



Rutland
County Council

Safeguarding Through Education

2017-18



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1 THE ROLE OF THE LOCAL AUTHORITY

- 1.1 HM Government's guidance 'Working Together to Safeguard Children – is a guide to inter-agency working to safeguard and promote the welfare of children' (Sept 2015). This document identifies that local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area.
- 1.2 Rutland Learning and Skills service contributes to the effectiveness of safeguarding and processes in education settings in Rutland through the promotion of safeguarding of all children and young people. Through a programme of support and guidance, education settings can be well equipped to ensure that they are meeting their safeguarding requirements.
- 1.3 The Rutland Learning and Skills service monitor and evaluate education effectiveness including termly Quality Assurance desk-top reviews and visits. Indicators for prioritisation of risk are detailed in the Learning and Skills service Education Provider Prioritisation and Entitlement 2018-19. Feedback from visits to education settings by other Council staff, including members of the Special Education Needs and/ or Disabilities (SEND) and Inclusion team, Early Help, Children and Adult Social Care and youth workers are also taken into account; all safeguarding issues are processed according to school and the local authority agreed procedures.
- 1.4 The promotion of attendance at training remains a key factor and, through greater co-ordination, duplication of content across different training events has been reduced whilst still ensuring key issues are being addressed. Where relevant, the Rutland Learning and Skills service make it a priority to understand reasons for non-attendance at training events, remaining responsive to requests for training and flexible in terms of times and dates. It is recognised that Multi Academy Trusts may have their own programme of Safeguarding training and updates; in these cases the Learning and Skills Service will seek assurance that training is completed.
- 1.5 Ofsted (for early years providers, including Rutland's Childminding Agency and state-funded maintained schools and academies) and Regulatory Compliance (for independent schools) inspection reports are analysed when published to determine any potential safeguarding concerns. In judging the effectiveness of leadership and management, Ofsted must also judge whether the schools and settings arrangements for safeguarding pupils are effective, and whether those responsible for governance ensure that these arrangements are effective.

2 SAFEGUARDING THROUGH EDUCATION: TRAINING, SUPPORT AND ADVICE



- 2.1 Rutland Learning and Skills service promotes effective safeguarding processes through education and its work with all education settings, including the independent sector. The Service works in partnership with Children's Social Care and Community Safety to offer information, advice and where required, to either deliver, broker or commission training which is available at little or no cost to all education settings in Rutland.
- 2.2 The programme of safeguarding training is delivered by local authority staff or commissioned as required to ensure training is relevant, good quality and offered at times and venues that can be accessed by education providers.
- 2.3 Safeguarding guidance and updates are available on Rutland County Council website and schools have links to the Local Safeguarding Children Board (LSCB) website <http://lrsb.org.uk/children>.
- 2.4 The Learning and Skills Education Bulletin is distributed to all Rutland early years' settings and state-funded and independent schools and includes regular safeguarding updates and guidance as a standing item. The Bulletin provides current information, updates and signposting of local, regional and national initiatives or focus areas. In addition, Rutland Children's services produce a termly safeguarding update which is sent out to all education settings including independent schools to provide up to date information.
- 2.5 A programme of training and updates, on safeguarding, is provided for education staff and governors through LSCB, Rutland County Council and Rutland Teaching School Alliance training programmes. Additional training and guidance can be brokered or commissioned through regional Teaching School Alliances and other consultants or providers dependent on the topic of focus. Schools are offered generic training opportunities through the Teaching School Alliance continued professional development offer. In 2017, previous focussed training from external providers has included GDPR, Safer Recruitment and Positive Handling (Appendix B).
- 2.6 In the early years, core training is provided for the LSCB by Rutland Adult Learning

and Skills Service (RALSS). Regular conferences and network meetings for early years' providers include safeguarding as a prioritised agenda item and attention is drawn to current emerging priorities or serious case reviews linked to the LSCB. The Early Years' service, supported by the National Day Nursery Association (NDNA) delivered safeguarding training at the annual managers' day.

- 2.7 The Community Safety Team has been proactive in forging links with schools and sharing information about the services they provide. A particular focus has been promoting the awareness of Child Sexual Exploitation (CSE) and leading a 'Safety day' event with parents.
- 2.8 The Early Years Foundation Stage annual visit has been evaluated and a more rigorous approach through a more regular 'Keeping in Touch' visit. This revised approach includes a specific, evidence-based, focus on the settings' processes for ensuring safeguarding including documenting identified Designated Safeguarding Lead (DSL) and reviewing the record of relevant and most recent training. The intention of this revised practice is to more effectively offer support and challenge to EYFS safeguarding practice. Initial feedback from providers has been positive and has already led to some changed practice in how recruitment checks and training undertaken is recorded centrally.
- 2.09 The Head of the Virtual School coordinates education support for children looked after (CLA) which includes identifying any safeguarding concerns through monitoring the CLA's education progress and welfare. Support and training are also provided to designated teachers, named governors, social workers and foster carers in order to achieve the best possible educational and welfare outcomes for CLA and children previously looked after.
- 2.10 Rutland Learning and Skills Service safeguarding knowledge and skills are updated through access to training that is provided by Rutland colleagues and attendance at regional and national safeguarding meetings and conferences.
- 2.11 The Learning and Skills Service has purchased a one year subscription to CareKnowledge, an online service which provides up to date research and practice materials that enables all Rutland education providers to remain informed and updated on safeguarding and wider knowledge regarding the care of young children and people.
- 2.12 In autumn 2017, a Rutland County Council internal audit was undertaken to review safer recruitment processes in Rutland maintained schools. The audit was designed to provide assurance that schools adopt a consistent and rigorous approach to recruitment and selection with the aim of reducing the risk of appointing unsuitable people to positions of trust. The audit identified that all schools had safer recruitment policies in place and all had recently either strengthened procedures or had improved induction processes in relation to safeguarding. However, during testing it was noted that there were a number of inconsistencies in approaches and templates across the maintained schools. All schools were keen to implement the recommendations made in the audits and assurances through feedback from schools, evidenced through Governing Body minutes, are that the recommendations have been implemented. This will be reviewed in the internal audit planned for autumn 2018.

3 EVIDENCE OF IMPACT

- 3.1 The remit of Early Years Ofsted Inspections is to have regard for how well children are helped and protected so that they are kept safe. Early years' inspection outcomes report that all inspected Rutland settings have effective safeguarding arrangements for children.
- 3.2 Similarly, the remit of school Ofsted inspections is to report on the effectiveness of safeguarding arrangements. School inspection outcomes report that Rutland schools have effective safeguarding arrangements for children at the time of the inspection. Comments in some of the most recent Ofsted reports include:

"Governors are adept at checking out information for themselves - for example, the Safeguarding lead governor carries out spot checks and audits to ensure arrangements for safeguarding are robust."

"Robust systems are in place. Training is up to date and regular reviews are carried out to check that requirements are fully met."

"There is a strong culture of safeguarding; the school makes thorough recruitment checks."

"All leaders and staff show a determined commitment to keeping pupils safe."

"Systems and procedures for recording concerns are robust."

"Pupils said that they feel safe at school."

"You and your staff make good use of outside agencies to provide pupils with guidance on how to stay safe."

"Keeping children safe is given a high priority by leaders, so that staff create a safe and secure environment where pupils' welfare is seen as important."

- 3.3 During the academic year 2017-18 a total of eight Ofsted inspections took place - five schools and three early years' providers. One early years' provider, Little Bloomers Day Nursery based at Kendrew Barracks, Cottesmore was judged inadequate in all areas. Although no significant safeguarding issues were identified, some concerns were raised over aspects of overall safety and welfare of children. The Authority followed statutory guidance and best practice and withdrew funding for those children accessing government entitlements. Although initially remaining in business, the manager took the decision to close the nursery in December 2017.
- 3.4 During the year 2017-18 there has been one recorded safeguarding incident at an early years setting in the Oakham area. The day nursery had been inspected in December 2016 with an outcome of Good, however Rutland County Council became aware that subsequent concerns were being raised. An Ofsted investigation was instigated and the Learning and Skills service worked in partnership with the Local Authority Designated Officer (LADO) and Ofsted in a complex investigation which resulted in Ofsted's decision to issue a notice of intention to cancel the registration of the setting. The provider resigned their registration and the setting

has subsequently closed.



4.1 In May 2018 the Safeguarding through Education audit 2017-18 was distributed to:

- Rutland state funded and independent schools,
- Private Voluntary and Independent Early Years settings, and
- Wraparound and holiday childcare providers.

For the local authority to have assurances that safeguarding processes are in place for Rutland children who are educated out of county i.e. children with SEND and children looked after (CLA), cross border education providers were invited to complete the 2018 safeguarding audit.



4.2 The annual safeguarding audit is an on-line questionnaire. The timing of the audit has been adjusted following reflection of the 2017 survey timescales so that it was distributed earlier in the summer term, avoiding key test and examination times. This meant it was received where there was less pressure on time, particularly for schools.

4.3 The audit is reviewed and updated each year to reflect changes in legislation and national and local emerging concerns therefore direct comparisons cannot be made with previous years. Every responder received a PDF of their audit response so that they can review their own responses and take appropriate action for their provision.

4.4 The overall results are analysed by the Learning and Skills service so that key outcomes can be fed back to relevant providers and a strategic response can be developed for Rutland providers. Reference is also made to outcomes and actions from the 2017 survey to ensure no reoccurrence is evident (Refer to Appendices C,

and D).

4.5 The analysis indicates that Early Years' settings remain compliant in meeting the 'safeguarding and welfare' requirements of the Statutory Framework for the Early Years Foundation Stage. Scrutiny of the audit responses indicate an improved safeguarding awareness and application of safeguarding procedures. A similar outcome was noted for responding schools.

4.6 Safeguarding aspects of the 2017-18 audit include:

- Confirmation of names of designated safeguard leads with dates of DSL training and provider.
- Confirmation of reviewed Child Protection/Safeguarding Policies and Procedures
- Assurance that all staff and governors are familiar with statutory publications with identified dates
- Confirmation of when safeguarding training was undertaken or acknowledgment that updated guidance or training is required
- Safeguarding, Allegations Management and Safer Recruitment training including induction, dates and names of staff, governors or committee members who have completed training and how this information is recorded
- Online safety
- Children missing education / elective home education and Flexi-schooling
- Identification of connection with external agencies and/or services
- Protecting children with a disability
- Off-Site Educational visits

4.7 A total of seventy two completed responses were received, this is a significant increase compared with the previous year of twenty nine responses. The higher response outcome is due to both the combined raised profile of the safeguarding audit and greater engagement with education providers. These responses were from eighteen of the twenty-nine childminders, twelve of the fifteen early years' settings; all five local authority maintained schools, thirteen of the sixteen Rutland academies/ free school and one of the three independent schools and one of the two independent special schools. Twenty two additional audit responses were received from Rutland Wraparound and holiday childcare providers and out of county SEND and CLA educational provisions. Future engagement activities and promotion of the audit will be planned to ensure numbers of survey responses continue to increase so that the information gathered is robust and reflective of practice across all Rutland providers.

4.8 The findings from the audit has enabled swift identification of strengths and areas for delivery of updated training or guidance. Overall, the responses are very encouraging and have highlighted several areas of good practice:

- 100% of all responders identified they had at least one named and trained Designated Safeguarding lead.

The table below illustrates the percentage and number of education providers confirming they had reviewed policies in the last 24 months.

Policy	Percentage	Number
Child Protection	97%	70
Behaviour Policy	98%	71
Special Educational Needs and Disabilities / Inclusion Policy	93%	67
Health and Safety Policy	97%	70



100% assurance that all staff and governors are familiar with statutory publications Working Together to Safeguard Children (2015), Keeping children safe in education (at least Part 1) (2016) and the Prevent Duty guidance for England and Wales 2015.

- The range of adults working with children and young people i.e. premises officers, administration staff accessing statutory safeguarding awareness has increased since last year's safeguarding survey.

The table below illustrates the percentage and number of education providers confirming they had accessed training in the last 24 months.

Training	Percentage	Number
*Whole Staff Safeguarding awareness	94%	68
Prevent	97%	70
Paediatric First Aid	100%	72
CSE	87%	62
Online safety	82%	59

* 6% of childminders are sole workers and misinterpreted the 'whole staff' element of the question. This issue was followed up with the assurance that childminders accessed safeguarding awareness training.

Analysis of the safeguarding audit recognises across the whole education sector the requests for safeguarding training and updates. Early years' childcare providers are developing a deeper safeguarding awareness. It is a priority to continue promoting

safeguarding awareness through education bulletins, senior leader and other education training events. Training requests are highlighted in Appendix D.

4.9 Safeguarding allegations management / Recording Safer Recruitment processes for staff, governors and/or committee members is mainly on a single central record, or similar documentation. Newly recruited staff, governors or volunteers access statutory safeguarding training, additional safeguarding guidance and information through induction programmes, sometimes these are led by the setting Designated Safeguarding Lead (DSL), NSPCC training and through a range of online courses. In many cases part of the induction process involves access to reading policy and procedure documentation. Schools have procedures and policies in place to acknowledge the importance of Allegations Management and Safer Recruitment training. This aspect is not fully addressed by all early years' providers and is a priority to continue. In November 2017, governors were invited to join the Designated Teacher Training Annual Event which included aspects of safeguarding for Children Looked After.

4.9.1 Online safety / Schools and settings report they have active internet filtering and anti-virus software on all IT equipment. Online safety is monitored closely by IT managers.



4.9.2 Whilst figures for children missing education training appear low, this is reflective of a high proportion within the early years' sector not recognising the wider implication of children missing from home or care. This issue is being addressed through updated training at early years' network and 'Keeping in Touch' visits.

4.9.3 Education providers recognise the value of partnership work. The services which education providers mostly engaged with over the last 12 months were Children's Social Care and Early Help. This is particularly important with the introduction of the revised 'Working together to safeguard children' (2018) where processes for inter-agency working to safeguard children are essential.

5 SAFEGUARDING THROUGH EDUCATION: RECOMMENDATIONS AND FUTURE PLANS

- 5.1 From the 72 completed responses of the safeguarding audit, indications are that there are no significant concerns placing children and young people directly at risk, or from any other indicators such as inspection outcomes, it is essential that safeguarding continues to remain a high priority for all those who work with children and young people. A priority is to address any identified areas of concern within the Safeguarding through Education audit 2017-18.
- 5.2 The audit has provided a systematic approach to gathering information and therefore a proactive response to training requests such as restraint and positive handling.
- 5.3 A post has been developed within the Learning and Skills service to act as a champion to promote a cohesive approach to safeguarding through education and to ensure that all staff working in the education sector remain well-informed and have the relevant up to date knowledge and understanding to ensure the children in their care are kept safe. This officer will utilise the skills and expertise available across Rutland County Council and the wider area to the benefit of education settings and providers building on the current good practice in individual teams, departments and services who all individually interface with education settings and providers.
- 5.4 Education is one of the many contributors to ensuring and promoting safeguarding for children and young people. Over the last year, the shift from safeguarding **in** schools to safeguarding **through** education has improved the coordination of safeguarding practice with a greater impact within the education sector. A partnership has been developed across services within the local authority with assurances that safeguarding practices and procedures for all children and young people are in place.



- 5.5 The local authority, working in partnership with Rutland Teaching School Alliance will continue to deliver a focused safeguarding activity, led through Children's Social Care team, in the termly Local Authority and Head Teacher Partnership events. All sectors and stakeholders indicated very positive responses to the 2017-18 safeguarding events and is evident through greater engagement underpinned by a deeper knowledge and understanding of safeguarding responsibilities.

- 5.6 A programme of training will be delivered by local authority staff or commissioned as required to ensure training for all early years and Wraparound and holiday childcare providers is offered at times and venues that can be easily accessed. Higher presence at training events is evident when practitioners' access replicated training at a time convenient to themselves i.e. the Early Education Safeguarding updates were offered both early evening midweek and on a Saturday morning.
- 5.7 It is vital that those responsible for governance of education provision are confident in being able to challenge and review the effectiveness the safeguarding processes within their school or setting. Governors will continue to be invited to training events.



- 5.8 Safeguarding information will continue to be collected annually from the early year's sector, schools and colleges in order to monitor compliance and help in evaluating the impact of the safeguarding support being offered.
- 5.9 Local authority representation at identified local, regional and national conferences, networks, strategic groups and meetings are essential to ensuring Rutland County Council colleagues remain well informed and are working with their professional partners in addressing both Safeguarding and other relevant actions and particularly important with the revised Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018) publications.
- 5.10 In autumn 2018, an internal audit will be undertaken in maintained schools to review the recommendations made in the 2017 safer recruitment audit and to review whether the policies/processes in place at schools are fulfilling the expectations of statutory guidelines and whether those responsible for governance are exercising their duties in ensuring that these arrangements are working effectively. This will not be an audit of specific child protection cases and will not be looking to provide an opinion on the effectiveness of safeguarding across the school. This offer will be made to academies at a reasonable cost. Academies are asked to provide assurance of validation of current practices if they do not wish to engage with the audit.

6 CONCLUSION

- 6.1 Of the 72 responses that were scrutinised as part of the 2017-18 Safeguarding through Education Audit, no significant safeguarding concerns were raised. The promotion of attendance at training remains a key factor and, provides opportunity to bring key issues to the forefront. A priority will be for the Learning and Skills Service to continue to challenge and understand reasons for non-attendance at training events and ensure requests for training are met.
- 6.2 From September 2018, 'Keeping Children Safe in Education' (2018) is the statutory guidance that schools should follow. This guidance has an emphasis on children with SEN and disabilities, those who were care leavers, and those children who were previously looked after. The guidance includes peer-on-peer abuse, sexual violence and sexual harassment. An interconnected training approach will ensure all education providers have relevant policies and practices to meet the needs of children and young adults in their community.
- 6.3 Two pieces of statutory safeguarding guidance which set the framework within which all practitioners should operate in order to protect children from abuse, neglect and promote their best interests are the revised 'Working together to Safeguard Children' (2018) and 'Local Safeguarding- Transitional Arrangements. Both pieces of guidance provide the Learning and Skills Service with nationally agreed guidance which supports the direction for future programs of work.
- 6.4 Safeguarding of all children and young people remains key to all those who work with them, and safeguarding through an effective education programme is essential to achieving this.



Appendix A. Useful acronyms

CAF – common assessment framework

CLA – children looked after

CSE – child sexual exploitation

DSL – designated safeguard lead

EHA – early health assessment

FGM – female genital mutilation

LSCB – local safeguarding children's board

NDNA – National Day Nursery Association

NEET – not in education, employment or training

Ofsted – office for standards in education

PREVENT - counter-terrorism activity

PSHE – personal, social and health education

RALSS – Rutland adult learning and skills service

RTA – Rutland Teaching Alliance

SEND – special educational needs and/ or disabilities

SENCo – special educational needs coordinator

SMSC – spiritual, moral, social and cultural (development)

YOT – youth offending team

YISP – youth inclusion support panel

Appendix B; Safeguarding Training offered through Rutland Local Authority during the academic year 2017-18.

Rutland County Council	<p>Allegations Management Whole School Awareness Raising PREVENT Safeguarding Governor Training which clarified the local authority processes for raising concerns within education settings and enabled governors to gain confidence in evaluating school's processes for referral</p> <p>May 12th / 16th 2018 Early Education Safeguarding updates, topics included: EYFS Statutory framework, the safeguarding and welfare requirements. Understanding of safeguarding processes in Rutland Overview of children's social care Allegations and role of the LADO Safeguarding children and escalation pathways Safer recruitment Child exploitation and Domestic violence</p> <p>Safeguarding compliance, capacity and safeguarding</p> <p>May 2018 Safer Recruitment Safeguarding Training</p>
Rutland Adult Learning & Skills Service (RALS)	Designated Safeguarding Lead / Refresher Designated Safeguarding Lead
NDNA	January 2018 Safeguarding Annual Briefing Early Years' Managers Day
Team Teach	June 2018 Positive Handling
Andrew Hall	April 2018 Safer Recruitment
The ICT Service	<p>General Data Protection Regulation (GDPR)</p> <p>March 2018 Session 1 for governors and business managers</p> <p>April 2018 Session 2 for childminders, nursery and Holiday and Wraparound childcare providers</p>
CareKnowledge Training	Subscription from April 30th

Appendix C

Completed Key Actions: Early Years 2017-18

	Action	Timeframe	Responsibility	Monitoring Activity
1	To inform individual settings where specific concerns are identified	S: September 2017 F: October 2017	Childcare and Children's Centre Officer	Early Years Advisor to contact individual settings for assurance of compliance. January 2018
2	To ensure all relevant guidance is collated and re-distributed to providers with clear guidance on actions required	S: December 2017 F: January 2018	Early Education and Childcare Coordinator	Childcare and Children's Centre Officer to review at Managers' Day February 2018
3	To develop programme of training for early years settings, including childminders and 'out of school' holiday and wraparound childcare providers, to include delivery from RCC Safeguarding team within Children's Social Care, RCC Community Safety Team and RALSS to focus on areas identified through survey to include : <ul style="list-style-type: none"> • CSE • FGM • E Safety • Cyberbullying • Restraint /Positive Handling • Homophobic Bullying • Domestic Abuse • Anti-Bullying • Health and Safety • Protocol for dealing with concerns/disclosure • Protocols for dealing with allegations against a member of staff, volunteer, manager and/or proprietor • Mental health • Drugs • Fabricated or induced illness • 'Lock Down' procedure • Safer recruitment training • DBS checks • Working with other agencies e.g. Social Services, Police and Health. 	S: October 2017 F: July 2018	Childcare and Children's Centre Officer	Learning and Skills Team Manager to monitor take-up and demand for safeguard training March 2018. Learning and Skills Team to analyse 2017-18 Safeguarding Audit responses April 2018
	To ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are met by the local authority providing core training.	S: January 2018 F: February 2018	Childcare and Children's Centre Officer	Early Years Advisor to analyse Managers' day evaluation forms and identify concerns

	Key safeguarding issues to be shared at the Managers' Day event (February 2018).			March 2018
	To ensure all Early Years Networks (3 times per year) include programme of safeguarding updates with opportunities to share good practice and concerns	S: November 2017 F: June 2018	Childcare and Children's Centre Officer	Early Years Advisor to review agenda and feedback from each network meeting. December 2017, April 2018, July 2018
	To ensure all Childminders continue to fulfil their statutory safeguarding responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage through programme of training and sharing of current relevant safeguarding information(3 times per year)	S: November 2017 F: June 2018	Childcare and Children's Centre Officer REYAL – Childminding Agency	Early Years Advisor to review agenda and feedback from each childminder network meeting. December 2017, April 2018, July 2018
4	Plan 2017-18 safeguarding in education audit to reflect outcomes of 2016-17 survey, local, regional and national initiatives and concerns and updated safeguarding guidance. Ensure section appropriate specifically to childminders and out of school holiday and wraparound childcare providers in distribution	S: February 2018 f. March 2018	Childcare and Children's Centre Officer Learning and Skills Team Manager	Head of Service Learning and Skills Team and Head of Children's Social Care through analysis of audit March 2018
5	Undertake stakeholder engagement activity prior to survey to ensure greater response through wider understanding of the importance and relevance of the process and outcomes to ensure the safeguarding of all children in Rutland early years settings, including childminders and out of school holiday and wraparound childcare providers	S: March 2018 F: March 2018	Early Education and Childcare Coordinator	Head of Service Learning and Skills to monitor volume of audit responses and identification of key priorities April 2018

Completed Key Actions: Schools 2017-18

	Action	Timeframe	Responsibility	Monitoring Activity
1	To inform individual schools where specific concerns are identified.	S: September 2017 F: October 2017	Childcare and Children's Centre Officer	Primary Education Officer Learning and Skills to contact individual schools for assurance of compliance January 2018
2	To ensure all relevant guidance is collated and re-distributed to schools with clear guidance on actions required	S: December 2017 F: January 2017	Early Education and Childcare Coordinator	Childcare and Children's Centre Officer to follow up receipt and action by schools February 2018
3	To develop programme of training to include delivery from RCC Safeguarding team within Children's Social Care, RCC Community Safety Team, RALSS, Rutland Teaching Alliance and Healthwatch for all schools to focus on areas identified through survey to include: <ul style="list-style-type: none"> • Children missing education • CSE • FGM • E Safety • Cyberbullying • Restraint /Positive Handling • Homophobic Bullying • Domestic Abuse • Drugs • Fabricated or induced illness • Protocols for dealing with concerns/disclosure • Faith Abuse • Gender based violence / violence against women and girls (VAWG) • Gangs and Youth Violence • Safer recruitment training • DBS checks • Working with other agencies e.g. Social Services, Police and Health. • Lock Down procedure 	S: October 2017 F: April 2018	Childcare and Children's Centre Officer	Learning and Skills Team Manager to monitor take-up and demand for safeguard training provided March 2018. Learning and Skills Team to analyse 2017-18 Safeguarding Audit responses April 2018
	To ensure statutory training is implemented for designated teachers and named	S: October 2017	Rutland County	Learning and Skills Team Manager

	Governors	F: April 2018	Council	through review of attendance and feedback April 2018
4	Plan 2017-18 safeguarding in education audit to reflect outcomes of 2016-17 survey, local, regional and national initiatives and concerns and updated safeguarding guidance	S: February 2018 f: March 2018	Childcare and Children's Centre Officer Learning and Skills Team Manager	Head of Service Learning and Skills Team and Head of Children's Social Care through analysis of audit March 2018
5	Undertake stakeholder engagement activity prior to survey to ensure greater response through wider understanding of the importance and relevance of the process and outcomes to ensure the safeguarding of all children in Rutland schools	S: March 2018 F: March 2018	Early Education and Childcare Coordinator	Head of Service Learning and Skills to monitor volume of audit responses and identification of key priorities April 2018

Appendix D
Key Actions plan 2018-19

	Action	Timeframe	Responsibility	Monitoring Activity
1	To inform individual education providers where specific concerns are identified.	S: September 2018 F: October 2018	Childcare and Children's Centre Officer/ Safeguarding Champion	Officers within the Learning and Skills Service to discuss identified concerns with education providers. January 2019 Monitoring of attendance at safeguarding events April 2019
2	To ensure all relevant guidance is collated and re-distributed to education providers (including out of county provisions) with clear guidance on actions required.	S: October 2018 F: February 2019	Early Education and Childcare Coordinator	Childcare and Children's Centre Officer to follow up receipt and actions February 2019
3	The audit identified priority training and/or updates based on a % of requests from early years' settings and schools.(see below) A programme of training will be developed with training delivered by RCC Safeguarding team within Children's Social Care, RCC Community Safety Team, RALSS, and Rutland Teaching Alliance for all education providers.	S: September 2018 F: April 2019	Childcare and Children's Centre Officer/ Safeguarding Champion	Learning and Skills Team Manager to monitor take-up and demand for safeguard training provided March 2019.
	To ensure statutory training is implemented for designated teachers and named Governors	S: October 2018 F: April 2019	Learning and Skills Head of Service	Learning and Skills Team Manager through review of attendance and feedback April 2019
4	Plan 2018-19 safeguarding through education audit to reflect local, regional and national initiatives and concerns and updated	S. October 2018 f. March 2019	Childcare and Children's Centre Officer Safeguarding Champion / Learning and Skills Team Manager	Head of Service Learning and Skills Team and Head of Children's Social Care March 2019

5	Undertake stakeholder engagement activity prior to launch of audit (w/c 29 th April 2019) to ensure a greater response.	S: October 2018 F: May 2019	Early Education and Childcare Coordinator	Head of Service Learning and Skills to monitor volume of audit responses and identification of key priorities May 2019 Learning and Skills Service to analyse 2018-19 Safeguarding Audit responses May 2019
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Number of Training requests 2018-19

29	Gangs and youth violence	
24	Gender based violence/violence against women and girls (VAWG),	
23	Faith Abuse	
21	Children missing from home or care.	
21	Drugs	18
	Homophobic Bullying	15
	Children missing education	16
	reasonable force/ positive handling	16
	Domestic Abuse	12
	Cyberbullying	11
	Mental Health (including suicidal ideation and self-harm)	11
	Safer Recruitment and Induction Policy	
5	CSE	
7	Female Genital Mutilation (FGM)	
6	Online Safety	
5	Food Hygiene	
2	PREVENT	