

# Safeguarding Self-Assessment for Schools and Academies

**School/Academy:**

Manchester Communication Primary Academy

**Date of Assessment:**

Tuesday 14<sup>th</sup> February 2023

**Assessed by:**

Jess Lane

## **Assessment introduction:**

### **Staff involved in the Assessment**

| <b>Staff member</b> | <b>Role</b>                         |
|---------------------|-------------------------------------|
| Alex Reed           | Headteacher                         |
| Jordan Bagley       | Yr 4 teacher and computing lead     |
| Serena James        | PSHE Lead                           |
| Lorraine Carlin     | Designated Safeguarding Lead        |
| Latisha Murphy      | Deputy Designated Safeguarding Lead |
| Christina Dgebah    | Parent Governor                     |
| Katie Flett         | Governor appointed to safeguarding  |
| Karen Batchelor     | Trust DSL                           |
| Jess Morino         | Family Support officer              |
| Sophie Cullen       | Attendance Officer                  |

**Manchester Communication Primary Academy is a diverse, mixed primary school for children aged 3 – 11, situated in North Manchester. Governors, senior leaders and the wider staff team all understand their role in safeguarding at MCPA and ensure that the culture of safeguarding is well embedded, so that the families and children who attend the school are well supported.**

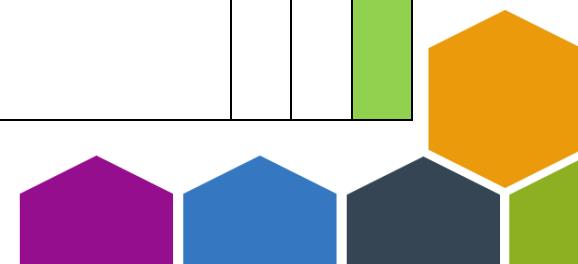
**The school are proud to offer extensive support to families internally but also through signposting to external agencies. This ensures that barriers to school attendance are reduced significantly, and enables children and their families to feel safe and able to thrive.**

**MCPA capture the voice of the child through various pupil voice opportunities, such as student council and pupil questionnaires, but also through their daily emotional check-in and via the class Worry Boxes. These simple, yet effective opportunities for children to express their feelings, views and emotions undoubtedly contribute to effective safeguarding of pupils as well as prompt recording and referral procedures. Pupils are confident in naming trusted adults, and as a result, they feel safe at school.**

## Section A - Safeguarding Arrangements

| REF | Question  | Findings   | Recommendations             |  |  |  |
|-----|---|--|-----------------------------|--|--|--|
| A.1 | Can you explain your process of vetting and checking visitors who enter your setting?                     | <p>All visitors are asked to report to the main reception area to sign in using InVentry and to provide DBS information. Dependant on DBS status, visitors are provided with a coloured lanyard – blue means that the visitor has a confirmed cleared DBS which has been checked by the school, red means that the DBS status has not been checked. Black lanyards are permanent staff members and turquoise is a GMAT member of staff. During the assessment, when speaking to pupils, they were able to state what each lanyard met – and that they would speak to their teacher or a trusted adult if they saw someone in school without a lanyard.</p> <p>Visitors are also given a visitor leaflet, which includes a section on safeguarding. This includes; how to report a concern, the school’s duty to safeguard, DBS status of visitors, mobile phone use and also includes names and photos of the safeguarding team.</p> | No further recommendations. |  |  |  |
| A.2 | Can you talk me through your internal process of recording and sharing safeguarding concerns?             | <p>If staff have a safeguarding concern, they are expected to speak to the DSL or Deputy DSL to report this verbally. Staff are then required to input information onto CPOMS and alert the safeguarding team and headteacher. If the safeguarding case is more complex, or if a pupil from MCA is associated, the safeguarding team will also alert Karen Batchelor, the DSL for the Trust. Staff are made aware of this process through INSET day training and briefings.</p>  | No further recommendations. |  |  |  |
| A.3 | What is your process of retrieving information from previous schools when you pupil comes onto your roll? | <p>If children come to MCPA through an in-year transition and their previous school uses CPOMS, they will obtain information through this transfer. The school also send a form to previous settings to obtain safeguarding information, and will follow up with a verbal conversation if necessary. Nursery staff will visit families at their home before children begin at the setting in early years, and if concerns are raised these are passed on to the safeguarding team.</p>   | No further recommendations. |  |  |  |

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| A.4 | <b>How is absence responded to in your setting and how does safeguarding contribute to this process?</b> | <p>The safeguarding team work closely with pupils and families with low attendance. Home visits are facilitated on the first day of absence were possible, if no contact is made. If there are significant concerns about the family and no contact is made, the DSL will request a safe and well check from the police.</p> <p>The safeguarding team and attendance staff meet regularly as part of the Pastoral Huddle to discuss interventions for PA pupils and those whose attendance as dropped. The wider staff team are well aware of the importance of attendance and will raise concerns with parents, highlighting the impact on educational outcomes.</p>             | No further recommendations. |  |  |  |
| A.5 | <b>How does your setting respond to CME and does this follow local guidance?</b>                         | Senior leaders, attendance and safeguarding staff are aware of LA CME procedures, but have not had to issue any recently. The Trust DSL will audit the CME file accordingly, ensuring that all relevant paperwork is completed.   | No further recommendations. |  |  |  |
| A.6 | <b>Who is your designated teacher for LAC and what do they do to fulfil their role?</b>                  | The deputy headteacher is the Designated Teacher for LAC and will oversee LAC reviews and PEP targets, whilst the DSL attends the meetings. The DT and DSL have both accessed relevant training from the Virtual School and have ensured that pupil premium is spent appropriately, with the child's needs as the focus.  | No further recommendations. |  |  |  |
| A.7 | <b>What processes do you have in place to ensure the site is safe/secure and fit for purpose?</b>        | Many areas of the school building are open plan, and where offices or intervention rooms are in place, doors have glass panels for visibility. The school have permission to close the main access road each morning and afternoon to ensure safety of pupils walking to school. There is some CCTV on exit points, on the playground and corridors and the headteacher and business manager are able to view the gate CCTV from their office. The caretaker and site team complete weekly health and safety walk-arounds and the EYFS team complete daily checks and risk assessments. Pupils are aware of the lockdown procedure/drill and recognise the signal to stay inside. | No further recommendations. |  |  |  |



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| A.8  | <b>How do you work as a school to ensure that important information and updates are shared to the wider staff?</b> | Staff receive safeguarding training each year on INSET and regular twilights throughout the year are dedicated to safeguarding topics. Staff are reminded each year to read Part 1 and Annexe A&B of KCSIE and to state that they have understood the document, as well as completing a Google form/quiz on this. Staff briefings will also cover safeguarding updates where appropriate. | Ensure that staff are receiving a mix of updates both online and face to face, from external organisations as well as internal so that this doesn't become repetitive or lost amongst other updates. 7 minute-briefings can also ensure that information is shared quickly, with relevant content included for all staff. |  |  |  |
| A.9  | <b>How are staff and volunteers made aware of the whistleblowing policy?</b>                                       | Staff are reminded of the school's whistleblowing procedure a number of times throughout the year through Safeguarding Spotlights. The Child Protection and Safeguarding Policy also outlines the process for reporting allegations against a staff member.   | No further recommendations.   |  |  |  |
| A.10 | <b>What is your procedure of managing allegations against staff?</b>   | Allegations made about staff members are reported verbally or via email to the headteacher. If the allegation is about the headteacher, they are raised with the Executive Headteacher. Concerns are recorded through CPOMS StaffSafe and any follow-ups or disciplinarys are recorded using this system.   | No further recommendations.   |  |  |  |



## Section B – Promoting Pupil Welfare

| REF | Question  | Findings   | Recommendations  |  |  |  |
|-----|---|--|--|--|--|--|
| B.1 | <b>What is the ethos/culture of your setting and how does that relate to the safeguarding/welfare of your pupils?</b> | <p>The importance of safeguarding is embedded into the ethos of the school through various means. Staff are aware of their duty to report concerns as messages are shared frequently from the headteacher and safeguarding team. Links between safeguarding and attendance as well as academic progress are often referred to, so the wider staff team understand the importance of recognising and reporting any slight concern. Children spoke confidently about feeling safe in school, and that they would speak to any trusted adult if they felt worried about anything at home or at school – a message that has been shared frequently in assemblies. Each class has a Worry Box where pupils are encouraged to write any concerns that they don't want to talk about. This is one of the main sources of safeguarding concerns being raised to the safeguarding team. Each class also completes an "Emotional Check-In" each morning, as part of the school's "emotionally aware" status. Each child uses a visual in the morning to express how they are feeling. This often opens up discussions with pupils and can sometimes result in a verbal disclosure from a child. Pupils are aware of who the Designated Safeguarding Lead and Deputy are, and they regularly make themselves known to children so that pupils are familiar with the team.</p> <p>There are lots of displays around the school, some of which include National Online Safety posters and posters of the DSL and Deputy DSL so that children, parents, visitors and staff know who they can discuss safeguarding concerns with.</p> | <p>I would consider creating a child/parent friendly safeguarding policy that reflects the children's right to be kept safe from harm. Outline that they can speak to any trusted adult if they have a worry or concern about school or home, and reinforce the worry boxes that are there to help them express any concerns, too.</p> |  |  |  |
| B.2 | <b>How are children's views sought within your setting?</b>   | <p>MCPA has a student council in place as well as other different pupil leadership groups. These range from community engagement and charity, to school environment, energy saving and recycling. Pupil voice questionnaires are completed and consultations take place on group levels with SEND pupils being supported by staff. As discussed above, the Worry Boxes and Emotional Check-Ins also support pupil voice opportunities.</p>   | <p>No further recommendations.</p>   |  |  |  |



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| B.3 | <b>Can you explain how bullying is identified and dealt with in your setting, as well as what you do to prevent it?</b> | Pupils utilise the emotional check in and worry boxes to raise bullying concerns, if appropriate. Staff will report concerns through CPOMS and will also discuss verbally with the deputy headteacher and headteacher. Senior leaders will then review the situation, look at the circumstances and pupils are invited to Reflection on a Friday after school. The victim's wishes are always taken into consideration and conversations with parents take place. The school reported that they have never had repeated bullying incidents and, in the past, year 5 girls have accessed a group intervention through Place2Be to address issues.  | No further recommendations. |  |  |  |
| B.4 | <b>How is physical intervention approached in your setting and how is it recorded?</b>                                  | There are a couple of pupils for which physical intervention is required, although this is irregular. These pupils have Positive Handling Plans in place for them and staff are aware of de-escalation techniques to be used. Staff are Team Teach Trained and the Physical Intervention Policy states that PI is always a last resort. In cases where physical intervention is required, usually 3 members of staff are present – 2 in holds and 1 as a spotter. Parents are always informed if physical intervention has had to take place and necessary paperwork is completed.  | No further recommendations. |  |  |  |
| B.5 | <b>If a pupil makes a disclosure, how are they supported?</b>   | Dependent on the disclosure, various elements of support may be offered to the child. Staff will regularly check in with the child and referrals to specialist counsellors may be put in place. This can be offered internally or through Place2Be. In the past, referrals have been made to Gaddum for support for young carers as well as to Honeypot for respite for young carers. Play therapy and drama therapy is also offered to pupils to support their wellbeing. Internally, the school's centralised inclusion team will facilitate social groups and anger-based therapies to support pupils. As mentioned above, pupils are confident in recognising trusted adults across the school. | No further recommendations. |  |  |  |



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| B.6 | <b>How is safeguarding incorporated into your curriculum?</b> | <p>Safeguarding is embedded into the curriculum at every possible opportunity. The school dedicated a whole half term to E-Safety and have revisited this throughout the year. EYFS will learn about stranger danger, whilst other year groups learn about online gaming, chat rooms, information sharing, credible sources and cyber bullying. The school access resources through iCompute. As well as this, resources and information are shared from National Online Safety.</p> <p>Where possible, diverse role models and protected characteristics are covered within the curriculum, whether during Black History Month or when covering WW2 and discussing Asian soldiers. This showcases contributions to British society and supports children's learning through relevant links. Lots of sensitive issues are covered through PSHE, reflecting the widely diverse school community. Bullying, managing feelings, extremism and radicalisation, FGM and sexual exploitation are all covered, age appropriately, throughout the school. Parents are involved in changes to the curriculum and are given the opportunity to share their views during parent breakfasts. This is an opportunity for parents to see the resources for themselves and for staff to address any worries that parents may have around sensitive topics.</p> | No further recommendations. |  |  |  |
| B.7 | <b>As above – how do you cover Child on Child abuse?</b>      | <p>Child on Child abuse is covered in healthy relationships when pupils are taught about bullying and influencing behaviour. Teachers discuss the bystander approach – how to protect others and how to recognise support for others, which links strongly with recognising Child on Child Abuse. Cases of Child on Child Abuse are reported to governors and when teachers raise concerns through CPOMS, the headteacher will ensure that these are categorised appropriately to ensure the protection of both the victim and perpetrator.</p>   | No further recommendations. |  |  |  |





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| B.8  | <b>How is the prevent agenda tackled in your setting?</b>                   | <p>The importance of British Values is covered in RE but are also embedded throughout every day practice of the school, in the curriculum and assemblies.</p> <p>All staff were trained on Prevent Awareness through National Online Safety in January. In the past there have been issues with parents who have contrasting religious views and opinions on sexuality, which school have responded to appropriately. Governors have received training on the prevent agenda and are made aware of racist incidents. Children have received lots of input on protected characteristics and school have invited Grandad Wheels into school to deliver workshops to the children.</p>  | Further resources and training can be accessed through the home office website, <a href="#">Educate Against Hate</a> , if appropriate. |  |  |  |
| B.9  | <b>Who is responsible for your online filtering system?</b>                 | MCPA are supported by MCA's digital security system and the computing lead will receive notifications of any children who have tried to access material that is blocked by the system, so that this can be followed up.  | No further recommendations.  |  |  |  |
| B.10 | <b>How is mental health and wellbeing of pupils promoted and supported?</b> | <p>Mental Health and Wellbeing is covered in PSHE across all year groups. There are also a number of workshops available to pupils that compliment this and reinforce messages of positive mental health. Milk Education facilitate workshops on positive influencers, diversity awareness and wellbeing chats. Children understand the importance of looking after their mental health as well as their physical health and these messages are also covered in other curriculum areas, such as E-safety for example. There is a Mental Health Champion in year 5 which is in place through One Goal, who complete drop-down sessions with year groups to look at specific school qualities. As discussed above, every year group does an emotional regulation check-in which is age appropriate – some classes do this twice per day. Every second Monday a wellbeing screen takes place – this is based on presentation, physical wellness, dental hygiene, tiredness, mood and behaviour. This is tracked to see if there are changes or patterns emerging, which are then reported to the safeguarding team, who may then follow up conversations using a 3 Houses Assessment, to gauge the wider situation.</p> | No further recommendations.  |  |  |  |



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| B.11 | <p><b>How are LGBTQ+ pupils supported at school?</b></p> | <p>In the past the school have had input from the Rainbow Flag Award for year 5 due to pupils using homophobic language – engagement in this was really positive and there have been no further incidents of this. Staff agreed that there has been less of a focus on LGBTQ+ with parents due to historical barriers – school are keen to think about ways in which to engage parents further will this.</p> <p>The worry boxes in each classroom are a way in which pupils can start conversations and staff are all aware of their need to respond to worries or concerns that pupils may have.</p> | <p>Consider accessing resources and advice from <a href="#">Stonewall</a> or <a href="#">The Proud Trust</a> on how to engage parents in conversations and how to challenge certain language or behaviours.</p> |  |  |  |
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## Section C – Working with Parents

| REF | Question  | Findings  | Recommendations  |  |  |  |
|-----|---|---|--|--|--|--|
| C.1 | How are parents made aware of the importance of safeguarding in your setting? | <p>There are numerous ways in which parents are made aware of the importance of safeguarding, and that it is the school's priority to ensure that children are kept safe. Parent questionnaires will always include a safeguarding element, and weekly parent breakfasts provide a safe space for parents to address their concerns whilst also allowing school to share vital safeguarding information. Regular emails and notifications are sent about safeguarding topics and online assemblies are also shared with parents – often there are safeguarding messages or topics covered within these. When the curriculum is adapted, parents are always consulted so that their views can be heard. Curriculum overviews are also shared on the school website. In the past the school have worked with their linked police officer, Darren, who will support parents and families with safeguarding issues where appropriate and will share updates from the community.</p> <p>The child protection and safeguarding policy is readily available for parents to access on the school website.</p> | As mentioned in B.1, consider introducing a parent/child friendly policy with simplified language and visuals that support the child and parent's understanding of safeguarding. This will also support parents who may have difficulty reading. |  |  |  |
| C.2 | How are parents made aware of your settings duty to report?                   | Parents are made aware of the school's reporting duties through the safeguarding policy, and through regular updates that are sent via email and Dojo. There are posters around the school highlighting who the Designated Safeguarding Lead and Deputy DSL are.  | No further recommendations.  |  |  |  |
| C.3 | How is 'Early Help' offered in your setting?                                  | Some staff have had input from the local authority Early Help team in the past with regards to engaging families in the EHA. The family support worker facilitates EHAs but the school are proud to offer early help support internally in numerous ways and will signpost to relevant agencies. School offer a parenting programme through Families Connect as well as access to The Bread and Butter Thing.   | Although the family support worker has worked for Early Help in a different LA, it may be worth accessing the Manchester training and input from Jeff Burns and Tony Gilfillan, so that she is aware of the range of support available.          |  |  |  |
| C.4 | How are parent's views sought within your setting?                            | Questionnaires are sent out to parents using the Ofsted format. Engagement forms are also filled in at parent breakfasts so that the school can respond to any queries. Parents are welcome to speak to teachers, to send information via email or through Dojo. The parent governor will also feed back on any parent views to senior leaders and the governing body, and attends most parent breakfasts to be able to contribute to discussions.  | No further recommendations.  |  |  |  |

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|-----|--|---|--|--|--|--|
| C.5 | <b>Can you name any other ways your setting supports your parents?</b>   | <p>The school's offer of support to families is extensive. Parents are signposted to various support services dependent on their need. Be Well offer a telephone service of support if the family don't engage with EH support. The family support worker will signpost parents for mental health support, advice on getting back into work, benefit advice, social support. They refer to Revive for immigration support, Wood Street Mission for uniform, Big Manchester for domestic abuse support and advice as well as Women's Aid. As mentioned, the school have a close link with The Bread and Butter Thing and also work with Mustard Tree. Save the Children offer a parenting course and financial support.</p> <p>The school engage in the Christmas Toy Appeal and Audacious church invite families to a show and have hampers delivered each Christmas. The school complete food bank referrals and provide uniform as well as facilitate a uniform swap-shop. Magic Breakfasts provide breakfast for all pupils and costs of school dinners are kept to £1.50 per day.</p> <p>Community Café runs from 8am-12pm on the last Thursday of every half term. Every parent is invited into school for this and must walk through the hall where various agencies are set up - housing, council neighbourhood officer, recycling team, Be Well, Buzz Manchester, libraries, Winning Hearts and Minds. This allows parents to access the range of support available to them. For mid-year admissions, parent buddies are set up so that new parents do not feel isolated and can ask any questions.</p> | <p>Whilst there is a wide range of support available for families, the parent governor stated that she feels a lot of parents still do not access the support available. She felt that there is still work to be done to engage families in this. The school may wish to consider asking parents what would support them to engage further – perhaps coming on-site to school is overwhelming, perhaps parents feel too proud to ask for support. It may be that they have a better relationship with a different staff member, and they could be the person to engage them further.</p> |  |  |  |
| C.6 | <b>Do you gain parental consent before sharing information with other services? (If doing so would not place the child at further risk?)</b> | <p>Where appropriate, the school always seek consent from parents before referring to outside agencies, unless the child this would place the child at risk of harm</p>   | <p>No further recommendations.</p>   |  |  |  |
| C.7 | <b>Are you aware of private fostering arrangements and how to report them?</b>   | <p>Staff knowledge on private fostering arrangements was limited. Whilst leaving registers are completed for pupils, this would still not account for whether the person collecting has legal responsibility. The DSL felt that warning signs would pop up, but agreed that more training could be provided. Staff have, however, received some training on "unknown adults".</p>   | <p>Consider delivering a short briefing to staff on Private Fostering arrangements – how to recognise signs and indicators of this and who to report concerns to. This will ensure all staff are aware, and that the safeguarding team understand the need to report private fostering arrangements to children's services.</p>  |  |  |  |



## Section D – Governance and accountability

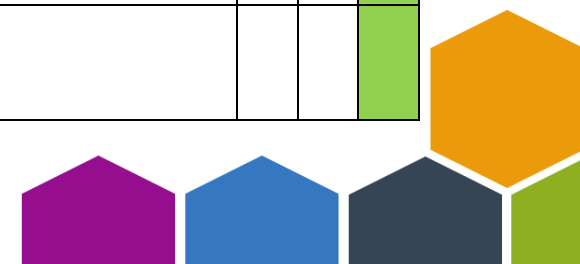
| REF | Question   | Findings   | Recommendations             |  |  |  |
|-----|--|--|-----------------------------|--|--|--|
| D.1 | <b>How is your setting represented at external meetings?</b>   | The DSL or Deputy DSL always attend core group meetings, child protection conferences, TAF meetings, Strategy meetings and CiN meetings. They also attend the LA DSL network meetings and cluster meetings also. Operation Encompass notifications are received consistently and the school are also working with Greater Manchester Violence Reduction Unit on a pilot.   | No further recommendations. |  |  |  |
| D.2 | <b>How is information shared internally and how does this meet the requirements of GDPR and confidentiality?</b> | Information is shared through CPOMS or through secure internal email systems, meeting the requirements of GDPR.  | No further recommendations. |  |  |  |
| D.3 | <b>What is your quality assurance process for your internal procedures and policies?</b>                         | The Designated Safeguarding Lead will QA CPOMS records and ensure that these are appropriate and factual. The Trust DSL will also monitor this and meet with the safeguarding team on a regular basis to discuss quality assurance of safeguarding procedures. The headteacher will ensure that policies are fit for purpose and the governing body will ratify these.   | No further recommendations. |  |  |  |
| D.4 | <b>Do your DSLs receive supervision, if so from who and how often?</b>   | Safeguarding Supervision is facilitated by Karen Peters and staff can access sessions as and when they feel necessary. Pastoral huddles take place every 3 weeks and these include attendance, behaviour, inclusion and the safeguarding team where cases are discussed in detail. Between these meetings, the safeguarding team will also look at points on the SEF175 that need improvements, as well and will also meet with Karen Batchelor to discuss specific cases in more detail, as a group supervision exercise. | No further recommendations. |  |  |  |

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| D.5 | <b>Who is your named governor/exec for safeguarding and how do they fulfil their role?</b> | Katie Flett is the link governor for safeguarding alongside and Christina Dgenah who also oversees attendance. Katie completes visits to inform governors reports and Christina is regularly on site at the school and will liaise with the headteacher regularly. The governors fulfil their role effectively through professional challenge, quality assurance and will also discuss workload and resources, feeding back to the governing body appropriately.   | No further recommendations. |  |  |  |
| D.6 | <b>What training have the governing body received with regards to safeguarding?</b>        | All governing body members have completed the National Online Safety annual certificate for governance and have also completed Equality, Diversity and Inclusion training as well as a briefing on Sexual Harassment. The headteacher was clear in stating that governors understand their role in safeguarding pupils and he feels that he his held to account by the governing body if there are ever any issues or concerns.  | No further recommendations. |  |  |  |
| D.6 | <b>How does your setting work to minimise incidents of sexual violence and harassment?</b> | A number of staff members of have been trained on the Brook Traffic Light Tool, to further develop their knowledge of harmful sexualised behaviours. The school has also accessed support through a CBT therapist and Bridgelea HSB team on this subject. There is CCTV in place on some areas of the site, as mentioned previously. CPOMS is used to log details of incidents including locations so that the school can then investigate and act appropriately. Pupil voice opportunities will ask if there is anywhere or anyone that makes pupils feel unsafe. Senior leaders will always complete post-incident learning and create a responsive risk assessment. In the past, the school have had to respond to privacy issues in the toilets to ensure that pupils feel safe. The governing body are made aware of sexual violence or harassment issues through the headteacher's report. | No further recommendations. |  |  |  |



## Section E – Training and Professional Development

| REF | Question  | Findings   | Recommendations             |  |  |  |
|-----|---|--|-----------------------------|--|--|--|
| E.1 | How are new staff inducted into your setting?   | Before the member of staff starts at the setting, all safer recruitment checks are completed. Before their start date, the individual is sent 4 videos, including; a general welcome, behaviour and nurture, health and safety and safeguarding. The individual then completes a Google form to state that they have watched and understood the videos. National Online Safety training which is completed on induction will also test the safeguarding knowledge of the individual. On the first day, the DSL then delivers a face to face induction on safeguarding, outlining the school's expectations and reporting procedures. All policies and the staff code of conducts are also provided and the member of staff is expected to read these.  | No further recommendations. |  |  |  |
| E.2 | Have all staff received introductory level safeguarding training? Has any additional training been completed in the last 12 months? How do staff know how to recognise signs and indicators of abuse? | <p>Every year on INSET day all staff are prompted to read Part 1 and Annexe A&amp;B of KCSIE, and then to complete a Google form which tests their understanding and is a declaration that they have read and understood the document. Any major changes to the legislation are highlighted to staff in the verbal INSET update. This year, an audio version was also sent out to staff for those who may prefer to listen rather than read the guidance. Safeguarding updates are given regularly during staff training and each year the headteacher and DSL deliver a thorough review of safeguarding training, outlining the school's procedures for reporting concerns. All staff are required to complete online safeguarding training, EDI, understanding sexual violence and harassment and paediatric first aid on an annual basis.</p> <p>All twilights throughout the year are also dedicated to safeguarding topics, such as Child Criminal Exploitation, Domestic abuse, so staff receive regular safeguarding input. Healthy Schools have also delivered training on Adverse Childhood Experiences. All staff are included in training – cleaners, midday staff and support staff as well as teachers.</p> <p>Subject Speed Dating takes place on the last 2 Wednesday evenings before half term – safeguarding is always included in this. At the last event, physical chastisement signs and indicators was covered due to there being a number of cases reported.</p> | No further recommendations. |  |  |  |
| E.3 | Are all DSL level staff's training up to date?  | The headteacher, DSL, Deputy DSL and Trust DSL are all trained accordingly, and have accessed the training within the last 2 years.  | No further recommendations. |  |  |  |



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| E.4 | <b>What CPD have your DSL's been on in the past 2 years? How does this meet the needs of your school?</b>              | The DSL and Deputy DSL have accessed further training over the last 2 years, including e-safety, domestic abuse, Brook Traffic Light Tool. Mental Health First Aid, Trauma-informed practice and they are aware of training facilitated through the Manchester Safeguarding Partnership. The safeguarding team also attended the One Education Safeguarding Conference. | No further recommendations. |  |  |  |
| E.5 | <b>Have members of your school received safer recruitment training?</b>  | All senior leaders are safer recruitment trained.   | No further recommendations. |  |  |  |
| E.6 | <b>Have staff in your school completed LA early help training?</b>   | As discussed above, the DSL and Deputy have accessed LA training for early help, but the family support worker has not yet accessed this.   | As in C.3.                  |  |  |  |
| E.7 | <b>Have your staff been trained on how to report potential indications that FGM has and is due to be taking place?</b> | The DSL and Deputy have accessed training on FGM through National Online Safety and this is also covered within the whole staff safeguarding update in September. All staff are aware of the mandatory reporting procedures for FGM. Parents have accessed information on this during a breakfast briefing.   | No further recommendations. |  |  |  |





## Recommendation Overview

|     | <i>WORKING WITH PARENTS</i> |   |  |  |
|-----|-----------------------------|---|--|--|
| C.7 | Private fostering           | Ensure that all staff receive training input on private fostering arrangements and that the safeguarding team understand the need for these to be reported to the LA. |  |  |

