



## **S175 /157 Education Safeguarding Self-Assessment Summary 2023**

### **Purpose of the report:**

To share the findings of schools and colleges 175/157 self-assessment. The report aims to offer some insight into safeguarding practices, where the strengths lie, and which areas require further development in the Education Sector.

### **What is the 175/157 self-Assessment:**

The statutory guidance Keeping Children Safe in Education (KCSiE) 2022 sets out the legal duties with which schools and colleges must comply in order to keep children safe and must have regard to when carrying out their duties to safeguard and promote the welfare of children. The guidance in KCSiE builds on the requirements for education setting specified in Working Together to Safeguard Children 2018.

Section 175 of the Education Act 2002 introduced statutory duties for Schools/Colleges, Governing Bodies and Local Authorities. Section 175 guidance requires governing bodies to carry out an annual review of the school's policies and procedures and to provide information to the Local Authority about how the duties set out in the guidance have been discharged. Relatedly, a similar duty applies to proprietors of independent schools (including academies/free schools) under Section 157 of the same Act.

### **Why have schools and colleges been asked to complete the 175/157:**

Schools have previously been provided with a 175 self- assessment on a word document. In the last 2 years they have been asked to return this to the Local Authority. The numbers being returned in 2021-2022 was 41% and the data that could be gained from a word document was minimal. The format was therefore changed, and the self-assessment endorsed by Bolton Safeguarding Children Partnership. This report aims to provide reassurance to Bolton Safeguarding Children Partnership relating to schools and colleges safeguarding practices.

### **Methodology:**

- A pilot took place in Autumn term with a small number of secondary and primary schools.
- All schools and colleges were then asked to complete the self-assessment by Bolton Safeguarding Children Partnership. It was promoted by both the Assistant Director for Childrens Services and Early Help and the Assistant Director for Inclusive Education and Learning.
- Schools and colleges accessed the self-assessment via a link on the Bolton Safeguarding Children Partnership website.
- Advice guidance and support documents were also available on the website.
- An action plan template was provided to enable settings to put a plan in place to develop any areas identified as needing improvement.
- The self-assessment was live for a set period of time 9<sup>th</sup> January 2023 – 14<sup>th</sup> April 2023 (Spring term).
- The self-assessment enables schools and colleges to provide evidence to their Governance and Ofsted regarding the effectiveness of their safeguarding arrangements.

- The audit was split into 3 parts:
  1. The schools approach
  2. Effective Safeguarding
  3. Specific Safeguarding Issues
- Each part had a range of sections within this.

### Findings:

- 133 schools and colleges completed the self-assessment.
- All schools and colleges who buy into the Safeguarding in Education Teams Service Level Agreement completed the Self-Assessment except for one school who did not complete it as they had already completed one for their trust.
- Overall, 5 primary schools responded that they had 'Fully Met' in all areas of the S175/157 Safeguarding Audit.

### What's working well:

- There were 4 sections were overall 90% of schools and colleges felt they had **fully met** all areas of the audit. These are as follows:

#### Policy, Procedures and Recording (96% Fully Met) this includes:

- Statutory policies and procedures being in place,
- Contact being made with the Integrated Front Door when required,
- Record keeping,
- Safety plans / risk assessments being put in place,
- Safeguarding procedures being compliant with Bolton's threshold document Framework for Action,
- Recognition that additional barriers can exist when identifying abuse and neglect in relation to children with SEND,
- Challenge and escalation,
- Transferring to the CP file to a new setting,
- Sharing information with alternative provision,
- Anti-bullying and Administering medicines policies in place,
- Having Individual Health Care plans in place.

#### Partnership Working and Training (95% Fully Met) this includes:

- The DSL and deputy undertaking training every two years,
- All staff undertaking Safeguarding and CP training,
- Information sharing,
- Staff having up to date Pediatric First Aid Training and having first aid kits,
- Working in partnership with agencies,
- Having open and honest relationships with parents/carers.

#### Managing Allegations -Safer Working Practices (92% Fully Met) this includes:

- A policy and system in place for safer recruitment which is followed and recorded.
- Staff capability, discipline, conduct and grievance policies in place.
- A member of staff having attended Safer Recruitment training; and they attend all staff interviews,
- A Single Central Record (SCR) being in place with a nominated member of staff who is the custodian of the records,

- A member of the Governance Board being 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,
- All staff and volunteers understanding how to respond to concerns / allegations (including low level concerns) about another member of staff or volunteer, how to report, what happens next and what to do if they continue to have concerns or if they believe concerns have not been reported / responded to appropriately,
- A Code of Conduct for Behaviour and Safer Working Practice being in place which is known by all,
- Staff and those who regularly come to school have all signed to confirm that they have read and understood the code of conduct / staff handbook.
- The Senior Leadership Team being familiar with allegations procedures and know how to refer to the LADO.
- Where relevant following a LADO enquiry, staff are referred to the DBS and Teachers Regulation Agency
- Recruitment and selection processes are regularly reviewed.
- DBS checks are rigorous including overseas checks. References are pursued and retained.
- Records of Section 128 checks are kept for those in management positions which includes governors.

Leadership and Management of Safeguarding (90% Fully Met) this includes:

- A Designated Safeguarding Lead (DSL) being in place and they understand their responsibilities
- The Designated Safeguarding Leads (DSL) and Governance being aware of the latest version of Keeping Children Safe in Education Statutory Guidance
- The DSL offering support in relation to safeguarding matters, promotes pupils' safety and wellbeing and is a source of information. The DSL having full oversight of safeguarding.
- Robust staff safeguarding training records are kept.
- The website includes the current safeguarding policy and safeguarding information.

**Areas to improve:**

The top 3 sections that had the **most responses to partially or not met** are:

Intra-familial Harm (9% Partially or Not Met) this includes:

- Governors and volunteers knowing about the mandatory reporting of Female Genital Mutilation,
- All families being sent a letter regarding Encompass arrangements and reminded about this,
- Having a domestic abuse offer / pledge which incorporates how families are supported who are experiencing domestic abuse.

Online Safety (8% Partially or Not Met) this includes:

- An effective whole school approach to online safety which protects and educates pupils and staff on their use of technology. This includes robust mechanisms to identify, respond to and escalate any concerns as appropriate,
- Carrying out an annual review of school or colleges approach to online safety, supported by an annual risk assessment,
- Having an up-to date Online Safety Policy,
- Age-appropriate filtering and monitoring systems being in place that promotes the welfare of pupils and protect their exposure to online risks through ICT systems. Systems being regularly reviewed by Governors to ensure their effectiveness,

- IT Acceptable Use Policy being in place which covers mobile phones and social media. This being included in all staff induction including teaching and non-teaching,
- Staff receiving appropriate online safety training which is regularly updated,
- Demonstrating the effective use of the UKCIS national guidance relating to the consensual and non-consensual sharing of nude and semi-nude images or videos and following best practice advice when managing such instances. The DSL being expressly familiar with the guidance.

Children Looked After, Children with a Social Work and Private Fostering (6% Partially or Not Met) this includes:

- Children Looked After (CLA) or previously CLA being known along with their legal status and the reason for them becoming looked after,
- Completion of Personal Education Plans (PEPs) and reviewing these termly,
- Where children are being cared for by friends, neighbours, or extended family for more than 28 days, staff being aware of the procedures for private fostering and these arrangements are followed,
- A specific school policy for CLA and previously CLA children.

**For full details of the 175 results see attached results-**



175 Audit Summary  
Table.pdf

**The audit identified the following areas of development for our schools:**

(Determined by the questions that scored under 80% for Fully Met (highlighted Red in the above attached doc).

- Safeguarding Induction, the Framework for Action and The Teaching Standards.
- Safeguarding arrangements during school holiday periods
- Governors awareness of the Framework For Action and Resolving Differences and Escalation Process with.
- Developing safeguarding reporting to Governance.
- Governors and Trustees receiving appropriate safeguarding and child protection) training (Including online at induction.
- Creating and promoting an Early Help offer.
- Submitting all copies of Early Help Assessments completed, reviewed, and closed to [BoltonISA@bolton.gov.uk](mailto:BoltonISA@bolton.gov.uk).
- When considering suspension, Governors / Trustees ensuring that Early Help support has been put in place that would ensure all avenues have been explored before a decision is made.
- A clear and visible system / procedure for the safe handover of pupils to the authorised parent /

carer at the end of the school day.

- More than one emergency contact for all pupils and those details identify who has parental responsibility, plus any care arrangements that may be in place.
- Personal and intimate care policy which is made available to parents / carers and that this is regularly reviewed and updated as needed.
- Accessing Senior Mental Health Lead funding.
- Promotion of Be Kind to My Mind on websites, newsletters, social media and newsletters.
- Ensure students daily lived experience is known and their voice sought.
- Code of Conduct for Behaviour and Safer Working Practice in place which is known by all staff and those who regularly come to school/college, ensuring that all have signed to confirm that they have read and understood the code of conduct / staff handbook.
- An annual review of the approach to online safety including an annual risk assessment that considers and reflects the risks children face.
- Online safety training.
- Better awareness of Nudes and Semi Nudes guidance.
- An up-to date attendance policy in place along with 'Children with health needs who cannot attend school'.
- A CLA and previously CLA children police in place (provided by virtual school).
- Ensuring families are regularly made aware of encompass, by putting the letter on the website, displaying this and regularly sending it out.
- Having a Domestic Abuse pledge in place.
- Attend training and learning opportunities in relation to key areas of Extrafamilial Harm i.e., exploitation, grooming, trafficking, forced marriage, gangs, county lines.
- Sexually Harmful Behaviour- training and updates for all staff (including teaching and non-teaching) to develop an awareness and understanding of the difference between healthy, problematic, and harmful behaviours.
- Access expertise and resources such as Educate Against Hate to ensure Education initiatives and activities are delivered to pupils relating to the PREVENT agenda.

**Actions:**

- Recommendation for Bolton Safeguarding Children Partnership to note the content of report, share their views and consider the recommendations made.

- SET to share the report and relevant sections with schools and appropriate wider partner agencies.
- Partners may wish to assure themselves further and work with a sample of schools to look at the individual actions they have identified.
- Partner agencies to take positive steps to support schools and colleges to achieve a score of fully met.
- Repeat the 175/157 self-audit annually during Spring term and compare findings to evidence progress made and ongoing areas for development.