSCB activity has shown Neglect and the use of a Graded Care Profile (GCP) is an issue for across the partnership and the above results would be mirrored outside of schools. It is encouraging to read the responses from many schools who wish to book and send staff on training around the GCP. The NSCB will continue to highlight Neglect and use of the GCP through a partnership task and finish group.

The DSL and the safeguarding team are fully aware of the NSCB priority but do not currently have staff trained in using the GCP Graded Care Profile. This has now been identified as a training need.

Chris Baillie received training on the graded Care Profile on 23/02/17. The tool is used to support referral made to the MASH team.

The school and the safeguarding team are aware of GCP and Neglect tool kit, some internal training of its use has been completed however no official training has been received from NSCB.

The school is aware of the priority around identifying and supporting children at risk of Neglect and have a member of staff trained in using the Graded Care Profile. Trained 2016.

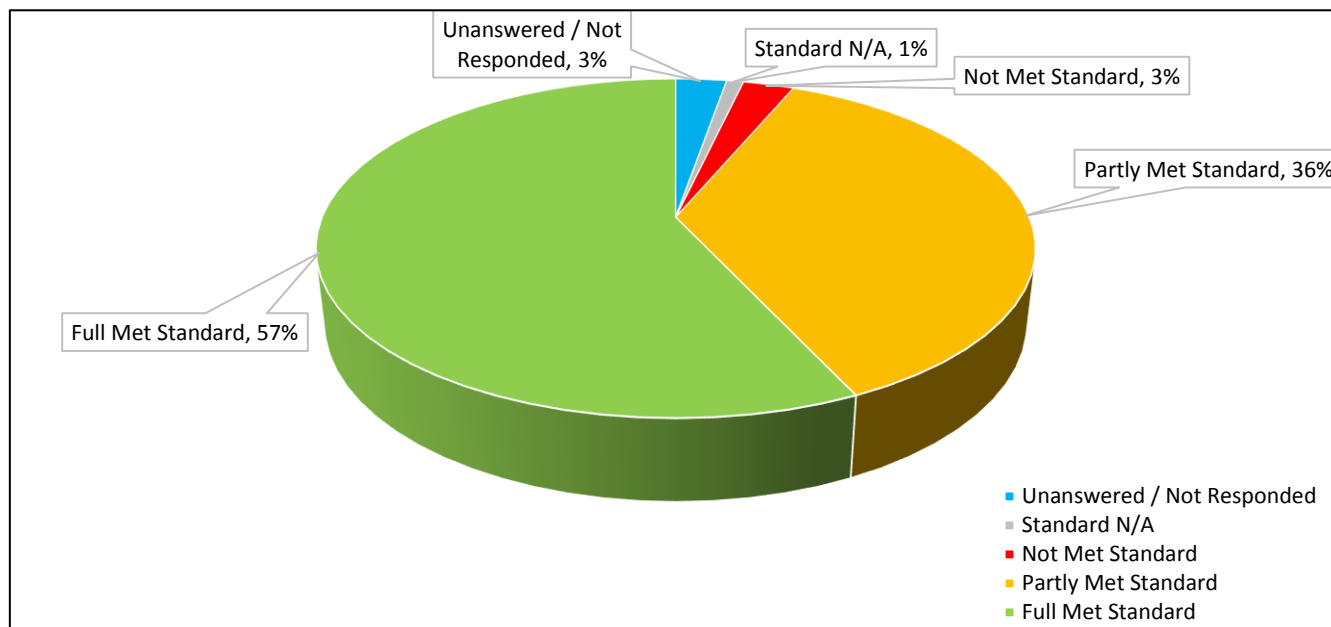
Title of Report

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Standard 9.8

The school ensures that all learning from Serious Case Reviews is disseminated to staff and put into practice.

1. Not met	2. Partly met	3. Fully met
<i>The school does not review NSCB SCR learning.</i>	<i>Please rate 'Partly met' if your agency has some arrangements in place, but is not fully meeting the standard.</i>	<i>The school ensure that all learning from serious case Reviews is shared with staff and can evidence practice changing as a result.</i>



The disseminating of learning from serious case reviews is a key priority for the board and ensuring this learning reaches schools is an essential priority. It is encouraging that a large number of schools already receive and review these with a number mentioning the 6 step briefings produced. As already seen in standard 9.1 on the newsletter it is hoped that following this audit 100% of school will have up to date contact details with the NSCB to ensure this learning can be disseminated.

Safeguarding updates are given during monthly supervision meetings (Safeguarding Team - DSLs), with information disseminated to the rest of the staff, pupils and parents (as relevant) through staff meetings, lessons, assemblies and the whole-school newsletters. There are regular safeguarding features in the whole-school newsletter. Relevant information from the NSCB newsletter and recommendations from Serious Case Reviews have been shared through staff meetings.

Learning from serious case reviews is shared in staff meetings and briefings as well as safeguarding training.

During Inset Training every year details are included of SCR and lessons learnt.

SCR are shared with welfare teams and inform future practice.

SCRs shared during safeguarding refresher training. Latest SCR summary shared on display board.

Title of Report	NSCB Schools Audit Report 2017
<p data-bbox="188 210 564 244">4. Conclusion and Next Steps</p> <p data-bbox="140 282 1453 456">Following the conclusion of the above audit it can be seen there are a number of positive pieces of work taking place within schools and a number of areas where the NSCB can be reassured that schools are taking their safeguarding responsibilities seriously. The above however have identified a number of areas that need attention from the NSCB and its partners to assist in helping schools ensure children and young people in our county are safe from harm.</p> <p data-bbox="140 495 1453 566">The above results have been shared with the Local Authority Safeguarding Lead for Education, NCC Children, Families and Education, Senior Leadership Team and the Executive Support Group (ESG) of the NSCB</p> <p data-bbox="140 604 1453 779">The NSCB Business Office has now produce ad full action plan from these results. This includes as mentioned above splitting the data and disseminating it to relevant county leads for specific topics such as CSE, FGM and Online Safety. A number of other actions will centre around provision of learning opportunities, promotion of resources already available and production of further tea-break guides all of which will be disseminated through the NSCB newsletter and website.</p>	