SectS175 /15 175/157: Safeguarding Self-Assessment 2022-20S23

**S175 /157 Safeguarding Self-Assessment 2023-2024 Question Bank**

**Introduction**

Before you start your online self-assessment audit, please ensure you have read the

['S175/S157': Audit Completion Guidance](https://www.boltonsafeguardingchildren.org.uk/homepage/24/s175157-self-assessment-toolkit) as this contains important information, useful links as well as a number of [Frequently Asked Questions](https://www.boltonsafeguardingchildren.org.uk/homepage/28/s175157-self-assessment-frequently-asked-questions-faqs) that will help you to complete your online submission.

**Questions**

**About Your Setting: Required Information**

**Full School Name:** example: St David's CE Primary School, Heaton

**School Postcode:**

**School contact email address:**

**School contact number:**

**Full DfE Number:**

**What type of school are you?**

Nursery

Primary (LA Maintained)

Primary (Academy / Independent)

Secondary (LA Maintained)

Secondary (Academy / Independent)

Special Primary

Special Secondary

Special All Age

Higher Education College / 6th Form

Alternative Provision

All through school

For the following questions, please choose the closest option that best reflects your setting\*

\***Lead Safeguarding Governor / Trustee: (name)**

**\*Designated Safeguarding Lead: (name)**

**\*Pupil / Student NOR** (Number On Roll relates to the current academic year)

\***FTE Staff Employed** (Full Time Equivalent relates to the current academic year)

Unless otherwise indicated, the grading system used in each statement / question is based upon a 4-point Likert scale ranging from Fully Met to Not Met. A Not Applicable option is available on a small number of questions where a question may not be relevant to a setting. This option should only be selected if the question is not relevant.

**\*Number of current open and active Early Help Assessments (additional**

 **question)**

**\*What staffing resources do you have to undertake Early Help Assessments**

 **in your school? (additional question)**

Within the Self-Assessment, after each statement / question there is an Action Planning box (school use) and an Evidence box (school use) this will enable you to add any evidence or actions that you are going to take. Anything you identify should be extracted and used to input into your action plan.

**Part ONE** of the self-assessment examines how the school / college approaches safeguarding, with a particular focus on leadership,

governance and partnership activity.

It is comprised of 5 sections covering:

- Leadership and management

- Safeguarding governance

- Partnership working and training

- Early Help

- Site safety

**Section 1: Leadership and Management of Safeguarding**

Q1a The Designated Safeguarding Leads (DSL) are aware of the latest version of

Keeping Children Safe in Education Statutory Guidance. Evidence is collated to show staff have received a copy of Part 1 or the condensed version of the guidance and they have confirmed they have read and understood their responsibilities.

Q1b A Designated Safeguarding Lead (DSL) is in place. The broad areas of

 responsibility for the DSL are made explicit in their job description. They are part of the

 Senior Leadership Team.

Q1c The DSL/ Deputy DSL understand their responsibilities detailed in Annex C of Keeping

 Children Safe in Education Statutory Guidance, relating to the protection of children,

 and the safeguarding of all learners, and they act as a point of contact with

 the partners in multi-agency arrangements (Local Authority (LA), Police and Health).

Q1d The DSL offers support in relation to safeguarding matters, promotes pupils safety and

 wellbeing and is a source of information. The DSL has full oversight of safeguarding.

Q1e You keep robust staff safeguarding training records which are kept up to date

 to ensure compliance. This includes evidence of attendance.

Q1f A comprehensive safeguarding induction is delivered to all staff.

Q1g Please tick all that apply

* Evidence of Induction is recorded
* Induction is the same regardless of the time of year
* Staff are made aware of the Teachers Standards and the relevant section on safeguarding expectations
* Expectations on professional and personal boundaries are included.
* Induction includes online safety
* Staff are made familiar with your safeguarding and child protection procedures
* Staff are made familiar with the Thresholds Document (Framework for Action)
* Staff are made are of who the Designated Safeguarding Lead (s) are
* Staff are made are of who to report concerns to

Q1h Safeguarding and Child Protection training takes place at induction.

Q1i The website includes the current safeguarding policy and safeguarding information.

Q1j Arrangements are in place within the Senior Leadership Team to ensure that

 safeguarding arrangements are in place during holiday periods. To ensure

 safeguarding information held by schools/colleges is provided to inform decision

 making.

**Section 2: Safeguarding Governance**

Q2a You have a nominated link Safeguarding Governor / Trustee in post, and they conduct

 regular visits to the school.

Q2b The Governing Body / Trustee are aware of local safeguarding arrangements initiated

 by the Bolton Safeguarding Children Partnership, this includes an understanding of

 local safeguarding procedures, and key guidance, i.e. Framework for Action,

 information sharing and resolving professionals’ differences/ escalation.

Q2c Your Governors / Trustees have ensured there are up to date Safeguarding Policies &

 Procedures in place and regularly oversee that activity. This includes the endorsement

 of policies such as Safeguarding and Child Protection Policy, Staff Code of Conduct

 and any others relevant to safeguarding.

Q2d Governors / Trustees ensure the DSL receives appropriate time, training and support

 to fulfil their duties.

Q2e There is regular communication to the school Governing Body / Trustees about

 safeguarding matters and reports of activity i.e., bullying, sexually harmful

 behaviour, racism, e-safety, CLA, CP, CIN, EH and Encompass incidents. This

 enables them to quality assure, scrutinise the impact of safeguarding help and support

 to children and offer challenge.

Q2f All governors and trustees receive appropriate safeguarding and child protection

 training at induction (including online) which is regularly updated. This includes

 Keeping Children Safe in Education .

Q2g The governing bodies and proprietors ensure appropriate filtering and monitoring

 systems are in place and regularly review their effectiveness.

**Section 3: Partnership Working and Training**

Q3a The DSL receives safeguarding and child protection training every two years.

Q3b All staff have undertaken safeguarding and child protection training (including online

 safety). The training is updated every three years as a minimum. In addition, they

 receive regular safeguarding and child protection updates at least on an annual

 basis, including online safety (for example, via email, e-bulletins, staff meetings).

Q3c In line with Working Together to Safeguard Children 2023 and Local procedures,

 appropriate information is shared with those that need it. It is recognised that this is

 vital in identifying and tackling all forms of abuse and neglect. You ensure relevant

 staff have due regard to the data protection principles, which allow them to share

 Greater Manchester Data Protection, Information Sharing and Confidentiality -online

 Link

 Working together to safeguard children - GOV.UK (www.gov.uk)

Q3d There are nominated staff with up to date Paediatric First Aid Training and you have

 first aid kits which meet requirements under the Health and Safety Act 1974. The

 following statutory policies are in place - Health and Safety, first aid and pupils

 with medical conditions.

Q3e You are aware of the newly revised Working Together 2023 and fulfil your role by

 working in partnership with key agencies to manage and reduce risk. You maintain

 regular contact with agencies, as appropriate, especially Children’s Social Care,

 Safeguarding In Education and the LA Early Help Team.

Q3f Open and honest relationships are encouraged with parents / carers. You work in

 partnership with parents / carers to support them to safeguard their child. Parents /

 carers are informed of any concerns about their child's welfare, and any action taken to

 safeguard and promote the child's welfare, providing this does not compromise the

 child's safety.

Q3g Volunteers and supply staff receive the following (tick all that apply)

* A Safeguarding and Child Protection induction (which is regularly updated)
* A copy of the Safeguarding and Child Protection Policy at Induction and at the start of each year
* FGM Training to recognise, respond and report
* Prevent Training to recognise, respond and report
* Relevant policies and training that would enable them to report any concerns in relation to anyone working with children
* Relevant policies and information regarding safer working practices

**Section 4: Early Help**

Q4a You have effective arrangements in place to offer Early Help to ensure you are

 compliant with statutory guidance - Working Together to Safeguard Children and

 Keeping Children Safe in Education along with the local thresholds document

 (Framework for Action) .

Q4b Early Help assessments are undertaken to assess a range of needs i.e., behaviour,

 neglect, attendance and SEN and take a holistic view of the child, their siblings and

 wider family.

Q4c There are clear and transparent review processes in place to evaluate the impact and

 outcomes of Early Help.

Q4d Your Early Help activity includes? (tick all that apply)

* Parents receiving a copy of the Early Help assessment and reviews
* Quality assurance of Early Help work
* All copies of Early Help assessments completed, reviewed and closed along with any changes to the Lead Professional are sent to BoltonISA@bolton.gov.uk

Q4e Your prevention work includes? (tick all that apply)

* Behaviour Profiling tools such as Boxall, ECM profiling
* A school wide approach to emotional literacy
* De-escalation strategies
* Bespoke Timetable/ alternative curriculum/extended work experience
* 121 support
* Safety planning
* External guest speakers, e.g. Fortalice, NSPCC
* Use of personalised learning/inclusion centres
* The principles of restorative justice
* Pastoral support
* Nurture provision
* Therapy animals
* A key worker for mentoring
* Parental engagement and involvement
* Parenting courses/drop ins- eg behaviour, online safety
* Counselling/trauma informed approaches
* Referral to BSCIP
* Offsite provision
* Lego Club
* School nurse drop in
* Free school uniform /equipment
* Signposting to parenting support /drop in’s
* Food parcels
* Free bus pass/transport
* Free breakfast club
* Life skills- e.g. money management, preparing a meal, how to use a washing machine
* Other + free text field to give details

Q4f When a child has been identified at risk of permanent exclusion leaders can

 demonstrate that the Framework for Action thresholds have been followed that would

 ensure all avenues have been explored before a decision is made (Pre-16 provision).

**Section 5: Safety and Supervision**

Q5a You have a clear and visible system / procedure for the safe handover of pupils

 to the authorised parent / carer at the end of the school day, where required. (Please

 select 'Not Applicable' if you are a secondary or further education setting).

Q5b Regular premises checks are undertaken and recorded to ensure the building /

 environment are safe and secured with appropriate locks, fences, gates. Any

 hot spot areas or areas of concern are identified, and action taken.

Q5c Fire evacuations and invacuations are completed on a regular basis, reviewed

 and actions put into place where required.

Q5d Positive handling, including restraint, is only used in line with statutory

 expectations and all incidents of restraint are appropriately recorded (this may

 involve pupils views, consultations with parents / carers where appropriate) and

 reviewed. The risks of using reasonable force in response to incidents involving

 pupils with SEN or disabilities or with medical conditions, are considered

 carefully and you are satisfied that you recognise the additional vulnerability of

 these groups.

Q5e The use of school transport, bus companies, taxis and escorts (this includes for use on

 school trips), is part of the safeguarding activity of the DSL which is quality assured

 and outcomes are reported to the Senior Leadership Team / Governing Body /

 Trustees *(NOT including public transport).*

Q5f You have a signing in and out procedure for all visitors and contractors with information

 on safety / supervision made available and visible on reception. Visitors are made

 aware of the safeguarding arrangements in the school and their responsibilities while

 on the premises.

Q5g There is a robust mechanism / policy in place for the supervision of volunteers which

 includes frequent visitors / contractors to the school site. i.e., risk assessment. For

 visitors, including contractors who visit in a professional capacity, ID is checked

 and you are assured that the visitor has had the appropriate DBS check (or the

 visitors’ employers have confirmed that their staff have appropriate checks. It is not

 necessary to ask to see the certificate in these circumstances).

Q5h A DSL is contactable when pupils are off site for trips or visits.

Q5i Where reasonably possible, you hold more than one emergency contact number for

 each pupil or student.

Q5j Parental responsibility, plus any legal order and care arrangements that may be in

 place is known.

Q5k The school uses robust pre-planning risk assessment tools for relevant on-site and off-

 site activity. Risk assessments and planning for off-site activity are completed in a

 timely manner and approved as required. Risk assessments are considered for

 external visitors, speakers or presenters in school.

Q5l The use of premises by contractors, groups, clubs etc. is regularly reviewed and you

 seek assurance in respect of their safeguarding arrangements (employment checks,

 insurance, public liability, training etc.).

Q5m When organising work experience placements, you ensure that the placement

 provider has policies and procedures in place to protect children from harm.

Q5n When pupils are engaged in off-site educational provision, this is overseen and

 reviewed with robust records kept, including evidence of reassurances that their

 recruitment of staff and the safeguarding of pupils in the provision is checked and

 addressed at regular intervals.

O Effective Safeguarding

**Part TWO** of the self-assessment examines how the school / college strives to achieve best practice through effective safeguarding.

It is comprised of 5 sections covering:

- Policy, procedures and recording

- Promoting the welfare of pupils and lived experience Managing Allegations

- Managing Allegations – Safer Working Practices

- Safeguarding and the curriculum

- Online safety

**Section 6: Policy, Procedures and Recording**

Q6a All statutory policies and procedures are in place, they have been reviewed and are up

 to date. Statutory policies for schools and academy trusts

Q6b There is a Safeguarding and Child Protection Policy in place which is reviewed

 annually. There is evidence of quality assurance and ratification by the Governors /

 Trustees before implementation. Staff have signed to confirm they have received, read

 and understood the policy; a log is kept of this activity.

Q6c When a child protection concern has been identified, contact is made with the

 Integrated Front Door (IFD) in a prompt and timely manner. This is followed up where

 necessary within 24hrs. Where there is an immediate risk of harm, the police are

 contacted.

Q6d You are following recommended national GDPR (General Data Protection Act 2018)

 and the Information Sharing Guidance 2015 to share and retain Child Protection /

 Safeguarding records on a child.

Q6e Safety plans / risk management risk assessments are put in place or will be

 implemented for individual children when risks have been identified i.e., suicide / self

 harm, harmful sexualised behaviour, violence. Where needed advice and guidance is

 sought from practitioners with specialist expertise in areas of risk.

Q6f Your internal safeguarding procedures are compliant with Bolton's threshold document

 Framework for Action.

Q6g You recognise that children with special educational needs (SEN) and disabilities can

 face additional safeguarding challenges. You ensure your Safeguarding and Child

 Protection Policy reflects the fact that additional barriers can exist when identifying

 abuse and neglect in this group of children.

Q6h All concerns, discussions and decisions made, and the reasons for those decisions,

 are recorded. Records are stored securely, and they are clear, factual and succinct.

 Evidence is recorded where referrals are made, and advice has been sought from

 external agencies, which includes step up / step down preventative and social care

 partners. Where challenge and escalation is needed this is compliant with local

 processes and is completed in a timely manner.

Q6i Records are monitored and quality assured by the DSL as per your set performance

 systems.

Q6j Where challenge and escalation is needed this is compliant with local processes and

 is completed in a timely manner. This is recorded.

Q6k When children leave, the child protection file is transferred to the new school or college

 as soon as possible but transferred separately and securely from the main pupil file

 (five days for an in-year transfer or within first five days of start of new term).

Q6l Appropriate safeguarding information is shared when pupils attend alternative

 provision, and regular meetings are held to work jointly and share information to

 ensure the child's needs are being met.

Q6m There is an up-to-date medicines / administering of medicines policy which is made

 available to parents / carers. Individual health care plans are in place for children with

 health needs and these are regularly reviewed. Arrangements are in place to review

 any significant incidents relating to medication.

Q6n You have an Anti-Bullying Policy which includes online bullying and complies with

 Section 89 of the Education and Inspections Act 2006. This policy is displayed on the

 school’s website and is known to all staff, non-teaching staff and families.

Q6o Where appropriate, there is a personal care policy and intimate care policy which is

 made available to parents / carers. This is regularly reviewed and updated as needed.

**Section 7: Promoting the Welfare of Pupils and Understanding their Lived Experience**

Q7a There is evidence of regular internal safeguarding meetings which allow for

 discussion, reflection, and reviews of children who are deemed vulnerable to ensure

 they are safeguarded and achieving.

Q7b Children and young people are supported with their mental health and wellbeing, and

 they are signposted to support services such as Kooth and other local / national

 services detailed on Be Kind To My Mind.

Q7c You have an allocated Senior Mental Health Lead who has accessed the appropriate

 training including one of the DfE approved Senior Mental Health Lead Training

 programmes.

Q7d Safeguarding information is made readily available to both pupils and their families

 such as Early Help, anti-bullying, mental health, online safety and who to talk to if

 worried about something.

Q7e You recognise behaviour could be a result of trauma and adverse childhood

 experiences, and make every effort to explore what is going on for the child.

Q7f All staff within the school have an understanding / awareness around children’s mental

 Health and are confident on how to support a child / young person should they

 disclose any emotional health difficulties.

Q7g There is evidence of planning positive and proactive support, for instance through

 drawing up individual support or behaviour plans and agreeing these with the parents

 and carers.

Q7h You recognise that the voice of the child and being aware of the child's daily lived

 experience is paramount in relation to Safeguarding.

 There are systems and opportunities in place for children to raise concerns, express

 their views and give feedback. Pupil and parent voice are sought i.e. anti-bullying,

 feeling safe and staying safe on line.

Q7i Where there is a safeguarding concern, you ensure the child's wishes and feelings are

 taken into account. You undertake direct work with the children - such as "A Day in

 the Life". Where appropriate children are invited to meetings about them.

Q7j There is consideration of your duties under the Equality Act 2010 in relation to making

 reasonable adjustments, being non-discriminatory and the Public Sector Equality

 Duty. You have in place a Disability Equality information and objectives statement

 along with Special Education Needs Policy. The school operates inclusive anti-racist,

 anti-oppressive, non-discriminatory practice.

**Section 8: Managing Allegations - Safer Working Practices**

Q8a There is a policy and system in place for safer recruitment which is followed and

 recorded. This is reviewed and updated as required. There is a staff capability,

 discipline, conduct and grievance policy in place which includes - acceptable use of

 technologies, staff / pupil relationships and communications including the use of social

 media.

Q8b You have a member of staff who has attended the Safer Recruitment training; and

 they attend all staff interviews. Their training is regularly updated (recommend every

 three years).

Q8c You have a Single Central Record (SCR) with a nominated member of staff who is the

 custodian of the records. The SCR is reviewed at least termly to input updates and

 check compliances with all DfE / Ofsted current requirements. The SCR is checked

 and verified. Governance is provided with the reassurance that this activity takes

 place.

Q8d A member of the Governance Board (usually the Chair) is nominated to liaise with the

 Local Authority (LA) and / or partner agencies in the event of allegations of abuse

 made against the Head Teacher or Principal.

Q8e All staff and volunteers understand how to respond to concerns / allegations (including

 low level concerns) about another member of staff or volunteer, how to report, what

 happens next and what to do if they continue to have concerns or if they believe

 concerns have not been reported / responded to appropriately. Your Safeguarding

 Policy is compliant with Bolton's guidance relating to allegations of abuse made

 against teachers and other staff. All staff are aware of the whistle blowing policy and

 understand the role of the Local Authority Designated Officer (LADO). First steps

 (Previously first five minutes) are displayed and procedures known by staff volunteers

 and governance.

Q8f There is a Code of Conduct for Behaviour and Safer Working Practice which is known

 by all staff and those who regularly come to school. All have signed to confirm that

 they have read and understood the code of conduct / staff handbook.

Q8g The Senior Leadership Team are familiar with allegations procedures and know how

 to refer to the LADO. All referrals are recorded along with any actions undertaken (you

 may wish to use appendix 12 in the SET Safeguarding and Child Protection Policy).

 When threshold criteria is considered and a LADO referral is NOT made, a low level

 concern is recorded along with any actions undertaken.

Q8h There is a Code of Conduct for Behaviour and Safer Working Practice which is known

 by all staff and those who regularly come to school. All have signed to confirm that

 they have read and understood the code of conduct / staff handbook.

Q8i Where relevant following a LADO enquiry, staff are referred to the DBS and Teachers

 Regulation Agency.

Q8j Recruitment and selection processes are regularly reviewed to ensure they are in line

 with DfE KCSiE guidance. DBS checks are rigorous including overseas checks.

 References are pursued and retained. There are other measures in place including the

 use of declarations and risk assessments. There is a clear and accessible system for

 monitoring and recording recruitment outcomes.

Q8k You have records of Section 128 checks for those in management positions which

 includes governors. These are evidenced in the SCR and personnel files.

Q8l Where there are allegations regarding individuals or organisations using the

 premises for the purposes of running activities for children, safeguarding policies and

 procedures are followed, including informing the LADO.

**Section 9: Safeguarding and The Curriculum**

Q9a Learning opportunities in the curriculum are used to teach children and young people

 about safeguarding and keeping themselves safe, this includes the statutory

 requirements for effective delivery of RHE and RSHE for example: Online safety,

 prevent, child criminal exploitation (CCE), female genital mutilation (FGM), bullying,

 child sexual exploitation (CSE), sexual relationships, hate incidents, wellbeing, the

 dangers of risk-taking behaviours, resilience, self-confidence, consent and healthy

 relationships. Relevant to the needs, age and understanding you can demonstrate a

 commitment to RHE / RSHE as part of a whole school approach.

Q9b Pupils clearly understand who a trusted adult is, how this applies in and out of school,

 and know who they can share worries or concerns with.

Q9c Pupils are able to articulate what keeping safe is, and how to keep themselves and

 others safe. Pupils know how to report concerns when outside school, including online.

**Section 10: Online Safety**

Q10a You have an effective whole school approach to online safety which protects and

 educates pupils and staff on their use of technology. Early indicators of unhealthy,

 problematic use of the online environment (including social media) is identified and

 acted upon.

Q10b There are robust mechanisms to filter, monitor, respond and escalate any concerns

 as appropriate.

Q10c You carry out an annual review of your approach to online safety, supported by an

 annual risk assessment that considers and reflects the risks children face.

 Sample annual audit for DSL from Andrew Hall, Risk Assessment from 360 safe.

Q10d There is an up-to date Online Safety Policy which sets out your approach to online

 safety including expectations and acceptable use when online. This is reflected in the

 Safeguarding and Child Protection Policy and staff code of conduct

Q10e There are filtering and monitoring systems in place that promote the

 welfare of pupils and protect their exposure to online risks through your ICT systems.

Q10f An IT Acceptable Use Policy is in place for staff, which covers mobile phones and

 social media. This is included in all staff induction including teaching and non-

 teaching.

Q10g All staff receive appropriate online safety training on induction, which is regularly

 updated. This includes filtering and monitoring.

Q10h You can demonstrate effective use of the UKCIS national guidance

 https://www.gov.uk/government/organisations/uk-councilfor-internet-safety relating to

 the consensual and non-consensual sharing of nude and semi-nude images or videos

 (Formally sexting) and follows best practice advice when managing such instances.

 The DSL is expressly familiar with the guidance.

Part THREE: Specific Safeguarding Issues

**Part THREE** of the self-assessment examines how the school / college approaches a number of specific safeguarding issues.

It is comprised of 7 sections covering:

- Children missing from education

- Looked after Children, Children with a Social Worker and Private Fostering

- Elective Home Education

- Intra-familial harm

- Extra-familial harm

- Child on child abuse

- Extremism and Radicalisation

**Section 11: Children absent and severely absent from Education**

Q11a Attendance is monitored, and any concerns are picked up early. Daily processes are

 in place to follow up absence. You Identify and support pupils and parents to

 understand reasons for absence, whilst committing to a whole school culture that

 promotes the benefits of good attendance. You can demonstrate using national and

 local procedures when children are persistently not in school. For example, you open

 an Early Help Assessment or when children with a child protection plan or Looked

 After Children (living at home), are absent you contact the Early Intervention Team to

 conduct a home visit.

Q11b Relevant enquiries are made where children move out of the area, go abroad or

 when families arrive at school from another area to obtain a place. The Missing

 Education Procedures are known, duties are complied with and the Children Missing

 Education (CME) Officer contacted.

Q11c You know about and use when required Children Missing Education 2016 and this

 informs your safeguarding CME Policy, Practice and Procedures.

Q11d You have an up-to date attendance policy in place.

Q11e You have in place a 'Children with health needs who cannot attend school' policy.

**Section 12: Children Looked After, Children with a Social Worker and Private Fostering**

Q12a Where involved, Social Workers are invited to Education, Health and Care

 Plan (EHCP) meetings / reviews.

Q12b Children Looked After (CLA) or previously CLA are known along with their legal

 status and the reason for them becoming looked after.

Q12c A trained Designated Teacher is in place who has qualified teacher status and is

 responsible for the educational achievement and care of CLA pupils and previously

 CLA. You are aware of the Virtual School Team and their contact details.

Q12d You complete Personal Education Plans (PEPs) that are high quality, relevant with

 measurable outcomes and review these termly.

Q12e Where children are being cared for by friends, neighbours or extended family for

 more than 28 days, staff are aware of the procedures for private fostering and these

 arrangements are followed.

Q12f The Virtual School Head is made aware of any CLA who is at risk of exclusion,

 and is notified of any suspension as soon as possible.

Q12g You have a specific school policy for CLA and previously CLA children.

Q12h You track and monitor educational outcomes for children with a social worker, CLA or

 previous CLA and can demonstrate the impact of interventions. You maintain a

 culture of high aspirations for these children.

**Section 13: Elective Home Education**

Q13a Every effort is made to keep parent / carers engaged and you have exhausted all

 efforts to keep the child in school where it is believed the home education is

 unsuitable or unsafe.

Q13b You can demonstrate through record keeping, where appropriate advice has been

 sought from the LA and can demonstrate how / what advice has been given to

 parents / carers of any discussions around the implications of such a decision.

Q13c You have followed the Local Authority procedure and completed the registration form

 together with the parental intention to home educate, and returned to LA for all cases

 where a pupil has been withdrawn to EHE.

**Section 14: Intra-familial Harm**

Q14a All staff including governors and volunteers know about the mandatory reporting of

 Female Genital Mutilation (FGM) 2015.

Q14b Action is taken where signs of neglect are emerging. This may include starting an

 Early Help Assessment.

Q14c All families are informed of Encompass arrangements. This may include

 any new starters. They are regularly reminded that Encompass notifications are

 received and that you have a responsibility to offer help and support (this could

 be information on the website, displayed in school, newsletters etc.).

Q14d The Encompass email is checked throughout the day (during term time) and

 information is shared with relevant school staff who need this to support the child /

 young person. Action is taken when the pupil is absent following an Encompass

 notification.

Q14e Early indicators of pupils experiencing domestic abuse are identified and acted upon,

 in accordance with local safeguarding thresholds. The child and families are provided

 with additional support.

**Section 15: Extra-familial Harm**

Q15a Staff have accessed additional training and learning in relation to key areas of Extra-

 familial Harm i.e., exploitation, grooming, trafficking, forced marriage, gangs, county

 lines.

Q15b Staff have good working knowledge of the guidance, regulations and statutory

 requirements or specific areas of harm, to recognise indicators and vulnerabilities.

 Action is taken when pupils are at risk or there are indicators.

Q15c You are aware of the safeguarding procedures when children go missing and you

 follow these.

**Section 16: Child on Child Harm**

Q16a The DSL / DDSL is aware of and understands the current government guidance on

 managing sexual violence and harassment in schools. All allegations are treated

 seriously and addressed in line with the guidance, for example; contacting the police

 and the IFD where required.

Q16b The Safeguarding and Child Protection Policy includes details of child on child abuse

 including sexually harmful behaviour. The policy reflects the different forms child on

 child abuse can take and the culture of your setting is that abuse is abuse and

 should never be tolerated or passed off as 'banter' or 'part of growing up'. The policy

 sets out 'how you will respond to allegations'. You have clear sanctions for children

 accused and also offer support to both victims and the pupil accused with their own

 needs.

Q16c All staff (including teaching and non-teaching) have received training and updates to

 develop an awareness and understanding of the difference between healthy,

 problematic and harmful behaviours in the context of promoting a safe and secure

 environment. All staff understand the need to challenge.

Q16d Data reporting systems are in place to evidence and analyse incidents i.e. bullying,

 sexually harmful behaviour, racist or homophobic incidents. This is used to identify

 patterns, trends and hotspots and includes strategies and models to prevent and

 intervene.

**Section 17: Extremism and Radicalisation**

Q17a Prevent training has been undertaken by all staff, volunteers and Governors /

 Trustees. Staff, volunteers and Governors / Trustees understand the risks of

 radicalisation and extremism and know how to recognise and refer children who may

 be vulnerable. All staff are made aware of the Prevent Duty

 Guidance for Schools 2023.

 You are aware of the Prevent Strategy and its objectives Prevent Strategy

 2011.

Q17b There is a clear awareness of roles and responsibilities regarding Prevent and these

 are contained in the Safeguarding and Child Protection Policy.

Q17c Education is delivered to pupils that helps develop critical thinking skills around the

 power of influence, particularly on-line and through social media.

Q17d You have a senior Designated Lead for Prevent, and referrals are made to channels

 where appropriate. You are aware of the contact details of the Bolton Prevent Team

 should you need to seek advice.

Q17e There is an IT Acceptable Use Policy which contains reference to terrorism and

 extremist material.

Q17f British values are promoted, and staff are able to provide appropriate challenge to

 pupils, parents or governors if opinions are expressed that are contrary to

 fundamental British values and promotion of community cohesion.

Q17h You have a range of initiatives and activities that promote the spiritual, moral, social

 and emotional needs of pupils aimed at protecting them from radicalisation and

 extremist influences. This can include influence related to Right Wing, Left Wing,

 International, Incel and Environmental or Animal Rights Movements.

Q17i You have completed a Prevent Risk Assessment. Prevent Duty Risk

 Assessment Templates - GOV.UK.

Please remember to print and save a copy of the self-assessment audit for your records

before pressing 'Submit'.

You will find instructions on how to do this in the

S175/S157: Audit Completion Guidance.