Safeguarding Self-Evaluation for Schools.

Education Safeguarding Team.

This document has been written to assist Governing Bodies and Head teachers in reviewing arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

Section 175 of the Education Act 2002 introduced this duty for Governing Bodies in June 2004. The guidance '*Keeping children safe in education – statutory guidance for school and colleges*' published in September 2016 outlines the arrangements that need to be in place to meet those duties and schools need to be familiar with local arrangements that help to inform practice.

This Pro-forma can provide the basis for the Governor's Annual Report and be used as evidence for future section 5 Ofsted Inspections that are now far more robust when considering safeguarding arrangements in Schools

- Section 175 of the Education Act 2002 requires the governing bodies of maintained schools to make arrangements that ensure their functions are carried out with a view to safeguarding and promoting the welfare of children.
- In addition, governing bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make to meet the requirements of Section 175.

Schools must be aware that this tool will be subject to frequent review and will be amended following learning identified from Serious Case Reviews as well as local and national policy, guidance and legislation. Schools should ensure that the current version is in use.

Name of school:	Stone Bay School
Senior Designated Safeguarding Lead:	Martyn Nash
Designated Safeguarding Leads:	Jo Berry, Lucy Taylor, Joe White, Louvain Scott, Diane Smith, Mireille Birchenough and Jayne Arnold.
Name of Designated Governor for Safeguarding:	Richard Farr
Others with additional Safeguarding training:	Billy Mc Inally.
Date completed:	**Monday, 17 July 2017**

Policies and Procedures:

Safeguarding and Child Protection Policies	Yes/No	Evidence to support response including action required, date to be completed and indicative cost.
Is our child protection policy: • Specific to our school? • Updated (at least) annually and/or following any concerns/updates? • Reflective of current local and national guidance or legislation? • Available to view on our school website? • Available to everyone in the school community and included in our induction pack to all new staff (including Volunteers)?	**Yes.**	Child protection policy is available for all to see: Electronic versions are available: • SharePoint policy Library, with links on the safeguarding page. • Website in the policy library with links to it on the safeguarding page. Paper copies are available in the gold folders which are stored in the staffroom and the front office. All relevant policies are reviewed after any incident and updated in line with advice, The Child protection policy is reviewed by governors (section 10 Headteacher's report) and updated annually.
Do you ensure that all members of staff (and volunteers) are aware of and understand our school safeguarding policies?	**Yes.**	All members of staff have safeguarding training annually, we use a mixture of face to face training delivered by the DSL team, a range of online training, at times tailored to meet the needs of staff. All new staff and volunteers have safeguarding training online and face to face when they start. This means the time between their initial induction and whole school annual training may fall well within time limits set by the school for update training.
Is there a policy relating to the safe use of mobile phones, cameras and other internet enable devices?	**Yes.**	There is an online safety and acceptable use policy. We maintain a register of who can and cannot have photos published.
Are students and parents/carers/guardians aware of our safeguarding/child protection policies? • Is there a student friendly version and how is this made available to all students? Is there a parent friendly version and how is this made available?	**Yes.**	We work tirelessly to ensure students feel safe in school, we use key working, Class PSHE sessions (Page 42 of Curriculum Offer), all using students unique receptive language to make sure they are aware of who to speak to if they have any concerns of any kind or feel unsafe. Parents/Carers/Guardians are made aware of our safeguarding processes and procedures, our policies and the obligations we have to our students

		when their child joins the school. This information is also available on our website.
Does our school safeguarding information clearly identify who the Designated Safeguarding Lead(s) are?	**Yes.**	Team photos and details are published around the school, are in an appendix in the Child protection policy and are in the staff handbook, parents handbook and are published on the staff safeguarding SharePoint and the website.
Are all safeguarding policies communicated appropriately with all members of the community?	**Yes.**	All safeguarding policies are available to view in our SharePoint Library, those under active review are highlighted in the "Currently Under review Library". A paper copy of this information and all the policies under review is on the top left hand side of the staff notice board in front of the kitchen serving hatches. Staff are encouraged to give their opinions on the development of all policies through professional conversations with the named lead.

Record Keeping:

Does our school follow Local Authority guidance in respect of record keeping? • Does our school have a robust system to record child welfare concerns identified within the school, which evidence action taken by the DSL? • Does our school ensure that child protection records are transferred in accordance with LA guidance?	**Yes.**	Our record keeping follows all latest advice and is set out in our Safeguarding Reporting and Recording guidelines. This is on a 4 year review cycle but is updated in real time as required based on advice, information, serious case reviews etc. System we have in place follows guidance in this policy and has been quality assured by our standard 20 visits and our last two Ofsted inspections. All referrals to the LADO are noted in our annual report and discussed where appropriate with the Chair of Governors at the Headteachers 1:1.

Managing Allegations:

Does our school follow Local Authority guidance in respect of managing allegations?	**Yes.**	Allegations are managed in line with LA Guidance. Our processes are highlighted in our Allegations against staff policy. All documents operating to allegations have been stored in line with this policy and can be reviewed

		if required. All allegations against staff are recorded in our chronological records. In addition to this staff are encouraged to use follow our whistle blowing policy if they have some concerns that they feel are not being addressed. Whistleblowing posters are displayed around the school. We also maintain a synopsis for Ofsted.
• Do you ensure that all members of staff (and volunteers) are aware of and understand the managing allegations procedures?	**Yes.**	All staff are aware of how we manage allegations, this is highlighted in our managing allegations policy and our normal operating procedures, including procedures for whistle blowing.
Code of Conduct and Acceptable Use Policies: (AUP)		
• Does our school have a Staff Behaviour Policy / Code of Conduct to assist adults to work in an open and transparent way?	**Yes.**	The school have a couple of polices that deal with staff behaviour namely: • Disciplinary, conduct and grievance. • Professional Behaviours. • Code of Conduct.
Does the Code of Conduct include reference to staff conduct and behaviour outside of school? • Does it include acceptable use of technology?	**Yes.**	Our Disciplinary, conduct and grievance states that disciplinary action can be taken for reputational reasons. This does not state specifically conduct outside of school but has been used successfully to raise issues that have taken place outside of school. Our online safety and acceptable use policy covers the use of technology.

Leadership and Management of Safeguarding:

Role of the Designated Safeguarding Lead (DSL)	Yes/No	Evidence to support response including action required, date to be completed and indicative cost.
Has our school identified an appropriate member of the leadership team as the DSL? • Is this explicit in the role-holder's job description?	**Yes.**	We have invested in a DSL team to ensure we have coverage across the school provision. This includes a senior DSL who is a member of the SLT and takes overall responsibility for safeguarding in the school. The Senior DSL has had a range of training to support him in

• Do they take an active role with overall responsibility for safeguarding in the school? • Have they received suitable and up-to-date training in accordance with KCSIE and local KSCB requirements?		this key role. This element of his professional practice has been written into his job description. The team are managed through standard supervisions (additional supervision is used as required), coaching and specific dedicated meetings. We maintain a record of supervisions. To ensure oversight the Headteacher and the Chair of Governors have also completed the DSL training.
Has our school identified appropriate staff to act as deputy DSLs? • If so, have they received training to the same standard as the DSL?	**Yes.**	The team is in place and highlighted across the school in a number of ways, all highlighted above. Every member of the team is fully compliant with KCC guidelines on training. In addition to this the Headteacher and the Chair of Governors have went through the DSL training and are fully compliant, ensuring oversight is fully informed. Training for individual DSLs is phased to ensure new materials are disseminated throughout the team and each individual DSL has access to training materials and feedback throughout their tenure and not only at 2 year intervals. Training records are here.
Does the DSL work effectively with any deputy DSLs to ensure they have appropriate oversight of safeguarding practice and concerns/cases? • What records are kept by the school to evidence this?	**Yes.**	The team are managed through supervisions, coaching and specific dedicated meetings where records can be reviewed. Additional supervisions are carried out as and when required by the Senior DSL.
Online Safety:		
Is the overall responsibility for online safety recognised by school leaders as being identified within the role of the DSL? • Has the DSL undertaken appropriate training to support them?	**Yes.**	One of the DSL team has undertaken all training linked to Online safety and he informs the team, including the senior DSL. He is the named lead on our online safety and acceptable use policy.

Has the DSL undertaken a self-review of the Schools current online safety practice?	Yes.	The DSL with responsibility for this produces reports on online safety we have also carried out a 360 review and obtained a bronze EU E safety rating. KLZ manage our filtering system.
How does our school ensure that they have appropriate filters and monitoring systems in place? • How does our school leadership and DSL evidence the filtering and monitoring systems in place are appropriate to the schools needs and requirements? • How does the DSL work with technical staff to ensure filtering and monitoring systems are used effectively to make or inform safeguarding decisions? • How does our school apply this approach to use of mobile devices? • Are leaders able to demonstrate that they are aware that systems should not be "over-blocking" and must not be relied upon to safeguarding children?	Yes.	Our filtering system is the most up to date that EIS can offer. The system is robust and responsive. We can, and do, request sites are unblocked and on occasion to be blocked. We are confident the systems in place are appropriate to the needs of the school. Decisions are made with the DSL and technical staff collaboratively, the DSL will have final say on how the system operates. All school leaders are aware of the balance required between access and safety, robust professional discussions are had over what is acceptable and what is not. Decisions at times are made on an individual basis at others covering the entire school. Our online safety and acceptable use policy is relevant here.
Are the leaders able to effectively demonstrate that they have a clear oversight regarding the safe use of technology in school? • Does this cover use of technology by students? • Does this cover use of technology by staff?	Yes.	Our policy structure, culture and standard operating practice allow us to have a degree of confidence in the safe use of technology in the school. This is tested in our overview reports highlighted on the DSL pages. These cover use of technology by the whole school community, teachers, school leaders, residential staff and support staff.

Voice of the Child:

Curriculum and child focused ethos	Yes/No	Evidence to support response including action required, date to be completed and indicative cost.
Is the voice of every child heard within the school?	Yes.	Every child has their teacher and support staff around them, in addition to this all residential children have a key worker. Our speech and Language Therapist works with all staff to ensure we

		develop the voice of each individual child. Details of understanding are noted in communication plans where we highlight receptive language, expressive language and processing times. All of these help give each individual student a voice that can be understood.
How are children taught about safeguarding? • Is the approach appropriate and effective to the community's needs? • Does it enable children take on responsibility for their own and others safety?	**Yes.**	Students are taught to stay safe through PSHE, computing, by exposure to risk in a carefully managed manner, access to the community in a managed manner, by reviews, tutorials and key working sessions. This allows our students to take on responsibility commensurate with their mental capacity and cognitive abilities.
Are all children able to identify a trusted adult with whom they can communicate any concerns?	**Yes.**	All our students will be able to identify an adult they feel safe with, though they may not be able to articulate this we discern it through their behaviours, actions and responses.
Is there an anti-bullying policy in place that is owned and understood by the children?	**Yes.**	There is an anti-bullying policy in place, though not owned by students they have taken part in its development through tutorials, PSHE lessons and student council, their understanding of it is very much based on the individual though we do translate into the student's voice when we have to.
Is there an up-to-date online safety policy and Acceptable Use Policy in place that is owned and understood by the children?	**Yes.**	There is an online safety and acceptable use policy but it is not owned by the students. They are aware of how it can and does restrict access at times, and they have helped form it, areas of it are understood by some students.
Vulnerable Children:		
• Are children at risk of the issues highlighted within Annex A KCSIE 2016 identified by our school?	**Yes.**	At the moment we have no children we deem at risk of the issues highlighted in Annex A. The wider leadership in the school have read and understand Annex A. Staff and Governors have had a range of training in these areas giving us the capacity and capability to identify and support

		any student who may be at risk. Our training covers Child Sexual Exploitation, FGM, Prevent and the Channel programme.
Are young carers recognised by our school?	**Yes.**	We have no carers at the school, the vast majority of our students will require some form of care and support throughout their lives.
Are children in private fostering arrangements recognised by our school?	**Yes.**	All students in a fostering arrangement are known to the school, (8 looked after children, 3 of whom are in residential care and 3 in foster care). All relevant review meetings phased in line with legislation and best practice.
Are children who may have a parent or close family member in prison recognised by our school?	**Yes.**	At the moment of writing we have no children that we are aware of with a parent in prison.
Are children with medical issues identified by our school? • Has appropriate advice from medical professionals been sought?	**Yes.**	All children with medical issues have been identified and they have a health care plan in place. These are informed by a wide range of clinicians involved with the individual child. These plans are stored electronically on the student's page with paper copies printed and shared with parents. The paper copies we keep on site are signed by parents in line with guidelines issued by KCC. All team leaders and the Senior DSL carry out Medication monitoring reviewing the administration of medications regularly, ensuring it is in line with clinical advice and represents best practice. All staff administering medication have appropriate training and have their certificates of competency. Any Medication errors are discussed with the LADO as we have been instructed to do. All instructions are followed and any changes in medication only happen when we have written confirmation from the prescribing clinician.
How are children and staff encouraged to challenge discriminatory behaviours and language?	**Yes.**	The very ethos and values that underpin our entire provision help ensure a culture of openness where all are encouraged to challenge discriminatory behaviours or language. The Whistle Blowing policy helps facilitate this.

Multi-Agency Working:

	Yes/No	Evidence to support response including action required, date to be completed and indicative cost.
Does the senior DSL have an overview of all early help cases? • Are they regularly monitored? • Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?	**Yes.**	None of our children are at an early help stage all have progressed beyond this for a comprehensive range of reasons.
Does the Senior DSL have an overview of all children in need cases? • Are they regularly monitored? • Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?	**Yes.**	ChiN meetings are led and managed by our Student Liaison Manager, who in addition to this is a trained DSL and a member of the SLT at the school. All students have an ILP that has the outcomes from the EHC plan highlighted with a curriculum designed to meet these needs. Additionality is highlighted and all support is linked to meeting need as defined here. All LA ChiN meeting and EPEPs linked to these are completed as required.
Does the DSL have an overview of all child protection cases? • Are they regularly monitored? • Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?	**Yes.**	Senior DSL has an overview of all cases and fully informs the Headteacher of these cases as they progress. Chronological records are kept and Ofsted are informed, though the online reporting format makes it impossible to report as a residential special school and not a children's home. We have made representation to Ofsted about this but as yet systems have not been updated.
Does the Senior DSL have an overview of all children in care cases? • Are they regularly monitored? • Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?	**Yes.**	All open cases are reviewed by our Senior DSL and monitored as required by the case and as per policy and procedure. We follow all advice from external protection partners.
Are there mechanisms in place to follow up outcomes of referrals to Specialist Children's Services as identified in KCSIE 2016?	**Yes.**	In line with advice offered, our policies and procedures. Safeguarding, reporting & recording

Is our school proactive in develop links with partner agencies in order to support and safeguard children and young people?	**Yes.**	Yes we frequently discuss with partners from the Local Authority any concerns we may have and seek advice when we feel it is required. Professional conversations with social workers, area safeguarding team and our LADO happen as required and are noted, with these records kept. We also note these conversations in the school chronology and the synopsis we maintain for Ofsted.

Staff:

School Ethos:	Yes/No	Evidence to support response including action required, date to be completed and indicative cost.
Does the DSL disseminate safeguarding learning to all staff and volunteers? • Is it a standing item at staff meetings?	**Yes.**	The senior DSL disseminates safeguarding learning as soon as it becomes available, information for staff is stored on our SharePoint page, with the KCC safeguarding newsletter shared with all staff as they are published. New information that comes to light is discussed in the DSL team and disseminated as required by the senior DSL. We maintain "gold" child protection & Safeguarding" folders that contain paper copies of key information. These are stored in the staff room and in the front office and are available to all staff**.**
Is there a clear induction process for all staff and volunteers, including supply teachers and contracted staff?	**Yes.**	There is a clear induction process for all staff, this includes child protection and safeguarding. Key staff support new colleagues through induction. From August 2017 we plan to offer an induction to all taxi drivers and escorts. This is being planned and developed at the moment.
Do all staff and volunteers receive safeguarding training? • How often is this provided? • Does it cover Online Safety, Child Sexual Exploitation, FGM, Prevent, and the Channel Process?	**Yes.**	All staff receive safeguarding training, we do not use volunteers habitually but when we do have volunteers in, they are given a basic induction that includes being provided Part 1 of Keeping Children Safe in Education, photo information on who the DSL's are in the school, information around Child protection and safeguarding in the school.

• Does it cover peer on peer abuse and issues identified within KCSIE and annex A? • Does is cover Kent specific child protection procedures, both inside and outside of the school?		Training for staff covers all aspects of abuse as identified in Annex A of keeping Children safe in education. In addition it covers the school and KCC protection procedures.
• Do all staff and volunteers know who the DSL's are?	**Yes.**	Information is made clear to all staff, posters are placed strategically around the school and provided to visitors upon arrival. Safeguarding Information for all Staff: Staff ID Badges Current Insert.

Behaviour management

Is there a behaviour management policy that is understood by all staff / volunteers? • Is it in accordance with the most recent national guidance?	**Yes.**	Behaviour Principles and Behaviour Policy.
Have staff received adequate and appropriate training in relation to risk assessments, de-escalation and positive handling?	**Yes.**	All staff are trained in the ProAct Scip® approach to supporting behaviour at a level commensurate with their professional responsibilities. We maintain a key team of instructors trained to a higher level all led by a principal instructor. We offer outreach support and hold the licence for training for Kent though we will not renew after 2018. We maintain behaviour support plans for all students, these include the individual risk assessments for individual children. All physical interventions and reported, logged in the appropriate log book. They are then reviewed by our senior DSL and our principal instructor who is also a DSL, the Headteacher (in his 1:1 meetings), reviews these weekly with both DSL's and the system is reviewed by a governor once a term.

Challenge and difference

Does our school promote British values?	**Yes.**	Values adopted as being British are fully promoted in the school and permeate every area of our provision. Mutual respect, compassion,

		acceptance of difference, democracy and the rule of law are all facets of our everyday practice at Stone Bay School.
Does the staff group reflect the diversity of the community they serve?	**No**	We recruit from the fields we generate for any given posts, the area is predominantly British white with just under 5% of staff with differing ethnicities. We will continue to recruit as required and develop as diverse a workforce as is possible. We do not monitor the gender of staff.
Is our school confident that their practice is inclusive? • Of students? • Of staff? • Of Parents/carers?	**Yes.**	Students are at the very heart of our provision and play a role in shaping their individual support commensurate with their capacity and cognitive function. They express their views in a number of forums, student council, Staff are involved in all aspects of school development and practice. Parents feel welcome, informed and involved. Parent questionnaires, Staff questionnaires, Analysis of questionnaires.
Safer Recruitment		
What information is maintained on our Single Central Record? • How often is it reviewed and updated? • How many people have access to it?	**No.**	Our single central register has restricted access rights: HR Manager, Headteacher, Chair of Governors, Vice Chair of Governors and the Senior Designated Safeguarding Lead all have access. It is updated by the HR Manager: • following the appointment of a new member of staff • when a member of staff leaves • when we receive updated advice from the Government or relevant authorities. In addition to this It is reviewed regularly by the Headteacher and/or Chair of Governors when a Quality Assurance check is completed on staff files. It includes the following information: • Name;

		• evidence presented and reviewed;
		• reference information;
		• Health check;
		• prohibition from teaching check;
		• qualifications;
		• DBS information included Barred list check;
		• Right to work in the UK; KCSIE(Part 1)
		• Quality assurance checks by Headteacher and Governors.
Are staff and Governors trained in safer recruitment processes in line with current national guidance?	**Yes.**	We have a number of staff and Governors who have undertaken Safer Recruitment training including: training: Jimmy Peters, Richard Farr, Chris Joy, Tony Butt, and Nikky Howe.
What mechanisms are in place to identify staff who may be disqualified under the Childcare Act 2006?	**Yes.**	For existing staff we rely on disclosure to identify any in this category. For all new staff we go through our safer recruitment processes highlighted in our safer recruitment policy.
Supervision		
Do all staff who have contact with children receive supervision as required by the EYFS 2014 and Section11 of the Children Act 2004? • How frequently does this take place?		Not applicable as we do not have any students of this age. However all residential staff receive supervisions once a term (6 times a year) in line with Residential Special Schools, National minimum standards April 2015. Standard 19.6 *"All staff have access to support and advice for their role. They also have regular supervision and formal appraisal of their performance".*

Governance:

	Yes/No	Evidence to support response including action required, date to be completed and indicative cost.

Is there a Designated Governor for Safeguarding and Child Protection?	**Yes.**	Chair of Governors. [Safeguarding training](#)
Has the Designated Governor undertaken Kent specific Safeguarding training with regard to their role and statutory duties?	**Yes.**	Designated safeguarding Lead training complete.
What training has the whole Governing Body received on safeguarding issues (including online safety)?	**Yes.**	Governors have completed a range of training linked to safer recruitment and safeguarding. Lists of the specific courses can be seen on the [Governors training page](#).
Is safeguarding an item on the full Governing Body meeting?	**Yes.**	Safeguarding is a standing agenda item on FGB agendas and is discussed prior to each Full Governing Body meeting in the Headteachers 1:1 with the Chair of Governors. Evidence can be seen by reviewing the [Governors meetings](#).
Are parents/carers aware of how they can contact the Chair of Governors in order to raise an allegation or make a complaint? • How is this awareness raised?	**Yes.**	Highlighted in [parents handbook](#), on the [website](#) and in our [complaints policy.](#)
How does the Governing Body receive information and updates from the DSL?	**Yes.**	Updates are given at full [governors meetings](#) by the [Headteacher as item 7 on his report](#), the chair of governors (or vice chair in their absence) will be made aware of any issues as they arise.
How does the Governing Body ensure that the evidence provided within this tool will withstand scrutiny?	**Yes.**	This review tool is used by governors to guide thoughts and set up lines of enquiry. They will investigate and challenge any aspect of the review that does not answer all their questions.

Physical Safety:

	Yes/No	Evidence to support response including action required, date to be completed and indicative cost.
Does our school have a secure boundary?	**Yes.**	Fully enclosed. Gates are electronically controlled by remotes for staff and centrally from the office for visitors. Cameras allow office staff to view who is at the gates.
Are there appropriate ID checks for visitors?	**Yes.**	All visitors sign in at the front reception office and when on site are issued with a red visitor ID badge. All visitors are escorted around the premises. All visitors with authorisation and reason to enter the classrooms or residential flats will be issued with a synopsis of behaviours booklet to allow them to recognise students and be aware of how they can present. Locums, visitors and volunteers working with us for an extended period of time will be given an information pack that will include details around child protection and safeguarding. Supply staff, visitors and volunteers working with us for an extended period of time will be given an information pack that will include details around child protection and safeguarding.
Do all members of staff wear staff ID?	**Yes.**	All members of staff and the governors wear blue photo ID badges when in school. To support students in recognising al staff there are photos of all on the staff photo boards.
Does our school adhere to emergency evacuation procedures?	**Yes.**	Emergency evacuations log book is stored in the cupboard next to the control panel.
Does our school have emergency planning procedures including lockdown?	**No.**	The building is secure with a range of mechanical and electronic locks used throughout the building. If a lock down alert was installed through our alarm system all the fire doors would open making the school less secure in times of lock down. Therefore all staff are

		contactable in the school and when they are offsite. In case of an incident key staff will be informed and will be tasked with disseminating the alert.

Billy Mc Inally: Headteacher.   *Billy McInally*   **Monday, 17 July 2017**

Richard Farr: Chair of Governors.   **Richard Farr**   **Monday, 17 July 2017**