

ANNUAL SAFEGUARDING ASSURANCE (Section 175/157) SELF ASSESSMENT 2017

**A COPY OF THIS DOCUMENT MUST BE RETURNED to schooleffectiveness@cornwall.gov.uk by 31 May 2017
AND ANOTHER COPY RETAINED BY THE SCHOOL AND REVIEWED REGULARLY**

School/college name*:

*(Includes all maintained schools, academies, short stay schools, free schools, independent schools, FE colleges)

Completed by:

Angela Clay Headteacher/Principal

(Please print).

Angela Clay Designated Safeguarding Lead

Graham Mills Designated Safeguarding Governor

Date Self-Assessment and Action plan submitted: 31st May 2017

Date Declaration of Compliance submitted: 2017

Planned date of review of Self-Assessment and Action plan¹: July and October 2017 and Feb 2018

¹ It is recommended that the various sections of this return are considered as part of a regular review process, following completion, across the next twelve month period.

SECTION 1 – INTEGRATED WORKING

		Y/N	If Yes – please indicate/cross refer to evidence If No - what action are you taking? (add to action plan below)
1.1	Partnerships with other agencies		
1.1.1	The school complies with the requirements of 'Working Together to Safeguard Children' (March 2015).	Yes	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf We regularly refer to this document seeking legislative guidance and the correct procedures to promote the welfare and safeguard our children. We noted the Feb 2017 updates and have recently trained staff specialising in CSE.

1.1.2	The school complies with the requirements of 'Keeping Children Safe in Education' (September 2016)	Yes	<p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>Safeguarding information/training is given to all staff as part of their induction and we keep a record of signatures to show that staff have read this document. Flow chart from page 10 is displayed in the staffroom and shared areas (lavatories) along with current definitions of forms of abuse. Staff are required to wear lanyards with guidance on how to act on concerns. Records of training are kept by the Designated Lead and reviewed as needed.</p> <p>The management of safeguarding is the head teacher and Safeguarding Governor's responsibility who meet at least once each half term to ensure that the Governing body and school are fulfilling their statutory duties.</p> <p>The Chair of Governors and Headteacher have acted in accordance with guidance from the LADO to remove a member of staff where safeguarding concerns were evident Dec 2015.</p> <p>The safeguarding governor has 'Safer Recruitment Training' and is always part of the staff recruitment process. It is minuted that Safeguarding policies are reviewed annually and updated before and when required.</p> <p>Children are taught through PHSE - The Christopher Winter's Project - Virtues Project; Whole school community (all children, parents/carers, governors ,volunteers and staff e-safety day delivered by SWGfl (Southwest grid for learning)UK safer internet day/Thinkuknow and in June 2017 there is a designated day in school delivered by the NSPCC workshop called 'Speakout and stay safe'. This will help give our children the knowledge and understanding they need to stay safe from abuse and neglect thus meeting the needs of a proportion of our school children. Training for staff, governors, parents and children on internet safety is updated at least annually - last done in February 2017 - with relevant updates being shared regularly.</p> <p>This is a standing item on Governor Meetings.</p> <p>There is a designated member of staff for Looked After Children and she has attended all training and updates from the local authority.</p> <p>We strictly adhere to the Safer Recruitment Guidance following the flow chart on page 30, the school secretary carries out all appropriate checks and our safeguarding governor and lead check and sign the single central record at least every term as recommended by our LA safeguarding team.</p>
1.1.3	The school has a record of all CAFs initiated and referrals to the Early Help Hub	Yes	<p>Extensive records show that the school works in partnership with all agencies, hosting CIN meetings, TAC meetings and core group meetings where representatives share information and action plan/take steps to ensure that children are safeguarded. There has is a newly appointed safeguarding officer who ensures effective liaison with agencies. Meetings and training sessions are set up for staff and parents to ensure that the needs of the children in all aspects are met, e.g. epi-pen training and care plan implementation facilitated by the School Nursing Team.</p>

1.1.4	The school utilises parenting groups and Family Group Conferences as required	Yes	<i>We work closely with the Locality team officer for advice and host a meeting at least every half term to share and sign post aid for our families. We have initiated our own school parenting group which is held in the heart of our school to listen, get to know and this is successfully helping us meet the needs of our school community.</i>
1.2	Cornwall and Isles of Scilly Safeguarding Children Board (CioSSCB)		
1.2.1	How does your school make use of the CIOSSCB website to disseminate key information to staff?		http://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/about-the-lscb/ <i>The website is accessed for information and support regularly and any updates noted are cascaded to staff as necessary. The school is informed of any updates by Caroline Brixham and School Messenger.</i>
1.2.2	The school understands and follows the LSCB Guidance and Threshold Guidance	Yes	http://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/policies-procedures-and-referrals/ <i>Since updating Tier 2 and 3 training all DCPOs are using the Threshold Guidance to help assess the correct support needed for children as well as using the correct terminology when making MARU referrals.</i>

1.3	Child Protection Referrals and Conferences		
1.3.1	The school adheres to the CloSSCB guidance and the South West Child Protection Procedures	Yes	http://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/policies-procedures-and-referrals/ http://www.online-procedures.co.uk/swcpp/ All recently reviewed in Tier 3 training for DCPOs, records are kept on a highly encrypted school computer programme and in a locked cabinet that demonstrates that the school follows the guidance of the local safeguarding board.
1.3.2	All workers understand that they can refer directly to the MARU if they have a concern about a child.	Yes	(Pt 1, para 16 Keeping Children Safe in Education-September 2016) All staff are made aware of MARU contact number as a part of their safeguarding induction training so that if they see anything outside of school they can report any significant concerns directly, rather than wait be back in school and go through the internal system. A member of staff did this in May 2016. The MARU contact numbers are displayed in shared areas of the school and on the school website.
1.3.3	Does the school have a record of all referrals made to the Multi Agency Referral Unit (MARU) and outcomes from such referrals? How many referrals have been made and where is this record held?	Yes	The newly appointed safeguarding officer produces a confidential spreadsheet which is continually updated stating the most updated, overview of needs of our children. This overview itemises all referrals including MARU. The outcomes of the MARU referrals are also categorised on this spreadsheet as to whether they are CP, CIN or Family support etc. The outcomes are chronologically recorded in the child's confidential files. We have a total of 16 MARU referrals; including 2 of the same child and 3 outside referrals. This overview record is held by the safeguarding officer Sarah Hawken and shared confidentially with the DSL. Individual referrals are recored chronologically in each pupils CP records.
1.3.4	The school contacts the MARU if they have not received a letter within 5 working days following a referral	Yes	The school regularly contacts the MARU or agency concerned requesting updates on our safeguarding children as it is of paramount importance that we act on protecting our children. All contact and responses are recorded in the child's records.
1.3.5	The school understands and implements the Resolving Professional Differences (escalation) process as necessary	Yes	http://www.cornwall.gov.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf We have implemented this by following the flow chart as there was a potential situation that we did not feel had been recognised as critical - in the best interest of our children we challenged this and received a response that was resolved at stage 1.
1.3.6	The DSL or DDSL attends Initial, Review and Core group Child Protection Conferences and provides relevant and required reports	Yes	Records of meetings attended are kept by the school and these show attendance is 100% and include children who are no longer on role with the school. Minutes of the meetings evidence the school's contribution.

1.4	Work Related Learning (including work experience) (age appropriate – not required to be completed by Primary Schools)		PLEASE NOTE: If concerns are identified to a school by a student or other party as to the suitability of the employer or placement, from a safeguarding perspective, these concerns should be notified without delay to the MARU, LADO and/or Police. In such circumstances, the young person should be removed from the placement without delay.
1.4.1	Does the school use the Cornwall Council's approved work experience scheme managed by the Education Business Partnership?		If yes: Does the school send the Child Protection Statement of Principles information to placement providers? If no: How does the school ensure that the placement provider is appropriately informed about safeguarding compliance?
1.4.2	The school is satisfied that employers are aware of the South West Child Protection Procedures and have clear policies and procedures in relation to action to be taken if safeguarding concerns are raised during the work programme		
1.4.3	The school is satisfied that relevant and required checks have been carried out on appropriate individuals in accordance with legislation		
1.4.4	The school is satisfied that students are placed appropriately for work experience		
1.4.5	The school is satisfied that there is a clear and robust monitoring process for students who are placed by the school on work related learning/support programmes/work experience		
1.4.6	The school is satisfied that there are clear procedures in place for students on long term work placements		
1.4.7	The school is satisfied that students are provided with information in regard to acceptable behaviours in the workplace and procedures for them to report any concerns		
1.4.8	The suitability of students for particular placements has been assessed and recorded		

1.4.9	The school records, stores and keeps all documents related to work experience placements until the young person would have reached the age of 21 years as outlined in Cornwall Council's Policy & Guidelines for Work Experience.		
-------	---	--	--

1.5	Children Missing Out of Education and /or on a reduced Timetable Children Missing Education		
1.5.1	The school takes immediate action and informs the appropriate officer/authority when a student is missing from education	Yes	<i>The school immediately informs the LA EWO and submits all relevant forms. A recent example has been recorded in the Summer Term.</i>
1.5.2	Is there a proactive and partnership response to children who go missing, for example ensuring that a Return Home Interview has been conducted by an appropriate service?	Yes	<i>This process is adopted for children returning to school and for children on part time timetables.</i>
1.5.3	The school completes the online reporting system, including appropriate RISK ASSESSMENTS to Cornwall Council to record any child or student that is in receiving a flexible timetable or is in receipt of alternative provision e.g. EHE, Flexi Schooling, Forest School, CHES	Yes	<i>Guidance and pro forma are available in School Messenger: www.cornwall.gov.uk/reducedtimetables. This has been used for a Year 4 student this year.</i>
1.5.4	The school ensures that its students are in receipt of their statutory entitlement to education	Yes	<i>www.cornwall.gov.uk/reducedtimetables This can be evidenced on line and in school records.</i>
1.5.5	The school ensures that, where parents have elected to educate their child at home, the parent confirms in writing that they no longer want the school place. The school complies with the Local Authority requirements and sends a copy of the letter from the parent to the LA Admin for EHE together with the completed safeguarding form and school records.	Yes	<i>In the previous academic year records show that the school had confirmation in writing that a parent provided a home education and that this was shared with the local authority.</i>
1.5.6	The school ensures that where a child with an EHC is proposed to become EHE, that an interim review of the EHC takes place before any final decision is made.	Yes	<i>The school has not needed to complete this process but is aware of the procedures should it become necessary.</i>

1.6	Equality and Diversity		
1.6.1	The school complies with the Equality Act 2010 ensuring legal protection against discrimination in relation to the nine protected characteristics defined in the Act.	Yes	<i>The has an up to date Equalities and Diversity Policy, the school ethos and vision upholds equality and equal opportunities for all children and adults. This is also supported by our Virtues curriculum, Thrive and our rigorous interventions agenda insisting that all pupils will do well.</i>
1.6.2	The school supports, informs, protects and enables pupils and students questioning their gender identity to achieve their full potential whilst in education.	Yes	<i>The school policy and ethos supports pupils questioning their gender identity by promoting equality and diversity as well as age appropriate SRE. There is a well structured and skilled well being team who can be accessed by all children.</i>
1.6.3	The school is conversant with the Cornwall Schools' Transgender Guidance	Yes	http://www.intercomtrust.org.uk/resources/cornwall_schools_transgender_guidance.pdf <i>We have a copy on display alongside our other safeguarding documents for all staff to access during and after safeguarding training.</i>
1.6.4	The school promotes fundamental British values – democracy, individual liberty and mutual respect and tolerance of those with different faiths and beliefs?	Yes	<i>We promote fundamental British values - democracy, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through the Virtues Curriculum, PHSE, RE and our school ethos.</i>

SECTION 2 – CHILD PROTECTION

		Y/N	If Yes – please indicate/cross refer to evidence If No - what action are you taking? (add to action plan below)
2.1	Policies/Procedures		
2.1.1	The school has a Child Protection and Safeguarding Policy which is published on the school's website and reviewed annually	Yes	Please indicate Review Date: <i>April 2018 -or sooner if guidance changes.</i>
2.1.2	The school has an Anti-bullying policy and procedures in place	Yes	<i>These are also available on our school website.</i>
2.1.3	The school has a Safer Recruitment Policy in place	Yes	<i>This is due to be updated following 2 members of staff receiving the updated training in May 2018</i>
2.1.4	The school has policies and procedures relating to the use of technology both by staff (paid and unpaid) and students – including acceptable use of technology, online safety, social media and radicalisation.	Yes	<i>These are also available on our school website.</i>
2.1.5	The school implements a robust Visitor policy	Yes	<i>We have recently updated our visitor policy to include a system that requires ALL visitors to sign in and out of school, read and sign a 'Pensans code of conduct form', receive a Tier 1 safeguarding leaflet and then will be expected to wear an identity lanyard at all times. Any agency visitors will be required to show identification and if unknown to us as a school we will make further telephone enquiries to ensure their purpose.</i>
2.1.6	The school has an effective Whistleblowing policy which is available to, and understood by, all staff (paid and unpaid)	Yes	<i>This is part of the induction of all staff and volunteers, records are kept of the procedures shared.</i>
2.1.7	The school follows guidance and procedures relating to information recording, storage and transference	Yes	<i>This is regularly checked by the Headteacher and Safeguarding Governor</i>
2.1.8	All members of the workforce have been appraised of policies and procedures	Yes	<i>Induction records are kept in staff records</i>
2.1.9	All members of the workforce have been provided with a copy of Part 1 of Keeping Children Safe in Education, September 2016, and have signed to say they have received, read and understood its content.	Yes	<i>Signatures are kept with our single central record.</i>

2.1.10	The school has a Code of Conduct which all members of staff (paid and unpaid) have received and agreed to abide by (Keeping Children Safe in Education September 2016, para 34)	Yes	<i>In the staff handbook - this needs reviewing. Every member of staff and volunteers sign both a confidentiality agreement and a record that they have read the Keeping Children safe in education.</i>
2.1.11	All policies and procedures are reviewed as part of a rolling programme	Yes	<i>Policy review dates are recorded at the time of agreement with the governing body and regularly updated.</i>
2.1.12	How does the school evaluate the impact of its safeguarding arrangements, policies and procedures and at what frequency?	Yes	<i>The school evaluates this at termly Governor meetings where attendance, exclusion, behaviour logs and achievement of vulnerable groups are reviewed.</i>
2.1.13	Has the school reviewed its policies to reflect its assessment of the risk of children being drawn into radicalisation?	Yes	<i>If yes – which policies have been reviewed and updated? In Behaviour and safety, and Safeguarding Policy.</i>
2.1.14	The school takes appropriate steps to review its risk assessment processes	YES	<i>Until April 2017 the school employed a Health and Safety Practitioner who regularly reviewed risk assessment processes and used EVC live to update and review risk assessments. The Headteacher, site manager and school secretary are now responsible for ensuring regular reviews with the H&S Governor.</i>
2.2	Safer Recruitment		
2.2.1	The school is satisfied that safe recruitment practices are in place, operated and regularly reviewed	YES	<i>Updates are made to the robust policy when required.</i>
2.2.2	The school has a Single Central Record which is available and updated regularly as a working document	YES	<i>This is regularly checked and signed by the Safeguarding Governor between every 2 and 3 weeks.</i>
2.2.3	The school/college is satisfied that it has undertaken all of the required pre-employment checks in accordance with current legislation, prior to an individual starting work in the school. This includes (but is not limited to) – a) Relevant DBS check b) Teacher prohibition check c) Childcare disqualification declaration d) Qualifications e) References f) Overseas checks g) Health assessment questionnaire	YES	<i>Records are kept that demonstrate that all of the required checks have been completed. The Headteacher's PA regularly checks for any updates in legislation.</i>

2.2.4	All new members of staff (paid and unpaid), including volunteers and supply workers, undertake an induction which includes safe working practice, appropriate use of technology and the school's safeguarding responses.	YES	<i>Records are kept that demonstrate that all adults in school have completed an induction that includes safeguarding, safer working practices and appropriate use of technology.</i>
2.2.5	Temporary staff, contract staff and volunteers are made aware of the school's safeguarding arrangements, relevant designated officers and their own responsibilities to report concerns.	Yes	<i>We have recently updated our visitor policy to include a system that requires ALL visitors to sign in and out of school, read and sign a 'Pensans code of conduct form', receive a Tier 1 safeguarding leaflet and then will be expected to wear an identity lanyard at all times. Any agency visitors will be required to show identification and if unknown to us as a school we will make further telephone enquiries to ensure their purpose.</i>

2.3	School Workforce		
2.3.1	The school has a named Designated Safeguarding Lead (DSL) who is a member of the senior management team, is the designated lead for Child Sexual Exploitation (CSE) and the Single Point of Contact (SPOC) for the Prevent agenda.	Yes	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf Angela Clay = Headteacher <i>Reference Annexe B for roles and responsibilities</i>
2.3.2	The school has appropriate cover for the DSL (previously known as a Deputy DSL).	Yes	Sarah Trow - Deputy Headteacher; Joanna Atkinson - SEND/PP co-ordinator; Tiffany Pope -Curriculum co-ordinator; Helen Smith -EYFS Leader; Sarah Hawken - Safeguarding Officer
2.3.3	The school has a Designated Teacher for Children in Care who is aware of their responsibilities in line with the DfE Children in Care Guidance	Yes	Joanna Atkinson -SEND/PP co-ordinator
2.3.4	Does your school employ a parent support advisor or equivalent post? What relevant qualifications and experience have they got? Do they work to a written job description? What arrangements are in place to provide effective supervision for the role?	NO	
2.3.5	All school staff (paid and unpaid) are familiar with the process to follow if they have a concern about another member of staff	Yes	<i>This is part of the induction process and there is also a high profile notice board in the staff room where there policies and procedures available for support.</i>
2.3.6	Records are kept of incidents where workers/students fail to comply with procedures	Yes	<i>Records are kept in staff folders.</i>
2.3.7	Safeguarding is a standing agenda item at Staff Meetings.	Yes	<i>The Safeguarding officer attends staff and Leadership meetings regularly and safeguarding is a standing item</i>
2.3.8	Is the school satisfied that all staff (paid and unpaid) feel able to raise concerns about poor or unsafe practice	Yes	<i>The safeguarding team are open to ideas and improvements about school safeguarding and the welfare of the children at all times. There are procedures to record concerns raised at staff meetings and individuals are able to raise concerns in person and in writing.</i>
2.3.9	The school is satisfied that where before school and after school provision is in place, due regard has been given to safeguarding by the school and provider including any necessary vetting and barring requirements.	Yes	<i>The rigorous vetting system applies to ALL child provision and records are kept.</i>

2.4	Record Keeping and Information Sharing		
2.4.1	The school complies with local authority recording and information sharing guidance and procedures (in line with HM Gov. Information Sharing Advice for Practitioners March 2015)	Yes	<i>The school follows the 7 golden rules of information sharing in HM Information Sharing Advice for Practitioners March 2015. This can be evidenced in school records</i>
2.4.2	When there is a change in senior leadership/roles and responsibilities, does the school ensure that child protection information is shared appropriately with new post holders?	Yes	<i>Following HM ISAP March 2015 on a need to know basis.</i>
2.4.3	All information relating to child protection issues is recorded and the records are stored securely in individual Child Protection files	Yes	<i>We are currently using an electronic system called "Scholar Pack" - This is encrypted with 256 bit and has OFSTED approved security. Recorded in the licence. All issues relating to CP are recored chronologically on individual files.</i>
2.4.4	If an electronic (including cloud and web based storage system) is utilised – has the school taken and recorded advice from its IT provider, on system security to ensure that it has minimised the risk of a breach of data protection legislation?	Yes	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 <i>Please identify the system being used and the IT provider consulted</i> <i>We are currently using an electronic system called "Scholar Pack" - This is encrypted with 256 bit and has OFSTED approved security. Recorded in the licence. All issues relating to CP are recored chronologically on individual files.</i>
2.4.5	The school registers annually with the Information Commissioner's Office	Yes	https://ico.org.uk/
2.4.6	The DSL regularly reviews child protection and concern files and follows up and records outcomes to ensure a full and accurate record is held.	Yes	<i>The DSL has regular meeting with the safeguarding officer to review concerns and records.</i>
2.4.7	The school is satisfied that accurate, detailed and secure records are kept in line with legislation and guidance	Yes	<i>The safeguarding team work together to ensure we present accurate records.</i>
2.4.8	The school undertakes a handover/transfer of Child Protection files within 5 days of a student transferring school to the new school. This may include a discussion with the new school.	Yes	<i>The school is proactive when transferring information and has recorded signed, dated evidence to this effect. We also strive have a meeting between the school's DSO's to talk through the handover where possible. On receipt of CP files from out of areas we make every effort to contact by phone to ensure that all records handed to us are accurate and up to date.</i>
2.4.9	The school keeps signed receipts for Child Protection files which have been transferred to another establishment	Yes	<i>We have a signed and dated copy on file at this school and offer a duplicate for the other school.</i>

2.4.10	Once the school has handed over child protection files, and received a receipt, the school ensures that no child protection records or copies of such records have been retained.	Yes	<i>We always strive to compile the whole CP file on signed receipt, however if a document should come to light or arrive after the transition it would be immediately dealt with using the same signed and dated, handover procedure.</i>
2.4.11	If the school uses an electronic storage system for child protection records, what steps have been taken to ensure the security of the transfer and receipt of such files to another establishment?	Yes	<i>At present we continue to print from our secure system and pass on as a paper CP file.</i>
2.4.12	The school ensures that all VISTs are opened and the information contained within is shared with the appropriate staff.	Yes	<i>The DSL will pass the information on to be uploaded by the Safeguarding Officer and inform on a need to know basis.</i>
2.5	Training		
2.5.1	The school's DSL and DDSL have received Multi-Agency Child Protection Training within the last 2 years.	Yes	<i>The whole school staff are up to date with their relevant levels of CP training.</i>
2.5.2	The school's Governor with responsibility for safeguarding has received appropriate child protection training.	Yes	<i>This was updated in Spring 2017</i>
2.5.3	All members of the school workforce receive regularly updated Single Agency Child Protection Training and briefing updates (minimum yearly)	Yes	<i>The whole school staff have received Tier 2 training and are updated at least annually or before if regulations have changed. SLT and Safeguarding Officer have received Tier 3 and are regularly updated if regulations change. Some officers have received specialised CP training in areas to support the needs of our school community. Domestic Violence; CSE; Parental Mental Health: Neglect; Child sexual abuse and safer recruitment training.</i>
2.5.4	Does the school keep a training record to track staff attendance at single agency and regular update training?	Yes	<i>This information is held in the head office safeguarding folder and in each individual staff record.</i>
2.5.5	At least one member of the school's recruitment panel has successfully completed Safer Recruitment Training	Yes	<i>Angela Clay-Head; Graham Mills-Governor; JoAtkinson-SENDCO: Pending this JUNE...Sarah Trow-deputy head; Cath Harvey -Heads PA.</i>
2.5.6	The school is satisfied that new members of staff (paid and unpaid) receive training in Child Protection within their induction	Yes	<i>Individual record show that this is carried out during the induction process</i>
2.5.7	The school is satisfied that sufficient members of staff have undertaken Early Help training and Lead Professional training	Yes	<i>Early Help Training: Safeguarding officer: SENDCO; EYFS Leader; Lead Professional : SENDCO</i>
2.5.8	The schools Designated Teacher for Children in Care attends regular and relevant briefings	Yes	<i>Termly meetings attended</i>

2.5.9	Are staff trained to identify and reduce the risk of Female Genital Mutilation (FGM)?	Yes	<i>What training has been provided and by whom? Our Tier 2 trainer includes training to all staff identify the risk of FGM. FGM identification is also now part of the Tier 3 safeguarding; CSE and Child Abuse provided by Reconstruct.</i>
2.5.10	Are staff trained to identify and reduce the risk of radicalisation and extremism?	Yes	<i>What training has been provided and by whom? PREVENT training attended by all teaching staff and online training for all non teaching staff . Training was delivered by Steve Rowell in January 2016 and since then all new staff receive PREVENT Training as part of their induction.</i>
2.5.11	Are staff trained to identify and reduce the risk of Child Sexual Exploitation (CSE)?		<i>What training has been provided and by whom? Reconstruct provide a Tier 3 safeguarding specialising in CSE; One senior Leader and our safeguarding officer have attended this training and this has been cascaded and is included in staff induction.</i>
2.5.12	Is the school satisfied that workers from 3 rd party providers of services to the school have received safeguarding and child protection training which should be noted in letters of assurance?	Yes	<i>This is signed, dated and stored on our single central record.</i>

2.6	Governance		
2.6.1	The school has a named Governor with responsibility for Safeguarding	Yes	Graham Mills
2.6.2	How does the governor discharge his/her duty?	Yes	<i>Safeguarding Governor visits the school every 2 weeks to check the SCR and conference staff and children. At Governor meetings his contributions both in reporting and challenging the school's procedures are minuted.</i>
2.6.3	<i>The school has a Governor with responsibility for 'Whistleblowing' incidents and actions</i>	Yes	<i>This is included in the Safeguarding Governors responsibilities.</i>
2.6.4	Do Governors receive an annual safeguarding report and what action have they taken as a result of any issues raised?	YES	<i>Governors receive a termly safeguarding report and the school has employed a safeguarding officer as a result of their concern regarding the large numbers of vulnerable children that attend out school.</i>
2.6.5	The school confirms that the Governing Body receives an annual anonymised report of the progress and attainment, attendance and exclusion data (if appropriate) of Children in Care on roll in the school.	YES	<i>Evidence in Governor minutes</i>
2.6.6	Safeguarding is a standing item on all Governing Body agendas and minutes are kept of safeguarding issues discussed	Yes	<i>Evidence in Governor minutes</i>
2.6.7	What evidence does the school have of robust challenge to safeguarding practice, by the Safeguarding Governor?	Yes	<i>Safeguarding Governor visits the school every 2 weeks to check the SCR and conference staff and children. His reports are minuted in Governor Meetings And show that he has always raised questions and challenged the school's procedures.</i>
2.6.8	The Governing Body has adopted safeguarding policies and procedures along with recommendations from Serious Case Reviews	YES	<i>Evidenced in minutes termly</i>
2.6.9	The Chair of Governors is aware of action to be taken if there is an allegation made against the Headteacher	YES	<i>This is in the school's policy and the Chair is aware of the procedures.</i>
2.7	Listening to the Voice of the Child		
2.7.1	The school is satisfied that it has identified, listened to and made provision for, its most vulnerable pupils. How is this done?	Yes	<i>We have 4 trained Thrive practitioners including the Head and Deputy head teachers. Children in EYFS prescreened to help identify vulnerable children and staff work with parents to address issues. These members of staff form a well being team and teachers refer to the well being team when they have concerns. This feeds into the DCPOs and records are kept alongside the safeguarding files.</i>

2.7.2	The school is satisfied that students know who to speak to if they have any safeguarding concerns and that students are aware of the steps the school must and will take if a child protection concern is raised	Yes	<i>Pupils are taught explicitly about how to stay safe and what to do if they have concerns. This also includes delivery from the NSPCC "PANTS" programme on our school e safety day and coming up in June 2017 the NSPCC "speak out and stay Safe" programme which is being delivered to children from EYFS up with specialised workshops for our year 5 and 6 children by leading safeguarding professionals. There are posters around the school and they have all been told about the childline phone and website. Further safeguarding supporting signposting are accessed on our school website.</i>
2.7.3	Are students helped to protect themselves from a range of risks? How is this done?	Yes	<i>Pupils are taught explicitly about how to stay safe and what to do if they have concerns. This also includes delivery from the NSPCC "PANTS" programme on our school e safety day and coming up in June 2017 the NSPCC "speak out and stay Safe" programme which is being delivered to children from EYFS up with specialised workshops for our year 5 and 6 children by leading safeguarding professionals. There are posters around the school and they have all been told about the childline phone and website. Further safeguarding supporting signposting are accessed on our school website.</i>
2.7.4	Are students helped to understand, respond to and calculate risk through PSHE programmes about child sexual exploitation, domestic violence, gangs, female genital mutilation, radicalisation and extremism?	Yes	<i>If Yes, what programmes are delivered. If No, what actions are being taken to address this? Pupils are taught explicitly about how to stay safe and what to do if they have concerns. This also includes delivery from the NSPCC "PANTS" programme on our school e safety day and coming up in June 2017 the NSPCC "speak out and stay Safe" programme which is being delivered to children from EYFS up with specialised workshops for our year 5 and 6 children by leading safeguarding professionals. There are posters around the school and they have all been told about the childline phone and website. Further safeguarding supporting signposting are accessed on our school website.</i>
2.7.5	Do students feel safe? How do you know? What has been done to listen to their concerns and improve their feeling of safety?	Yes	<i>We talk to our children and LISTEN to them carefully. We carry out anonymous questionnaires which indicate that the overwhelming majority of children feel safe. We make time available to offer opportunities that may help children feel they can share concerns with us for example our Thrive programme and creative Thrive boxes in every classroom. We will follow up with their worries or concerns. Relevant staff share in our Thrive meetings which are held every week on a Tuesday at 2pm enabling us to support all those vulnerable children. The school is in the process of piloting the new "tootoot" on line safety forum recommended by HMG- this will begin with our year 5's in September 2017.</i>
2.8	Parents/carers		
2.8.1	Parents/carers are aware of the school's child protection policies and procedures, including the steps the school must, and will take, should there be a child protection concern regarding their child.	Yes	<i>The schools CP policies are always available to view in school /prospectus or on the school website. The school invites parents to attend our e safety days and view our delivery on NSPCC "PANTS" programme. A number of parents have made the school aware of concerns and they have been supported to make MARU referrals, records of these are kept in the schools online records. These policies and procedures are made clear at parent/carers consultations.</i>

2.8.2	What additional safeguarding information is available to parents and where can this be found?	Yes	<i>There is a wealth of safeguarding support available on our school website and the safeguarding officer is available to research supporting and signposting help as part of her role. The staff room has a safeguarding support noticeboard that offers many leaflets and contacts for additional support that can be shared with parents by staff at any time. The schools CP policies are always available to view in school /prospectus or on the school website. The school invites parents to attend our e safety days and view our delivery on NSPCC "PANTS" programme.</i>
2.8.3	How does your school seek parental feedback in relation to safeguarding issues?	Yes	<i>The school invites parents and carers in to listen to our safety days and evenings and listens to their feedback in relation to safeguarding issues. This was demonstrated in Feb 2017 where we hosted an e safety and "NSPCC PANTS aware" day with an open question forum. Questionnaires have recently been sent out to parents about their ideas of online safety in relation to adopting the new "Tootoot" safety programme.</i>
2.8.4	Parents/carers know who to speak to regarding any concerns they may have	Yes	<i>The photos and names of the DSL and all Deputies plus the safeguarding officer are displayed throughout the school in reception and on the website. We feel this will be enriched by the pilot of our new online safety programme "Tootoot".</i>
2.9	On-line safety		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf Reference Annexe C
2.9.1	Who is the school's identified lead for on-line safety?	Yes	<i>Frances Tokeley: We also have an e safety committee.</i>
2.9.2	The school is satisfied that all staff (paid and unpaid) and students are aware of on-line safety issues and access internet sites in accordance with safe practice	Yes	<i>The school make staff aware of these issues in their safeguarding training; staff meetings; staff training days and by the Pensans staff induction process. Safeguarding officer recently took part in an on-line conference with the latest updates about e safety. SENDCO attended the introduction day and delivery of a new programme called "Tootoot" Fils are kept in each classroom to log any concerns</i>
2.7.3	The school provides students with information and guidance on the safe use of technology. How is this embedded in the curriculum?	Yes	<i>The school uses THINKUKNOW schemes of work. Each year group receives age appropriate teaching, regular assemblies are held and South west Grid for Learning have provided training for staff, governors and parents at least annually.</i>
2.9.4	<i>The school regularly undertakes the South West Grid for Learning E-Safety 360o Self Review</i>	YES	<i>This is led by the Headteacher and the online safety lead.</i>
2.9.5	The school is satisfied that on-line safety information is shared with parents/carers and students	Yes	<i>The school invites parents and carers in to attend to our safety days and evenings and listens to their feedback in relation to safeguarding issues. Online safety is regularly featured in the weekly newsletter, on the website and on a Television screen in the reception. In Feb 2017 where we hosted an e safety and "NSPCC PANTS aware" day with an open question forum. Questionnaires have recently been sent out to parents about their ideas of online safety in relation to adopting the new "Tootoot" safety programme</i>

2.9.6	What steps does the school take to actively promote on-line safety and safe practice?	Yes	<i>The school invites parents and carers in to listen to our safety days and evenings and listens to their feedback in relation to safeguarding issues. This was demonstrated in Feb 2017 where we hosted an e safety and "NSPCC PANTS aware" day with an open question forum. Questionnaires have recently been sent out to parents about their ideas of online safety in relation to adopting the new "Tootoot" safety programme</i>
2.9.7	How is online safety embedded within your curriculum across all key stages?	Yes	<i>The school uses THINKUKNOW schemes of work. Each year group receives age appropriate teaching, regular assemblies are held and South west Grid for Learning have provided training for staff, governors and parents at least annually.</i>

2.9.8	How does the school evidence its adherence to the Prevent Agenda in regard to IT -including through the use of filtering software, recording searches that are made or attempted to be made?	Yes	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf <i>An IT support worker regularly checks the filtering systems and the history of users. Children report anything inappropriate and this is recorded and investigated.</i>
2.10	Safeguarding Culture		
2.10.1	In line with KCSIE, what are the topics being included in safeguarding briefings?	Yes	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf <i>Relevant concerns; updates on children needs: agencies involved; next steps; any improvements . National updates, local community updates.</i>
2.10.2	How is the welfare of students promoted?	Yes	<i>Through our whole school ethos, our virtues curriculum and our Thrive programme.</i>
2.10.3	How does your school raise awareness of peer on peer abuse in your school?	Yes	<i>Through our safeguarding programmes as mentioned earlier; training and informing our staff our PSHE curriculum for the children and our Thrive and Virtues programmes.</i>
2.10.4	What safeguarding measures are in place to ensure that children with SEND, who are statistically a more vulnerable group, are sufficiently safeguarded in your school?	Yes	<i>Staff are made aware of children with SEND needs by a visual passport notice board held in the staff room. This helps to promote understanding about those who are more vulnerable. Our Thrive team offers many creative opportunities to help SEND with expressing any issues; a member of staff with social story experience; We have a trained Bushcraft member who presents working alongside our Thrive leaders. Buy into the Forest school programme.</i>
2.10.5	How can the school evidence that there is a strong, robust and proactive response to reducing the risk of harm?	Yes	<i>The school creates opportunities for all stakeholders to raise concerns we listen well and responds carefully to concerns and liaise with the necessary agencies. We record all concerns and the actions taken, follow ups are attended to by DCPO and safeguarding officer. Evidence is presented in our robust recording and chronological ordering of events.</i>
2.10.6	In the event that a pupil is in danger of exclusion the school can demonstrate that it has formally assessed, and mitigated against, the level of risk in respect of safeguarding, including:- child sexual exploitation and radicalisation, before making any decision to exclude.	YES	<i>We can evidence this showing that we have worked with parents/carers and other agencies to assess the safety of children at risk of permanent exclusion. This is shown in the chronologies for each child which are securely stored.</i>
2.10.7	The school prospectus and website include safeguarding statements and policies and outline the school's commitment to safeguarding and child protection	Yes	<i>Evidenced on the school website.</i>

2.10.8	The name, contact number and location of the DSL, Cover for the DSL and any external support agencies are displayed prominently on posters/notices around the school premises	Yes	<i>Plus on the school website.</i>
2.10.9	How can you evidence the school's success in keeping children safe?	Yes	<i>Records will demonstrate that the school has taken effective action to keep children safe including appropriate information sharing, attendance at CIN, CIC and CP meetings.</i>

2.11	Allegations against staff		
2.11.1	The school is satisfied that clear guidance on recording, reporting and managing concerns/allegations is readily available to all workers (paid and unpaid)	YES	<i>There are robust systems in place and these are part of the induction of all staff - paid and unpaid.</i>
2.11.2	The school is satisfied that all workers know the procedures to be followed if an allegation is made against a member of staff	YES	<i>This is made clear during the induction.</i>
2.11.3	What information is given to staff in relation to whistle blowing?		<i>Policy during induction and available on the school intranet.</i>
2.11.4	The school consults the Local Authority Designated Officer (LADO) for advice and guidance and to make referrals when an allegation has been made about a member of staff.	YES	<i>School consulted in 2016</i>
2.11.5	Does the school have a record of advice and guidance sought from and referrals made to the LADO?	YES	<i>If Yes, how many referrals have been made and where is this record held? One and the record is kept locked in the school office.</i>
2.11.6	Does the school make referrals to the Disclosure and Barring Service (DBS) if a member of the school workforce is dismissed or resigns pending dismissal, as a result of safeguarding concerns?	NO	<i>If Yes, how many referrals have been made and where is this record held? If No, what action has the school taken in such circumstances? The school liaised with the LADO to ensure that a referral was made.</i>
2.12	Preventing Radicalisation		
2.12.1	Does the school have a specific Prevention of Radicalisation policy?	No	<i>If No, how does the school demonstrate and record that it has undertaken an assessment of the risk? This is part of the safeguarding policy and separate training was given to all staff.</i>
2.12.2	Has the school reflected the Prevent Agenda within its policies, guidance and curriculum?	Yes	<i>Updated in the safeguarding policy.</i>
2.12.3	The school has a Single Point of Contact (SPOC) who is the Headteacher or DSL.	YES	<i>In the event of the Headteacher being unavailable there are 5 other SLs as well as a Safeguarding officer. All information is shared with the Headteacher immediately and a there is a record of this.</i>
2.12.4	The SPOC has undertaken Prevent awareness training and provides advice and support to other members of staff on protecting children from the risk of radicalisation.	YES	<i>The Headteacher is trained and all staff receive/have received PREVENT training.</i>

2.12.5	Can the school evidence that it complies with the requirements of the Prevent Duty advice for schools (DfE June 2015)	YES	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf Staff are all appropriately trained and they are able to identify children who are vulnerable to the risk of radicalisation and they are aware of the steps to take when they have concerns. We use the Virtues Curriculum to promote British Values and give children the opportunity to debate and understand the issues at age appropriate levels
2.12.6	How does the school assess the risk of its children being drawn into radicalisation?		We have created a culture of vigilance among staff who have an in depth knowledge of the children and their families and report any concerns to the DSL
2.12.7	What training has been delivered to new staff to raise their awareness of the Prevent agenda?		PREVENT training attended by all teaching staff and online training for all non teaching staff . Training was delivered by Steve Rowell in January 2016 and since then all new staff receive PREVENT Training as part of their induction. SCRs are shared at staff meetings
2.12.8	How does the school demonstrate that workers and leaders understand their responsibilities in regard to the Prevent Agenda?		There is a record of signatures to demonstrate that all workers and leaders understand their responsibilities.
2.12.9	How does the school undertake vetting and scrutiny of visiting speakers?		Records are kept that demonstrate that all of the required checks have been completed. The Headteacher's PA regularly checks for any updates in legislation.
2.12.10	The school maintains an up to date record of the origin and destination of staff and students when they join or leave the school.	YES	We use Scholar Pack where all records are held securely.
2.12.11	How does the school recognise and respond to the expectations of its supportive partners under the Channel Process?		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf We are vigilant in identifying children who are at risk and we are able to assess the nature and extent of the risk. We understand the process of liaising with the Channel Process
2.12.12	How does the school evidence its adherence to the Prevent Agenda in regard to IT -including through the use of filtering software, recording searches that are made or attempted to be made?		Our IT support technician is fully trained in the PREVENT agenda and ensures that ;filtering software is effective, search history is reviewed regularly.

SECTION 3 – TRAINING

Please record information on relevant/required training that has been undertaken by or delivered to your workers.

Multi Agency Safeguarding and Child Protection Training*

*This should be undertaken by designated officers as outlined below and refreshed at least every 2 years

Safeguarding Role	Name	Position held in school	Relevant training	
			Details	Dates
Designated Safeguarding Lead (DSL)	Angela Clay	Headteacher	Workshop to raise awareness of Prevent WRAP-3 Prevent Training Level 3 Multi-Agency Child Protection Safer recruitment	29/01/2016 13/01/2016 25/10/2017 23/10/2014
Deputy Designated Safeguarding Lead (DDSL)	Sarah Trow	Deputy Headteacher	Safer Recruitment Training Level 3 multi agency child protection Workshop to raise awareness of Prevent WRAP-3 Prevent Training	22/05/2017 21/04/2016 29/01/2016 13/01/2016
Deputy Designated Safeguarding Lead (DDSL)	Tiffany Pope	Curriculum Lead and Phase Leader	Tier 3 Safeguarding Prevent Training	26/05/2017 13/01/2016
Deputy Designated Safeguarding Lead (DDSL)	Helen Smith	EYFS Leader	Tier 3 Safeguarding Prevent Training	26/05/2017 13/01/2016
Safeguarding Trainer	Moira Clough	THRIVE /S&L practitioner	Train the Trainer Prevent Training Level 3 - Multi Agency Child Protection: Parental Mental Illness Safer recruitment	19/01/2017 13/01/2016 15/05/2015 23/10/2014
Safeguarding Officer	Sarah Hawken	Safeguarding Officer	Safeguarding Level 3 Multi Agency Protection Training Level 3 Early Help Training Level 3 Child Protection in Domestic Abuse Level 3 Child Protection Parental Mental Health Level 3 Child protection Child Sexual Abuse Prevent Training	13/09/2016 10/03/2017 22/03/17 24/04/17 22/03/17

Governor with responsibility for safeguarding	Graham Mills	Safeguarding Governor	Tier 3 Safeguarding Prevent Training Safer recruitment	31/10/16 13/01/2016 23/10/2014
Designated Teacher for Children in Care*	Joanne Atkinson	SEND coordinator	Lauren Hufford (CIC) for PEP training Early Help Training Lead Professional Training Tootoot training (online safeguarding platform) Exchange, Wadebridge - Safer Recruitment Training Locality network meeting Tier 3 training.	15th March 2017 3rd October 2016 10th October 2016 26th April 2017 22nd May 2017 7th June 2017 July 2017

* Termly training for the Designated Teacher for Children in Care should be attended by all DTs whether they have a Child in Care in school or not.

Single Agency Child Protection Training

All workers and volunteers must have access to appropriate whole school safeguarding training which is **regularly updated**.

What steps are taken to ensure that training being delivered complies with the minimum requirements set out by CIOSSCB?

Single Agency Training in Safeguarding and Child Protection was delivered to the whole school workforce

Date of delivery: Ongoing 3 yearly program last updated 05/09/16

Training delivered by: Moira Clough

Prevent Training and Single Point of Contact (SPOC)

As a minimum, schools should ensure that the DSL undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Name	Position held in school	Date WRAP training completed	Is this person the DSL? (Y/N)
Angela Clay	Headteacher	29/01/2016	YES

Safer Recruitment Training*

*At least one member of the school's interview panel should have successfully completed Safer Recruitment Training

Name	Role	Training provider	Date completed
Angela Clay	Headteacher	RECONSTRUCT	23/10/2014
Graham Mills	Safeguarding Governor	RECONSTRUCT	23/10/2014
Sarah Trow	Deputy Headteacher	RECONSTRUCT	22/05/2017
Jo Atkinson	SEND Coordinator	RECONSTRUCT	22/05/2017

SECTION 4 – PROGRESS AGAINST ACTIONS FROM 2015-2016 AND ACTIONS IDENTIFIED FOR 2016-2017

Action plans demonstrate that the school is actively considering and ensuring that its leadership and staff are working on the premise described in Keeping Children Safe in Education – “It could happen here”. As such they form a key component for submission in the 157/175 process.

2016 actions identified and outcomes – this should be clearly cross referenced from your 2016 self-assessment and Quality Assurance Feedback

Issue identified	Action taken	Responsible person	Completed Y/N
School not aware of Cornwall’s Transgender Guidance	In house trainer Moira Clough updated all staff as part of the rolling programme in school	Angela Clay	YES
Update staff code of conduct	Confidentiality updated	Angela Clay	YES
Hold central records of incidents where staff paid/unpaid have not followed procedure.	None	Angela Clay	No
Need to train more staff in Safer recruitment	Deputy Headteacher and SEND coordinator trained	Angela Clay	YES
The Governor for Whistleblowing is the Chair	None	Angela Clay	No
Staff to be identified to be trained so that should the need arise they can lead a CAF	None	Sarah Hawken	No
Safeguarding arrangements for students subject to part-time timetables and exclusions	Staff have been made aware of updated guidance from the school effectiveness team and use the procedures including liaising with EWO and Family Support workers	Angela Clay	YES
We need to reach more parents and carers particularly in regard to age inappropriate games and online safety	Updated information for parents on the school website, in Reception and the Newsletter. Online Safety Day held in Feb and to be held in June. Information given at Parent Consultations in Oct and Feb 2017	Frances Tokeley and Sarah Hawken	YES
A record of advice and guidance sought from and referrals made to the LADO is not held	System in place for this.	Sarah Hawken	YES

2017 Actions identified through undertaking this year's self-assessment (including any carried forward from 2016)

Issue identified	Action to be taken	Responsible person	Completion date
Hold central records of incidents where staff paid/unpaid have not followed procedure.	System to be set up by safeguarding officer	Sarah Hawken	July 2017
The Governor for Whistleblowing is the Chair	Elect another Governor	Angela Clay	July 2017
Children who are not comfortable disclosing face to face	Pilot Toottoot	Jo Atkinson	

If you have any queries in relation to these requirements please do not hesitate to contact School Effectiveness Cornwall –
schooleffectiveness@cornwall.gov.uk
Tel – 01872 322099

THANK YOU

DEADLINE FOR SUBMISSION – 31st May 2017