City of York Children's Safeguarding Partnership Procedure for School Audit (Section 175/157) and Assurance Arrangements

1. Introduction

1.1 This document sets out the audit and assurance arrangements agreed by the Partnership in respect of schools within the City of York. The Partnership Executive has agreed the following approach in seeking assurance around safeguarding practice within the city's schools as outlined under Sections 175 and 157 of the Education Act (2002).

2. City of York Safeguarding Children Partnership Approach

2.1 A targeted programme of Individual Safeguarding Reviews is undertaken by the School Safeguarding Advisor, who sits within the Inclusive Education Team. These reviews will also be proactively offered to schools where it is felt that there is a need/requirement due to information from risk assessments, or where potential issues arising from parental concerns, concerns raised with Ofsted/Department of Education or from partners. The reviews involve a full day site visit, with a detailed report being produced containing recommendations and actions. A copy of the report is also retained by the Local Authority for oversight and assurance. Schools are then supported by the School Safeguarding Advisor as needed to implement the recommendations. Reviews for City of York Schools are prioritised and support with reviews are offered to

schools in Multi Academy Trusts and Independent Schools. Reviews are comprehensive and focus on key areas including:

- The management of safeguarding
- Training
- Safer recruitment
- Safeguarding policies and procedures
- Filtering and monitoring and online safety
- Site security
- Behaviour management and use of restrictive intervention
- Child on Child abuse
- Attendance and Children Missing Education
- Record keeping
- Multi-agency working
- Working with school communities to keep children safe
- Student voice

2.2 Risk assessments for schools are undertaken by the Inclusive Education team, City of York Council on an ongoing basis, which identify whether any safeguarding support is needed. These are informed by regular contact between schools and their allocated advisor, with Multi-Academy Trusts (MAT), and by undertaking school monitoring visits/meetings. The School Safeguarding Advisor will respond to any support needs identified as part of this assessment.

3. Governance

3.1 The School Safeguarding Advisor will continue to contribute to multi-agency audits as specified by the City of York Safeguarding

Children Partnership, and engage with schools in the dissemination of learning from these and from individual Case Reviews.

3.2 The School safeguarding Advisor will provide annual assurance updates to the Partnership Executive regarding safeguarding in schools, which will summarise safeguarding activity undertaken in schools and identify any themes and specific safeguarding concerns raised through audit and by colleagues in schools. An example of the assurance report can be found in Appendix A below.

Appendix A

Example of the Assurance Report to the City of York Safeguarding Children Partnership Executive

City of York Safeguarding Children Partnership Education Assurance Report	
Date:	
Report prepared by:	

Period covered from xxxxxxxx to xxxxxxxx

1. Summary

[summarise work/ activities undertaken in this period which impacts on safeguarding children and young people, highlighting any specific aspects of safeguarding of which the Partnership needs to be aware. This may include any emerging patterns within the working of the agency/organisation and/or joint working with partners, and particular developments linked to a Partnership priority]

2. Safeguarding children training and Impact

[Confirmation and description of any safeguarding children training which has taken place and how Education has engaged with CYSCP multi-agency training including impact]

3. Outcomes and learning points from School Safeguarding Reviews or Inspections

[Any key safeguarding themes emerging form this activity]

4. Examples of good practice

[Any good practice examples observed around key issues e.g voice of the child, supporting vulnerable children, mental health and wellbeing, multi-agency working]

5. Voice of the Child

[examples of how schools ensure that they appropriately listen and respond to the voice of children and young people.]

6. Key themes

[Examples of trends across safeguarding in education to include themes from Ofsted/DfE complaints]

7. Issues/Barriers/Delays

[Issues/Barriers/Delays which have been identified and need the Executive to make a decision on, escalate issues or remove any barriers to support progress].

Heading 3

It was popularised in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages, and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem Ipsum.

Heading 2

It is a long-established fact that a reader will be distracted by the readable content of a page when looking at its layout. The point of using Lorem Ipsum is that it has a more-or-less normal distribution of letters, as opposed to using 'Content here, content here', making it look like readable English.

> **“This is an example of a quote, don’t use it for very long paragraphs as it looks too heavy. You can add who the quote is by below.”**
>
> Web Services Team

Many desktop publishing packages and web page editors now use Lorem Ipsum as their default model text, and a search for 'lorem ipsum' will uncover many web sites still in their infancy. Various versions have evolved over the years, sometimes by accident, sometimes on purpose (injected humour and the like).

Heading 2

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- Here are unordered bullets
  - Including indents as needed
  - Including indents as needed
- Here are unordered bullets
- Here are unordered bullets

Heading 2

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    b. They work with indents too, if needed.
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If you need styles that aren't in this document, ask for some help, for example for a table, chart, graph or image, as these all need 'extra consideration' to include in an accessible way.