

Bradford Safeguarding Children Board

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Dear Colleagues

Re: Section 175 Audit 2018

First of all, may we take the time to thank you for completing the safeguarding audit that most schools have now completed and we are now in a position to share with you, very briefly, some of the emerging themes for your consideration.

We think an important point to start with is that some schools submitted their data on an alternative template that made the total analysis of the data sadly redundant. This resulted in just 66% of completed school data able to be interpreted/analysed in any meaningful way into themes going forward.

What appears to be a clear picture from the schools perspective, is the number of children we have across the District broadly sit under the headings/category of need below:

- Children subject to a CP Plan
- Children who are considered to Children in Need
- Children who require Early Help
- Children Looked After
- Children at risk of Sexual Exploitation
- Children who suffer from Neglect

The numbers of safeguarding or child protection issues that you are dealing with, and managing, in your school have been reported through the audit, but need to be considered with caution, in this instance. Bearing in mind the statistical skew (due to the data only representing 66% of the total), there were 1195 referrals to CSC in the last twelve months. While the figure is not precise, it is noteworthy and perhaps an indication of the complexity of need our children and young people, and their families, are facing day to day. It appears that neglect is our biggest concern.

While we are being cautious in sharing this information, given it certainly does not represent all schools, the themes below emerged:



Safeguarding:

The majority of school's are confident that leadership and management are effective in ensuring the role of the Designated Safeguarding Lead fulfils the responsibility of the role. It is clear that reporting processes are robust and the majority of schools are skilled at dealing with complaints and referrals, including disputes, concerning safeguarding. This is really positive and reassuring.

Safer Recruitment:

Once again, this is a positive indicator as the majority of schools are clear about safer recruitment issues and have policies and procedures in place to support safer recruitment.

Information for Staff:

There appears to be some inconsistencies about the communication of safeguarding issues to the wider staff teams. This includes the regularity of training updates, particularly the statutory training such as PREVENT, FGM, CSE etc. While many school rated themselves as 'green' for information sharing/training for staff, there are some schools who would acknowledge there are gaps in this area.

Risk Assessment and Site safety:

This is a complex area and responses were variable, acknowledging areas for development that relate to site management, traffic issues and emergency planning.

Safety Curriculum and Keeping Ourselves safe:

This area was positive in that the overwhelming majority of respondents demonstrated the curriculum covers all aspects of safeguarding, including online safety. Schools are confident the key messages are sufficiently differentiated for children with SEND. There are clear lines of reporting and responding to safety concerns but it is believed that some schools feel they would benefit from further support from ICT and IT providers. The exact nature of what that 'support' looks like is not well described.

Online Safety:

Most schools believe they are supporting children with this complex issue, certainly in terms of providing information and forums for children to go to or receive information about online safety but it remains an ongoing issue as children themselves continue to report online abuse. This is not necessarily in school. This acknowledges the need for continued planning and support, particularly for our more vulnerable children, to navigate the internet safely.

Pupils and Student Voice:

Positively the majority of schools provide opportunities to secure the voice of the child. This may be through a variety of medium, such as surveys but there are some respondents that consider more work needs to be done to capture the student voice, at least annually. Having said that, the children involved school surveys report they feel safe both at school and their work based settings and in a variety of after school organised activities. Schools reported that it is the actual process of capturing the voice is the area for improvement. This of course leaves the challenge for schools as to how best to capture views of children in a timely manner and use the information to develop school improvement.

So, in conclusion, there are some interesting and reassuring themes emerging. While it appears there is still work to be done to further improve processes perhaps, children feel safe in school, know what to do and who to go if they begin to feel unsafe and schools appear to be responding appropriately to meet need.

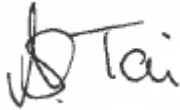


We realise the completion of the form may have been quite a challenge but going forward it will be used to inform improved safeguarding policy and practice. We suspect many of you will feel the same, now the document is complete it is an excellent source of evidence of how well our schools are doing to meet ever demanding safeguarding needs and issues our young people face.

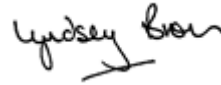
Finally, we wish you all a relaxing and well deserved summer break.

Best wishes.

Yours sincerely



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