

Pelka Audit Checklist (2020-2021)

Safeguarding and Child Protection questions for Heads/Principals and Governors, to ask themselves. The following audit checklist relates to the Daniel Pelka Serious Case Review (SCR). The questions posed are to be used as an aid within Stokes Wood Primary School and do not need to be returned to Safeguarding in Education.

- **Do we have a robust system for centrally recording Welfare, Safeguarding and Child Protection (CP concerns) and do all our staff know how it works?**

Yes, the school uses a system called CPOMS. CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside a school's existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues etc. Using CPOMS, schools can ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support, instead of administration.

Every member of staff across school has an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for Case Conference Meetings, Governors and Ofsted at the touch of a button.

Academic year 17/18 all staff attended a CPOMS training. For those that were not present this academic year a Lead Designated Safeguarding Lead (DSL) showed staff how to use CPOMS.

If staff member believes the child to be in immediate harm/danger they must tell a Lead DSL immediately (face to face).

- **Do we have a "low level concerns form" or a system whereby Safeguarding and Welfare concerns can be recorded and passed the DSP, and/or Headteacher for assessment and do all staff know how it works?**

Yes, the school uses a system called CPOMS. CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside a school's existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues etc. Again it allows Senior Leaders are able to build a chronology around a students

Do we have the right number of trained DSLs for our children's needs in our school?

Is the training our DSLs receive of good quality and is it refreshed every two years?

We currently have 5 DSLs trained in our school. 3 of those DSLs do not have classroom teaching responsibilities so it meets the needs of a two form entry school (can regularly check CPOMS and investigate any concerns). Yes, the training is ran by Leicester City Council (Safeguarding in Education) and DSLs must have this training refreshed every two years.

Do our DSLs retain an overview of all Welfare, Safeguarding and Child Protection concerns within school?

Yes, three DSLs Leads must always be alerted to any concern/issue posted on to CPOMS. This insures that DSLs have an overview of the above concerns within school.

Are our DSLs familiar with, and utilise, LSCPB Procedures, including the Threshold Guidance (Meeting the Needs of Children and Families in Leicester 2012)

Yes, again all DSLs must read and access the following website during any training/ refreshed training: <https://llrscb.proceduresonline.com/index.htm>. The site includes information about the latest changes for 2021, Threshold for access to services. This last area is intended to assist professionals within the children's workforce to identify suitable responses to needs and issues that they encounter amongst the children, young people and families they are working with. This information is also available in the Keeping Children Safe in Education 2021 Guidance.

Do our staff, volunteers and visitors know who our DSLs and Deputies are and their roles and responsibilities?

Yes, the DSLs are clearly stated in our Child Protection and Safeguarding Policy. There are also posters of who the DSLs are around the school building.

Are our staff "Whole School Trained" in Child Protection, and Safeguarding and are they are aware of school Safeguarding Policies, procedures, and Practices?

Yes, whole school Safeguarding occurs every year (either internally or externally). Staff must also complete a Safeguarding Induction with the School Business Manager. All staff must also read the Child Protection and Safeguarding Policy as part of their induction.

Are we satisfied that our staff, volunteers and visitors know how to identify Child Protection, safeguarding and Welfare Concerns?

Yes, due to the robust procedures in place and due to our Safeguarding Ian Brierley assessing staffs knowledge of safeguarding when he visits the school.

Do our staff understand the need to bring Child Protection concerns to the attention of the DSLs, without delay.

All staff know that when a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature such as 'who, what, where, when and how?' Staff can also apply the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

As soon as possible staff know to write a dated and timed note (using CPOMS preferably) of what has been disclosed or noticed, said or done and report to a DSL. Staff know it is important to act swiftly to avoid delays.

Finally staff know that if they believe the child to be in immediate harm/ danger they must tell a DSL immediately (face to face).

Do our staff know, volunteers and visitors know how to bring Safeguarding and Welfare concerns to the attention of the DSL, as soon as possible?

Yes. Staff know that if they believe the child to be in immediate harm/ danger they must tell a DSL immediately (face to face).

Does our Induction Training for staff and volunteers cover Safeguarding and Child Protection Matters?

Yes, this is covered by our Business Manager (J. Bodicoat).

Do we routinely ascertain what "Life is like for our Children" and do we always "listen to the voice of the children"?

Yes, as part of our Safeguarding procedure we ask all staff to:

SECRETS - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

LISTEN - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

RECORD - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – **DO NOT** take photographs or examine the child yourself.

SUPPORT - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

REMEMBER - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed as soon as possible (ASAP); if the concern is in reaction to your Headteacher, you must speak to your governor. If you feel you cannot speak with your governors, you must use your whistleblowing procedure and contact Duty and Assessment/Local Authority Designated Officer (LADO) for advice and support. (see information/flow chart).

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

As of March 3rd 2019, All staff will have completed MindEd Training that focuses on the voice of the child (and how to listen to them in an appropriate manner).

Staff have recently completed Solihull Whole School Training (June 2021).

Where necessary do we effectively and creatively utilise interpreters and/ or other relevant methods to ascertain what “life is like for our children” and to “listen to their voices”?

Yes, we are extremely fortunate at Stokes Wood Primary School as we have teaching staff that can talk a variety of different languages e.g. Polish, Romanian, French, Arabic. If this is not the case we utilise interpreters externally and through the community to convey messages.

Do our staff, in their communication with parents and carers demonstrate ‘professional curiosity’. Healthy cynicism and ‘respectfully challenge when they are checking out the welfare of children in their care.

Yes, all staff for example would ask for explanations regarding any visible marks on the child. This information would then be passed on to a DSL (via face to face then recorded on CPOMS). The DSL would then investigate this further and make a judgement call on whether to pass this on to Duty and Advice Service (DAS).

As a school we also never take parents answers ‘at face value’, but probe challenge and seek evidence that explanations, answers and responses are ‘true and genuine’.

Do Governors effectively explore monitor and review Child Protection Policies, Practices and procedures in our School?

Yes, a yearly Safeguarding Audit is conducted by the Assistant Headteacher and the Safeguarding Governor (Ian Brierley). Also Child Protection Policies, Practices and Procedures are reviewed every year.

Do Governors and Other School Senior Management fully support DSLs?

Yes, Ian Brierley conducts an Annual Safeguarding Audit with the Assistant Headteacher to ensure all Child Protection Policies, Practices and Procedures are in Place. They also give constructive feedback on next steps and further areas to improve.

Do our DSLs and Senior Management respectfully challenge or escalate concerns if they are not satisfied with the response from partner agencies, when they are sharing Child protection Concerns?

Yes DSLs, if an incident has not met threshold, will ask for the reason why it hasn't. DSLs will continue to monitor and report on the child and report to DAS as soon as the criteria has been met. DSLs also have an awareness of contextual safeguarding and apply a professional curiosity to all safeguarding concerns.