

ANNUAL SAFEGUARDING ASSURANCE
(Section 175/157)
SELF ASSESSMENT 2019

A COPY OF THIS DOCUMENT MUST BE RETURNED to schooleffectiveness@cornwall.gov.uk by 5th April 2019 AND A COPY RETAINED BY THE SCHOOL TO BE REVIEWED AT REGULAR INTERVALS

School/college name: **Pensans Community Primary School**

schools, academies, short stay schools, free schools, independent schools, FE colleges)

Completed by: ...¹

(Please identify names and roles of those who completed the self assessment.)

Angela Clay Head Teacher Designated Safeguarding Lead

Graham Mills Designated Safeguarding Governor

Sarah Hawken School Safeguarding Officer

Date Self-Assessment and Action plan submitted: April 2019

Date Declaration of Compliance submitted: April 2019

Planned date of review of Self-Assessment and Action plan² **July 2019; October 2019 & February 2020**

IMPORTANT - The S157/175 process has been reviewed, in the light of feedback from schools and in the context of the OSCP Board meetings. This shorter version will ensure that the requirements of Our Safeguarding Children Partnership are met, whilst also allowing a

¹ Experience has shown that completion by the safeguarding team, involving the wider school community, has been beneficial in creating a whole school culture for safeguarding.

² 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.



revised assessment tool to become a more meaningful and helpful document for schools, colleges and settings. The timing of this self-assessment has been agreed with OSCP, so that schools will have the summer term to make adjustments, where necessary, to their safeguarding arrangements. It is envisaged that from now on, all self-assessments will now be completed in the Spring Term. This self-assessment is shorter than previous years, to account for the change in timing. Future self-assessments will continue to reflect any changes in legislation, guidance and decisions made by OSCP.

1	Compliance	Yes/No as appropriat e	Comments/Evidence
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1.1	The school complies with the requirements of 'Keeping Children Safe in Education' (September 2018)	YES	<p>Our school works within the requirements of the 'Keeping Children Safe in Education' (September 2018). We hold a good working knowledge of the document and reference this in the work we do internally and when working with external agencies</p> <p>The Document has been adopted by the school and is part of the schools safeguarding display and is available to all staff. The school holds a record of all staff having read the document and School Staff Governor's and External agencies have made checks against compliance with this document.</p> <p>All the school workforce and visitors are required to wear an identification lanyard in school at all times.</p> <p>2018 OfSTED inspected and rated our Safeguarding Good with outstanding features – this does not make us complacent and we continually strive to improve.</p> <p>2018: We developed and introduced a more sophisticated and secure electronic signing in system using I-pad technology. This requires all people, staff and visitors, to sign in and out when entering and leaving the building. This has updated our written signing in system and is proving to be very effective.</p> <p>2018: We have introduced and allocated a 'Safeguarding Surgery', every ½ term in our school diary – although we observe rigorous safeguarding communication this is a valued opportunity for ALL staff to communicate concerns and high light any safeguarding improvements.</p> <p>Six times each year - Every half term we meet up with the locality link officer from the Early Help Hub. This helps us share information effectively and work closely with outside agencies ensuring the best informed outcomes for our children.</p>
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1.2	How have you updated staff new to the school about Keeping Children Safe in Education?	YES	<p>All staff are given this guidance and it is available in staffroom and circulated via email when updates are made. Governor review of safeguarding has checked the records of this information being shared. New staff have induction training on this issue and sign copies of their agreement to work in line with this document are held in school. Staff training updates are undertaken on a termly basis and the document is referenced in this training.</p> <p>2019: After receiving some excellent Level 3 training recently we decided to further develop our own 'in house' Level 2 training to staff adopting some enhancing strategies. (quiz and a memory scenario).</p> <p>2019: All staff are all new staff are now logged onto the 'Smart Log' training program under the umbrella of TPAT. Through this platform all staff receive online training in Fire awareness: Safeguarding and Prevent and this is in addition to the Level 2 Safeguarding delivered in school; and the Level 3 Safeguarding courses attended.</p>
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1.3	<p>What steps do you take to ensure that key safeguarding information is known to:-</p> <ul style="list-style-type: none"> • Permanent staff • Temporary staff (supply) • Volunteers • Governors • Parents 		<p>The Document has been adopted by the school and is part of the schools safeguarding display and is available to all staff. The school holds a record of all staff having read the document and School has made checks against compliance with this document. There is a prominent Safeguarding Notice board in the staff room that offers safeguarding policy documents, flowcharts and supporting information. Temporary staff are requested to sign an agreement form and are given a summary document. Letters of assurance from supply agencies are also required before starting a placement at the school. Governors and all volunteers have tier 2 training to support their working knowledge of the document. The school uses the newsletter, website and social media to communicate safeguarding information to parents. Individual parents for whom the information is more relevant have documents shared as part of the referral process. We have developed a stringent 'Pensans code of conduct' agreement. Everyone who works or volunteers at the school is expected to read and sign this document. This includes the tier one Keeping Children Safe safeguarding information policy. This year we have designed a 'Flow chart' visitor guidance procedure poster, visually demonstrating the expected procedure to follow.</p>
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2	Early Help/Child Protection Process	Yes/No	Comments/Evidence
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2.1	How does the school engage with the Early Help Hub?		<p>The school has developed a good relationship with the EHH staff making regular referrals and contacts the Hub to seek advice and guidance.</p> <p>Six times each year - Every half term we meet at school with the locality link officer from the Early Help Hub. This helps us share information effectively and work closely with outside agencies ensuring the best informed outcomes for our children.</p> <p>The EHH hub offers up to date training 'learning lunchtime' sessions that are regularly attended and offers opportunities for networking with other supporting agencies.</p>
2.2	With which key agencies do you have the best liaison arrangements?		We endeavour and persist, expecting to have good constructive working relationships with all of our key agencies.
2.3	The school understands and implements the Resolving Professional Differences (escalation) process as necessary	YES	DSL meetings have discussed the use of the policy for cases this year, however responses have always been timely.
2.4	The DSL or DDSL attends Initial, Review and Core group Child Protection Conferences and provides relevant and required reports on time.	YES	<p>DSL or the Safeguarding Officer at the school attends and prepares information required. Deputy DSL is kept informed and will also attend if required.</p> <p>Governor termly review of Safeguarding requires the school to report attendance at meetings on a termly basis.</p>

2.5	Are reports shared with parents ahead of the conference?	YES	<p>The school understands its responsibility to share information with parents, it is not our experience that the reports are shared by the team with parents before the conference however our policy is to keep parents/guardians progressively informed at all times unless the safety of the child is at risk.</p> <p>The School will share referral knowledge with families and concerns with families as part of the process.</p>
2.6	How does your school ensure that relevant information is provided to ICPC and RCPC during school holidays?		<p>The school always attends all conferences and reviews scheduled for Holiday periods. The DSL and DDSL liaise throughout the holidays to ensure new cases are attended also.</p> <p>Contact numbers are shared and access to the school is enabled to gather reporting information.</p>

3	Children Missing Out of Education and /or on a reduced Timetable Children Missing Education	Yes/No	Comments/Evidence
3.1	The school follows published procedures in the case of a child missing or a child on a reduced timetable.	YES	The school monitors attendance of all pupils on a daily basis recording response and reason on the student profile. Any safeguarding concerns are immediately conveyed to senior staff and safeguarding officer and vulnerable children on social support may be reported to their case worker. All incidents of non-attendance extending over 10 days are reported to LA officers using the agreed process.
3.2	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	All risks for all pupils are fully considered before an exclusion are considered. The risk assessment would form part of an exclusion decision and could be demonstrated.
3.3	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	The school has not experienced this event. The school understands the range of services involved in EHE cases and knows how to contact these agencies with regard to EHC pupils.
3.4	The school/college/setting takes appropriate action to ensure that pupils/students with a child protection plan are not placed on a reduced timetable		The school considers the risks for each child before agreeing and reduced timetable the safeguarding risks are always considered.

4	Equality and Diversity	Yes/No	Comments
4.1	How does the school college or setting meet its equality and diversity responsibilities?	YES	Our ethos and policy is that every child matters and everyone in our community matters. We incorporate this ethos into all areas of learning; recruitment; and community relationships at Pensans School. The school holds and has reviewed equality and diversity policies and plans in accordance with statutory requirements and guidance. Equality information is published on the school website.
4.2	If the school has had experience of hate crime, please indicate its nature and frequency	NO	
4.3	The school supports, informs, protects and enables pupils and students questioning their gender identity to achieve their full potential whilst in education.	YES	The school has supported pupils, families and staff with questioning gender and gender identity and has made use of the Cornwall Transgender guidance as a reference document in this support. This document is accessible along with other welfare and safeguarding support in the staff room.
4.4	Have staff received equality and diversity training to ensure that the school promotes fundamental British values - democracy, individual liberty and mutual respect and tolerance of those with different faiths and beliefs?		The school has identified this need and has made enquiry with training providers. See action plan- this is from template

5	Safer Recruitment		
5.1	The school is satisfied that safe recruitment practices are in place, operated and regularly reviewed	YES	The schools Safer Recruitment Policy is referred to in all recruitment processes. Reporting under the policy is carried out by the selection committee. Outcomes from checks are recorded within the SCR held on the school's server. The school is supported in all recruitment processes by TPAT HR.
5.2	The school has a Single Central Record which is available and updated regularly as a working document	YES	This document is reviewed on a termly basis by both Governors and the Head teacher to ensure compliance. TPAT also review this on a regular basis. We continually update this document as part of our rigorous safeguarding ethos and have this verified and signed by the Safeguarding governor at least every half term.
5.3	<p>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) -</p> <ul style="list-style-type: none"> a) Relevant DBS check b) Teacher prohibition check c) Childcare disqualification declaration d) Qualifications e) References f) Overseas checks g) Health assessment questionnaire 	YES	<p>The school has undertaken an audit of the pre-employment checks and is acting in accordance with the legislation requirements.</p> <p>Ofsted 2018 undertook a thorough check of all recruitment documentation.</p> <p>TPAT check the SCR on a regular basis (spring 2019). The school is supported in all recruitment processes by TPAT HR.</p>

6	School Workforce	Yes/No	Comments
6.1	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	The School has designated the Lead DSL role to Head teacher Angela Clay: Also designated lead (DSL) for CSE and SPOC. The School has a designated Safeguarding Officer/ Co-ordinator (DSL) Sarah Hawken. There are 6 deputy DSL's: Deputy Head Sarah Trow: Sarah Hawken; Joanne Atkinson: Tiffany Pope: Helen Smith and Katie Mungles.
6.2	The school has a Designated Teacher for Children in Care, Children Previously in Care and children Adopted from Care, who is aware of his/her responsibilities in line with current DfE Guidance.	YES	Designated Teacher for Children in Care is DSL Joanne Atkinson. She is aware of their responsibilities in line with the DfE Children in Care Guidance, and regularly attends training and guidance events for this role.
6.3	How is safeguarding covered in staff meetings?	YES	On both weekly briefing and during staff meeting or training events SMT discuss safeguarding as a standing agenda point at each meeting.
6.4	How does the school ensure that where are before and after school provision is in place, due regard has been given to safeguarding arrangements by the school and the provider, including any necessary vetting and barring requirements?	YES	All school Safeguarding procedures extend to ALL school provision ON and OFF site.

7	Record Keeping and Information Sharing	Yes/No	Comments/Evidence
7.1	The school complies with local authority recording and information sharing guidance and procedures (in line with HM Gov. Information Sharing Advice for Practitioners July 2018)	YES	The school complies with the information sharing advice for recording and information sharing, and annual statement is issued to all parents so the process is understood by all. We continue to use the local guidance for reporting within this above framework.
7.2	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	All role changes instigate an induction to role and mentor support from peers.
7.3	Does the school ensure that chronologies are maintained and updated for children where there are safeguarding concerns?	YES	The school uses an electronic system called scholar pack to record all information regarding concerns, behaviour and pupil welfare. The system records chronologies of concerns these are supplemented with referrals and supporting documentation. This system is encrypted with 256 bit and has OfSTED approved security recorded in the licence.
7.4	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	This system is encrypted with 256 bit and has OfSTED approved security recorded in the licence. Transfer of files/information by e mail is sent by a secure system adopted called Egress. Hard files of transfer are by hand or recorded delivery with a signed and returned copy of receipt of transfer.
7.5	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	The school uses Scholar Pack system to record all information regarding concerns. Review of entries is made on a daily basis with all DSL's also informed.

7.6	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	Records of transfers are held in school and within the electronic system where this is used. All transfers are made within the guidelines and considering Information Sharing Advice for Practitioners July 2018. Verbal contact and supporting discussions are made directly by a DSL.
7.7	The school keeps signed receipts for Child Protection files which have been transferred to another establishment	YES	Records of transfers are held in school and within the electronic system where this is used. All transfers are made within the guidelines.
7.8	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.		DSLs review the contents of the secure filing system on a regular and systematic basis.
8	Training (see below - Section 13)		Comments/Evidence
8.1	All DSL and DDSL have received Multi-Agency Child Protection Training within the last 2 years.	YES	Training records evidence the attendance at new and updates for all DSLs
8.2	How does the school ensure that staff are fully briefed and aware of:- Signs of neglect Domestic Abuse Child Exploitation Child Sexual Abuse Vulnerability of children with SEND? Peer on peer abuse	YES	<p>Training records evidence the attendance of staff at in house training updates that are noted as covering the areas of Signs of neglect, Domestic Abuse Child Exploitation, Child Sexual Abuse, Vulnerability of children with SEND, Peer on peer abuse and well as other topics.</p> <p>The Staff notice board displays CLEAR guidance on the above and the staff toilets have a 'minute glance at the signs of neglect' displayed.</p> <p>The Staff room offers a wealth of information and DfE guidance on all the above topics.</p>

8.3	What training have staff received to enable them to support pupils/students with their mental health?	YES	<p>2019: Safeguarding Officer Sarah Hawken: Deputy Head Sarah Trow; SENCO Joanne Atkinson; TIS practitioners Sarah Pocock and Claire Collins have all recently trained as Mental Health First Aiders.</p> <p>2019: Safeguarding Officer Sarah Hawken has recently attended ASIST (Applied Suicide Intervention Skills Training</p> <p>School has trained 5 practitioners in (TIS) Trauma Informed School an intervention identified in emotional support: DSL Sarah Trow; DSL Joanne Atkinson: Moira Clough (Early years) Sarah Pocock and Claire Collins (KS1 and KS2).</p> <p>Alongside this, pupils identified in needing support may also receive a place on our Fun-fit OR STEP interventions.</p> <p>School buys into an intervention called Forest Schools: This produces excellent progress with pupils needing support with mental health.</p>
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8.4	What steps are taken to ensure that new staff are made aware of the Prevent and Channel guidance?		<p>2019: All staff and all new staff are now logged onto the 'Smart Log' training program under the umbrella of TPAT. Through this platform all staff receive online training in Fire awareness: Safeguarding and Prevent/Channel guidance and this is in addition to the Level 2 Safeguarding delivered in school; and the Level 3 Safeguarding courses attended.</p> <p>Angela Clay Head Teacher has had WRAP training.</p> <p>Prevent forms part of the schools safeguarding staffroom display and referring information is given here. Safeguarding updates are weekly across the school.</p> <p>School staff use the relevant training they have had to undertake risk assessment for pupils. Staff discussion of evidence and open agendas help support ongoing staff discussion of risks and potential radicalisation across the school community.</p> <p>The school considers information from its community and other schools also. Policy and training support school staff to make referrals and seek advice where concerns exist.</p>
8.5	The school's Governor has received attended training on the safeguarding responsibilities of the governing body.	YES	<p>Graham Mills Safeguarding Governor completed Multi Agency Level 3 training in his Governor training February 2019.</p>
8.6	The school's Designated Teacher for Children in Care attends the termly briefings given by the Virtual School	YES	<p>SENCO Joanne Atkinson is the Schools Designated Teacher for CIC and attends all termly meetings. Last attended DATE 17/10/18 Next training booked for 26/06/19</p>

8.7	How does the school ensure that workers from 3 rd party providers of services have received safeguarding and child protection training which should be noted in letters of assurance?	ACTION POINT	The school is aware that it needs to review contents of letters of assurance and the updating of these to ensure all safeguarding training is noted on these and that these are updates annually. See action plan. Current letters do not all have training noted on them and not all have been updated in the last 12 months. Pensans has a policy and the procedure ensures the letters of Assurance are updated annually.
8.8	How does the school measure the effectiveness of safeguarding training for its staff?		Audit of staff following training, Quality of concerns information from staff, Number of concerns from staff members, Feedback for agencies we work alongside, Governor monitoring of provision are all considered in training reviews for safeguarding.
9	Governance	Yes/No	Comments/Evidence
9.1	How does the governing board ensure that it is meeting the requirements of Keeping Children Safe in Education, September 2018?		Governors hold sound knowledge of the requirements of KCSIE Sept 2108, Governors are chosen to work alongside the school for their specific skills and two have significant recent or current roles within school safeguarding. All governors offer robust challenge, policy reviews, spot checks, S157/175 compliance checks for safeguarding.
9.2	The school has a named Governor with responsibility for Safeguarding		Graham Mills is our Safeguarding Governor.
9.3	How does the safeguarding governor engage with the school?		The Governor holds termly review with DSLs and reports outcomes of these reviews to the Full Governing board and then on to the MAT board. Graham Mills visits the school at least ½ termly to inspect the SCR and visit staff and pupils. Graham Mills is named on all school safeguarding visuals and is contactable by all school staff members parents or pupils.

9.4	The school has a Governor with responsibility for 'Whistleblowing' incidents and actions	YES	Co-opted Governor Pru Willday is our Whistleblowing Governor. Pru Willday is named on all school safeguarding visuals and is contactable by all school staff members parents or pupils.
10	Safeguarding Culture		
10.1	How is the voice of the child heard in your school/college or setting?		<p>The ethos of the school is to listen to the voice of the Child in all nature of circumstances. The pupils are making regular disclosures to staff and sharing lots of information openly. This gives the school confidence in its reporting procedures as being suitable for all pupils.</p> <p>A TIS trained practitioner is solely employed to work with pupils identified in need of specialist support. Vulnerable/trauma children have daily /weekly 1:1session's with our team of trained TIS/thrive staff where they have time to build trusting relationships.</p> <p>A specialist Play Therapist is bought in to work with children with complex trauma/ mental health needs which is very successful.</p> <p>The school uses the Tootoot online application as a platform for children to speak out and share.</p> <p>The school supports outside agencies such as Barnados; Dreadnought; Forest School and Penhaligon's friends enabling the voice of a child with specific need.</p>

10.2	How do you ensure that the voice of the most vulnerable children are heard?		<p>Alternative reporting avenues are arranged such as Barnados; Dreadnought; Forest School; Music and Art therapy; Headstart; Treyla and Penhaligon's friends enabling the voice of a child with specific need.</p> <p>A specialist Play Therapist is bought in to work with children with complex trauma/ mental health needs which is very successful.</p>
10.3	How does your school support children with mental health issues		<p>2019: Safeguarding Officer Sarah Hawken: Deputy Head Sarah Trow; SENCO Joanne Atkinson; TIS practitioners Sarah Pocock and Claire Collins have all recently trained as Mental Health First Aiders.</p> <p>2019: Safeguarding Officer Sarah Hawken has recently attended ASIST (Applied Suicide Intervention Skills Training</p> <p>School has trained 5 practitioners in (TIS) Trauma Informed School an intervention identified in emotional support: DSL Sarah Trow; DSL Joanne Atkinson: Moira Clough (Early years) Sarah Pocock and Claire Collins (KS1 and KS2).</p> <p>Alongside this, pupils identified in needing support may also receive a place on our Fun-fit OR STEP interventions.</p> <p>School buys into an intervention called Forest Schools: This produces excellent progress with pupils needing support with mental health.</p>

10.4	How is safeguarding embedded in the curriculum?		<p>Specific and discrete teaching of safeguarding issues are embedded across the curriculum. Within the school's review of Curriculum Intent, Implementation and Impact the school intends to track safeguarding themes.</p> <p>2019: Specialised NSPCC child directed support posters framed and on display in all the school toilets.</p> <p>NSPCC 'Speak out and Stay Safe' has been delivered to the school two years in a row due to its valuable delivery directly to the children. It is with deep regret that they will not visit our school for a third year as they are limiting the popular scheme to three yearly. Because of the significant importance We have already BOOKED ahead our slot for a summer delivery in 2021!.</p> <p>WE deliver The 'NSPCC PANTS safeguarding every term to EYFS and KS1. Safeguarding for KS2 is delivered every term by class teachers. Because of the frequency of these schemes they are embedded into the curriculum. More importantly they are familiar to the children means we can address issues of safeguarding/online safety as we need to and without alarm.</p> <p>This is evidenced in disclosures to staff and disclosures between peer and peer who understand to speak out and tell a trusted adult.</p>
11	Parents/carers		Comment/Evidence
11.1	How do you ensure that the views of the parents and carers are gathered in relation to their child's wellbeing and safety in school/college?		<p>The annual parental questionnaire asks specific questions about parental feeling of safety in the school. This is collated and reported to Governors and TPAT.</p> <p>Evidence in that many parents/carers feel they are able to report directly to school about safeguarding and wellbeing concerns.</p>

11.2	What safeguarding information is provided for parents/carers?		The school's website has safeguarding statements, policy and information for parents within it. Parents are shown how to have access to National Online Safety web resource's. Safeguarding information is shared on the school's newsletter. Information hand-outs are available to share and we use the school phone texting and face-book page to relay urgent information and safety updates.
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12	Allegations against staff	Yes/No	Comment/Evidence
12.1	The school is satisfied that clear guidance on recording, reporting and managing concerns/allegations is readily available to all workers (paid and unpaid)	YES	The school has a safeguarding notice board within the staffroom, as well as a staff shared area on the computer system, both hold documentation, policies and reference material to support staff to challenge the work or others. Reporting is undertaken in line with the policy.
12.2	The school is satisfied that all workers know the procedures to be followed if an allegation is made against a member of staff	YES	Use of the notice board and reporting procedures gives the school confidence in staffs reporting processes. Information is provided in induction procedures and reviews which have been updated in the Spring Term 2019
12.3	What information is given to staff in relation to whistle blowing?	YES	Full policy and procedural guidance, named staff and governors. The schools safeguarding visuals notices in all rooms note the name and contact details of the whistleblowing governor.
12.4	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	Yes – historic referrals and advice and guidance service used to support school investigations
12.5	Does the school have a record of advice and guidance sought from and referrals made to the LADO?	YES	Advice and guidance following referral is kept within the DSL safeguarding files and not within the HR open files, this will be sent on in line with data protection requests and to new employees following recruitment.
12.6	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?	YES	If substantiated, as determined by LADO procedures. We are aware of its responsibilities.

SECTION 13 - TRAINING³

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

³ Please refer to your responses in Section 8 of your submission to aid the completion of this section.

Designated Safeguarding Lead (DSL)	Angela Clay	Head Teacher	Multi-agency Level 3 Operation Encompass	28/1/19 (2yr) 22/10/19 (5yr)
	Sarah Hawken	Safeguarding Officer/Admin	Multi-agency Level 3 DA; CSA;PM; Early Help; ASIST & MHF	28/1/19 (2yr) 28/6/18 (3yr)
	Helen Smith	EYFS Leader	Multi-agency Level 3	26/5/17 (2yr) 1/12/18 (1yr)
	Katie Mungles	KS1 Leader	Multi-agency Level 3	28/1/19 (2yr)
	Tiffany Pope	KS2 Leader	Multi-agency Level 3	26/5/17 (2yr)
	Moira Clough	Level 2 Safeguarding trainer	Multi-agency Level 3 28/1/19 Train to teach Level 2	28/1/19 (2yr) 23/10/14 (5yr) 12/1/17 (3yr)
Deputy Designated Safeguarding Lead (DDSL)	Sarah Trow	Deputy Head Teacher	Level 3	19/3/18 (2yr)
Designated Teacher for Children in Care, Previously Looked after Children and Children Adopted from Care	Joanne Atkinson	SENCO	Level 3	10/10/18 (2yr)

Governor with responsibility for safeguarding	Graham Mills	Governor	Level 3	28/1/19 (2yr)
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* Termly training for the Designated Teacher for Children in Care, children Previously Looked After, Adopted from 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 OSCP?

Content should include:- Dealing with a disclosure; signs and indicators; CSA; CSE; FGM; Radicalisation; Keeping yourself safe; managing allegations against staff; Domestic Abuse; Neglect

Date of delivery: Termly; Plus on Induction and Pensans code of conduct policy for visitors.

Training delivered by: Angela Clay; Moira Clough and Sarah Hawken.

Safer Recruitment Training*

*At least one member of the school's interview panel should have successfully completed Safer Recruitment Training - recommended update 2 -3 years, due to on-going changes in guidance.

Name	Role	Training provider	Date completed
Angela Clay	Head Teacher	Reconstruct	23/10/14 (5yr) Training booked for March 2019 was cancelled and has been rebooked
Sarah Trow	Deputy Head	Reconstruct	13/6/17 (5yr)

Graham Mills Moira Clough Catherine Harvey Helen Smith	Safeguarding Governor Safeguarding trainer/TIS School secretary/PA EYFS leader	Reconstruct	23/10/14 (5yr) Training booked for March 2019 was cancelled and has been rebooked 23/10/14 (5yr) 13/6/17 (5yr) 12/1/18
Joanne Atkinson	SEND PP & CIC	Reconstruct	19/3/2018

SECTION 14 - PROGRESS AGAINST ACTIONS FROM 2017-2018 AND ACTIONS IDENTIFIED FOR 2019-2020

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.

2018 actions identified and outcomes - this should be clearly cross referenced from your 2018 self-assessment and Quality Assurance Feedback

Issue identified	Action taken	Responsible person	Completed Y/N
Updated Safety around drug and substance misuse/terminology for staff	Course attended by Sarah Hawken and Chrissy Simpson shared with staff. PSHE Curriculum updated age appropriately.	Sarah Hawken Chrissy Simpson Katie Mungles	Yes
Adoption of new PSHE curriculum	Implementing as recommended by DfE	Angela Clay And leadership	Yes
Identification of CPOMS / MYCONCERN safeguarding computer programme research	Ongoing - Present research is showing that established system scholar pack has advantages	Sarah Hawken	On going research
Safety issues around the electric Main reception school door entrance.	Researching methods and costs	Angela Clay	

2019 Actions identified through undertaking this year's self-assessment (including any carried forward from 2018)

Issue identified	Action to be taken	Responsible person	Completion date
New design for the reporting concern forms format	Planning: Discussion and ideas stage	Sarah Hawken and team	2019
Points of action for School TAC meetings format recording sheet - reason to itemise action points for evidence	Planning: Discussion and ideas stage	Sarah Hawken and team	2019/20
Identification of the need for a confidential room/ phone line to be available.	Room timetabled in successfully for confidential meetings and phone calls.	Angela Clay	2019

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 - 5th April 2019