# **Section 175/157: Safeguarding Self-Assessment 2024-2025**

**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.

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|   | **About Your Setting: Required Information** |

**Full Setting Name:**

**Contact email Address:**

**Postcode:**

**Contact number:**

**Full DfE Number:**

**What type of setting 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

Further Education

 **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)
		- Number of current open and active Early Help Assessments:
		- What staffing resources do you have to undertake Early Help Assessments in your setting?

Within the self-assessment, after each statement / question there is an Action Planning points box (for setting use) and an Evidence (for setting 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.

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|  | **Part ONE: The School Approach**  |

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|  | Part ONE of the self-assessment examines **how the setting 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  |

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

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| Q1b | The requirements and responsibilities detailed in Annex C of Keeping Children Safe in Education Statutory Guidance Keeping Children Safe in Education Statutory Guidance relating to the role of the Designated Safeguarding Lead are in place, understood and fulfilled.  |

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| Q1c | A Deputy DSL is in place. |
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| Q1d | The DSL (or Deputy DSL in their absence). |

Is available

Manages referrals

Works with others

Shares information and manages the Child Protection file

Raises awareness

Is trained, knowledgeable and skilled

Understands the views of children

Holds and shares information

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| Q1e | Robust staff safeguarding training records are kept which are up to date to ensure compliance.  |

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| Q1f | A comprehensive safeguarding induction is delivered to all staff. |
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| Q1g | The website includes the current safeguarding policy and safeguarding information.  |

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|  | **Section 2: Safeguarding Governance**  |

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| Q2a | A senior board level (or equivalent) lead is in place to take leadership responsibility for safeguarding arrangements. |

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| Q2b | Governing bodies and proprietors are aware of Bolton's local multi-agency safeguarding arrangements https://www.boltonsafeguardingchildren.org.uk/. |

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| Q2c | Governing bodies and proprietors ensure that policies required by law are in place, have been approved and are working well. |

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| Q2d | There is regular communication to the Governing Body / Trustees about safeguarding matters and reports of activity. This enables them to quality and assure, scrutinise the impact of safeguarding help and support to children and offer challenge.  |

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| Q2e | All governors and trustees have received appropriate safeguarding and child protection training at induction (including online) which is regularly updated.  |

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| Q2f | The governing body and proprietors ensure appropriate filtering and monitoring systems are in place and they regularly review their effectiveness.  |

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|  | **Section 3: Partnership Working and Training**  |

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

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| 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). |

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| Q3c | In line with Working Together to Safeguard Children 2023 and the DFE Information sharing Guidance 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.Working Together to Safeguard Children - GOV.UK (www.gov.uk)DfE Information sharing advice for safeguarding practitioners providing safeguarding services for children, young people, parents, and carers (publishing.service.gov.uk) - https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice |

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| 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 and supporting pupils with medical conditions. |

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| 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, such as the Local Authority, Health, and Police.  |
| 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.  |

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|  | **Section 4: Early Help**  |

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| 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)  |

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| 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.  |

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| Q4c | When an Early Help Assessment has been undertaken this is co-ordinated and support is provided as part of a plan to improve outcomes. There is good ongoing communication, through regular meetings between the family and practitioners. |

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| Q4d | All copies of Early Help assessments and reviews are shared with the family and the Local Authority |

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| Q4e | Your prevention work includes a variety of Early Interventions such as 1:1 support and pastoral support. |

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| 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). |

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|  | **Section 5: Safety and Supervision** |

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| Q5a | A competent person is appointed to ensure the setting meets their health and safety duties. |

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| Q5b | A health and safety policy is in place that includes how the setting will establish, monitor, and review its measures to meet satisfactory health and safety standards. |

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| Q5c | 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 'N/A' if you are a secondary or further education setting). |

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| Q5d | Reasonable force is only used in line with statutory expectations and all incidents of restraint are appropriately recorded 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 the setting are satisfied that they recognise the additional vulnerability of these groups. Use of reasonable force in schools - https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools |

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| Q5e | The use of transport, bus companies, taxis, and escorts (this includes for use on trips), is risk assessed. *(NOT including public transport).* |
| Q5f | Signing in and out procedures are in place for all visitors and contractors with information on safety / supervision made available and visible on reception. Visitors are made aware of the safeguarding arrangements and their responsibilities while on the premises.  |

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| Q5g | There is a robust policy in place for frequent visitors / contractors. |
| Q5h | All attempts are made to gain more than one emergency contact number for each pupil or student. |

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| Q5i | Parental responsibility, plus any legal order and care arrangements that may be in place are known. |

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| Q5j | Risk assessments are in place to identify measures to control risks and reduce risks during activities, trips, and visits.  |

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| Q5k | When the premises are used for non-school/college activities, assurance is sought that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). |

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| Q5l | When organising work experience placements, you ensure that the placement provider has policies and procedures in place to protect children from harm.  |

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| Q5m | 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.  |

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|  | **Part TWO: Effective Safeguarding** |

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|  | 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  - Safer Working Practices - Safeguarding and the curriculum - Online safety |

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

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| Q6a | All statutory policies and procedures are in place, they have been reviewed and are up to date. Maintained schools’ governance guide - https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schoolsAcademy trust governance guide - <https://www.gov.uk/guidance/-governance-in-academy-trusts/statutory-policies-for-trusts>. |

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| Q6b | There is a Safeguarding and Child Protection Policy in place which is reviewed annually. Staff have signed to confirm they have received, read, and understood the policy; a log is kept of this activity.  |

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| 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. |

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| Q6d | You are following recommended national GDPR (General Data Protection Act 2018) and the Information Sharing Guidance 2024 to share and retain Child Protection / Safeguarding records on a child.  |

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| 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.  |

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| Q6f | Your internal safeguarding procedures are compliant with Bolton's threshold document Framework for Action.  |

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| 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.  |

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| 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.  |

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| Q6i | Where challenge and escalation is needed this is compliant with local processes and is completed in a timely manner. This is recorded  |

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| Q6j | 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). |

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| Q6k | The setting is aware that children on their roll but on “Offsite direction” or attending an Alternative provision remain their responsibility. Appropriate safeguarding information is shared, and regular meetings are held to work jointly and share information to ensure the child's needs are being met. |

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| Q6l | There is an up-to-date medicines / administering of medicines policy which is made available to parents / carers. Arrangements are in place to review any significant incidents relating to medication. |

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| Q6m | Individual health care plans are in place for children with health needs and these are regularly reviewed. This includes Intimate care. |

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| Q6n | You have a behaviour policy, which includes measures to prevent bullying (including cyber bullying, prejudice-based and discriminatory bullying). This policy is displayed on the school’s website and is known to all staff, non-teaching staff and families.  |

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

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| 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.  |

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| Q7b | Clear systems and processes are in place for identifying possible mental health problems. Children and young people are supported, and they are signposted to support services such as Kooth and other local / national services detailed on Be Kind To My Mind.  |

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| 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. Grant available until March 25, Senior mental health lead training https://www.gov.uk/guidance/senior-mental-health-lead-training. |
| Q7d | You understand the lasting impact that adversity and trauma can have on children’s behaviour, mental health, and wellbeing. You understand what is needed in response to help promote educational outcomes. |

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| Q7e | 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. |

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| Q7f | 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 online.  |

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| Q7g | Where there is a safeguarding concern, you ensure the child's wishes and feelings are taking 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.  |
| Q7h | 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 setting operates inclusive anti-racist, anti-oppressive, non-discriminatory practice.  |

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|  | **Section 8: Safer Working Practices** |

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| 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, and grievance policy in place.  |

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| 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). |

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| 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. |

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| 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. |

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| Q8e | All staff are aware of the whistle blowing policy and understand the role of the Local Authority Designated Officer (LADO). First steps are displayed, and procedures known by staff volunteers and governance. |

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| Q8f | The Senior Leadership Team are familiar with allegations procedures and know how and when to refer to the LADO.  |

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| Q8g | A staff behaviour policy (sometimes called a code of conduct) is in place and amongst other things, includes safer working practices, low-level concerns, allegations against staff, plus acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.This is known by all staff and those who regularly come to the setting. All staff have signed to confirm that they have read and understood the code of conduct.  |

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| Q8h | When staff are dismissed or removed due to safeguarding concerns or would have been had they not resigned, they are referred to the DBS and Teachers Regulation Agency. |

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| Q8i | 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, for short listed candidates. |

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| Q8j | You have records of Section 128 checks for those in management positions which includes governors. These are evidenced in the SCR and personnel files.  |

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| Q8k | 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. |

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| Q8l | If your setting has volunteers have, they or do they receive the following (tick all that apply)We do not have any volunteersA DBS checkA Safeguarding and Child Protection Induction A copy of the Safeguarding and Child Protection Policy at Induction and at the start of each yearRelevant policies and information regarding safer working practices |
| Q8m | Supply Staff have or receive the following (tick all that apply)Vetting checks are undertakenA Safeguarding and Child Protection Induction The Safeguarding and Child Protection Policy FGM Training to recognise, respond and report is confirmed with the agency or undertakenPrevent Training to recognise, respond and report is confirmed with the agency or undertakenRelevant policies and information regarding staff code of conduct and ‘first steps’ are provided |

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|  | **Section 9: Safeguarding and The Curriculum** |

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| 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 setting approach.  |

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| Q9b | Pupils clearly understand who a trusted adult is, how this applies in and out of school/college, and know who they can share worries or concerns with.  |

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| Q9c | Pupils are taught how to keep safe through the personal development that takes place in the setting. Pupils have been informed how to report concerns when they are both in and out of the setting. |

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|  | **Section 10: Online Safety**  |

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| Q10a | A whole setting approach to online safety is in place, 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 | Filtering and monitoring systems are in place that promote the welfare of pupils and protect their exposure to online risks through your ICT systems.  |

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| Q10c | Any online safety alerts received are responded to. |

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| Q10d | An annual review of the approach to online safety is carried out which is supported by an annual risk assessment that considers and reflects the risks children face.Audit - https://lgfl.net/TypesOfHarm/OnlineSafetyAuditTemplate Online Risk assessment 360 Safe - https://360safe.org.uk/overview/template-online-risk-assessment/ |

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| Q10e | An Online Safety Policy is in place that that applies to both pupils and staff that sets out the settings approach to online safety including expectations and acceptable use. This is reflected in the Safeguarding and Child Protection Policy. |

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| Q10f | All staff receive appropriate online safety training on induction, which is regularly updated. This includes filtering and monitoring.  |

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| Q10g | You are aware of national guidance https://www.gov.uk/government/organisations/uk-council-for-internet-safety relating to the consensual and nonconsensual sharing of nude and semi-nude images or videos (formally sexting) and follow best practice advice when managing such instances.  |

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|  | **Part THREE: Specific Safeguarding Issues** |

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|  | 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 Absent and Severely Absent from Education  - Looked after Children, Children with a Social Worker, and Private Fostering - Elective Home Education - Intra-familial harm - Extra-familial harm/ Harm outside the home - Child on child abuse - Extremism and Radicalisation  |

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|  | **Section 11: Children Absent and Severely Absent from Education** |

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| 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 setting 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 Service to conduct a home visit.  |

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| Q11b | Relevant enquiries are made where children move out of the area, go abroad or when families arrive 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.  |

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| Q11c | You know about and use (when required) Children Missing Education 2016 and this informs your safeguarding CME Policy, Practice and Procedures.  |

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| Q11d | You have an up-to date attendance policy in place that reflects the statutory requirements in Working together to Improve School Attendance - <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>. |

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

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| Q12a | Where involved, Social Workers are invited to Education, Health, and Care Plan (EHCP) meetings / reviews.  |

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| Q12b | Children Looked After (CLA) or previously CLA are known along with their legal status and the reason for them becoming looked after.  |

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| 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. |

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| Q12d | You complete Personal Education Plans (PEPs) that are high quality, relevant with measurable outcomes and review these termly.  |

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| 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.  |

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| Q12f | The Virtual School are made aware of any CLA who is at risk of exclusion and is notified of any suspension as soon as possible. |

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| Q12g | 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. |

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|  | **Section 13: Elective Home Education** |

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| 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 that home education would be unsuitable or unsafe. |

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| 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. |

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| 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. |

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|  | **Section 14: Intra-familial Harm** |

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| Q14a | All staff including governors and volunteers know about the mandatory reporting of Female Genital Mutilation (FGM) 2015. |

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

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| Q14c | All families are informed of Encompass arrangements. 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 the setting, newsletters etc). |

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| Q14d | The Encompass email is checked throughout the day (during term time) and information is shared with relevant staff who need this to support the child / young person. Action is taken when the pupil is absent following an Encompass notification.  |

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| 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.  |

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| Q14f | All key adults who receive and act upon Operation Encompass notifications have undertaken Operation Encompass key adult training. Online Key Adult Training - https://www.operationencompass.org/operation-encompass-on-line-key-adult-briefing |

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|  | **Section 15: Extra-familial Harm / Harm Outside the Home** |

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| 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.  |

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| 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.  |

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| Q15c | You are aware of the safeguarding procedures when children go missing and you follow these.  |

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| Q15d | You are aware of and where required use the Partner agency Intel form to report information to the police. |

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|  | **Section 16: Child on Child Harm** |

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| Q16a | The DSL / DDSL is aware of and understands the current government guidance on managing sexual violence and harassment in schools and colleges. All allegations are treated seriously and addressed in line with the guidance, for example, contacting the police and the IFD where required.  |

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| 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 and also offer support to both victims and the pupil.  |
| 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, E-safety, racist or homophobic incidents. This is used to identify patterns, trends and hotspots and includes strategies and models to prevent and intervene.  |

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|  | **Section 17: Extremism and Radicalisation** |

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| Q17a | All staff are aware of the Prevent Duty Guidance for Schools 2023 and the Prevent Strategy and its objectives Prevent Strategy 2011.  |

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| Q17b | The setting understands the risks of radicalisation and extremism and know how to recognise and refer pupils who may be vulnerable.  |

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| Q17c | There is a clear awareness of roles and responsibilities regarding Prevent and these are contained in the Safeguarding and Child Protection Policy.  |

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| Q17d | Education is delivered to pupils that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.  |

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| Q17e | You have a senior Designated Lead for Prevent, and referrals are made to channel where appropriate. You are aware of the contact details of the Bolton Prevent Team should you need to seek specialist advice.  |

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| Q17f | There is an IT Acceptable Use Policy for both staff and pupils that prevents access to illegal or harmful content. |

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| Q17g | 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.  |

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| 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.  |

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| 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**