

Name of School: Wensley Fold
Date of Audit: 6.10.22
Date of Review:
D/DSL Names: Naz – PWC/DSL
DT – Helen Lavery / SENCO
SLT Names: Donna Simpson HT/DSL Nasim Khan, Amanda Whittingham DHT/DDSL Helen Lavery SENCO DDSL.
Number on roll: 421
Local Authority/MAT: Stand-alone Academy

Area	Evidence	Y	N	BRAG	Action / Recommendation
Statutory Guidance					-
Keeping Children Safe in Education (including Part 5 on Sexual Harassment)	Part 1 of this is disseminated electronically at the start of the school year. DSLs are familiar with the whole document. Staff's knowledge is tested using quizzes and monitoring of practice and CPOMS entries.	x			
Working Together to Safeguard Children	DSLs have role relevant awareness of this guidance.	x			
Guidance for Safer Working Practice	Not referred to		x		1. Add on to Google Forms. 2. Now added to staff form
The Prevent Duty	All staff have an awareness of this duty, in particular DSLs who are familiar with this guidance.	x			
What to do if you're worried a child is being abused		x			
EYFS Statutory Framework	EYFS lead and staff aware of this.	x			
Policies					
Effective Child Protection and Safeguarding Policy	BwD template policy is used and adapted for school.	x			
Above policy is updated annually (as a minimum)	Policies are updated as and when required but at least annually.	x			
Above policy available publicly either via website or other means	There is a large section of the website which is dedicated to Safeguarding. This is excellent and gives all stakeholders a good indication of the culture of safeguarding there is throughout school.	x			3. Put safeguarding policy in policy section also. Done
Does CP/Safeguarding policy include: Child on Child Abuse: CME and vulnerabilities related to attendance: Barriers/vulnerabilities relating to SEND and pastoral support offer: Low level staff concerns: Managing allegations:	Yes. The school attendance policy includes an outdated CME link.	x			4. Ensure policies are consistent and that attendance policy reflects current procedures. Done

Safer Recruitment:					
Staff Code of Conduct which includes: Reference to Guidance for Safer Working Practice Acceptable use of technologies: Staff, pupil, parent relationships and communications including the use of social media:		x			
Online/E Safety Policy:	Appropriate policies are in place.	x			
Policy on use of reasonable force/positive handling:		x			
Intimate Care Policy/Support for pupils with medical conditions:		x			
Visitor Policy:		x			
All above policies are followed by all staff:	Staff have a meaningful and relevant understanding of policies relating to safeguarding. They are easy to access for reference in day to day practice. DSLs and leaders know that staff are following policies because they observe day to day practice and through CPOMS entries.	x			
Governance					
All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction and regularly thereafter. This training should be specific to their role as governors and NOT generic safeguarding training.	Leaders are aware of this requirement and plans are in place for this to be undertaken asap.		x		5. Governor specific safeguarding training to be arranged. Completed Jan 23
Identified Governor with responsibility for safeguarding.	The governor with responsibility for safeguarding is extremely experienced in this area and brings a wealth of knowledge and expertise to this role. They meet with DSLs and a record of meetings evidences an appropriate level of challenge and support.	x			
Governors should ensure that all staff in their school or college read at least Part one of KCSIE.	This is evidenced within recent governor meeting minutes. Governors are also encouraged to read other sections of KCSIE as required.	x			
Training and Induction	This information is contained within the HT's report to governing body and also discussed in meetings between DSLs and governor with responsibility for safeguarding.	x			

DSL Role	There is a realistic understanding of the DSL role and appropriate resources and funding are made available to ensure that DSLs are able to undertake their role effectively.	x			
Local Issues/understanding of school context	Governors are aware, through the reporting of categories of concern about the current issues that are faced by the school community.	x			
Safer Recruitment	Regular checks on the SCR are undertaken by the CoGs	x			
Governors ensure that the provider fulfils its statutory duties in relation to the Prevent strategy	The Prevent Risk Assessment and Action Plan is robust and is shared appropriately with Governors.	x			
Governing bodies are doing all that they reasonably can to limit children's exposure to risks from the school's or college's IT system:	No checks regarding online safety. DS reports to Govs, reports back from netsweeper filtering system. is used.		x		Safeguarding gov now sits in on regular checks
Ethos/Culture					
Safeguarding enshrined in school ethos	Safeguarding is enshrined in the school ethos. It is immediately clear as you enter the school that the safety and wellbeing of children is held in high regard.	x			
Website:	There is a large section of the website devoted to safeguarding which includes a wealth of information for visitors to the website, including parents. Information includes strategy plans and contact information about early help and external agency involvement.	x			
Physical safety/environment:	The school is beautiful! There is an orderly and bright feel to the school and everything appears to be purposeful from displays to areas for learning. It is clear that both pupils and staff take pride in their school and therefore it is clean and tidy. The school setting both internally and externally is secure and therefore children feel safe.	x			
Staff maintain and demonstrate an attitude of 'it could happen here'.	It is evident from talking with staff and viewing CPOMS that staff maintain an attitude of 'it could happen here'. All staff are aware of the signs to look	x			

	out for that a child may be at risk of abuse and know what to do if they are concerned.				
Physical indicators of safeguarding ethos:	There are physical indicators around the building for staff, children and visitors which raise the profile of safeguarding.	x			
Pastoral/Support provision:	There is a robust offer of pastoral support for all children, in particular those with SEND or other vulnerabilities.	x			
Positive and respectful relationships.	When speaking with both staff and children and from observing interactions around school, it is clear that all relationships are based on trust and respect. Children's faces light up when you ask about the adults in school. They clearly feel valued and loved by the adults in school. This is also reflected in conversations with staff who speak about children with positivity and kindness.	x			
Create an environment where bullying, child on child abuse or discrimination are not tolerated.	Again, both staff and pupils consistently report that bullying or any other harmful behaviour is not tolerated. There is a sensible level of awareness that it could happen however children were adamant that "the headmistress says no bullying in this school and we all follow that rule."	x			
When bullying, child on child abuse or discrimination does occur staff deal with issues quickly and effectively.	Records demonstrate that any issues that are classed as, or may lead to harmful behaviour are dealt with effectively and in a timely manner. Contemporaneous records are kept by staff and DSLs and these are then reviewed and monitored to identify any wider issues that can be responded to via the curriculum or other targeted intervention.	x			
The curriculum and the school's wider work supports learners to know how to keep physically and mentally healthy.	This is an area of strength in the school which is evidenced by the consistent messages that are given from staff, teachers, leaders and subject leaders. Teaching about	x			

	safeguarding and how children are prepared for life in modern Britain. Opportunities are sought beyond the curriculum to reinforce and contextualise this formal learning.				
A culture of safeguarding that identifies learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation.	Staff are familiar with children potentially at greater risk of harm and how to support these learners. This is communicated with staff through training, updates and conversations with DSLs. Staff at all levels know children extremely well and therefore respond intuitively to children's needs. Staff understand the value in developing relationships with children and their families.	x			
A culture that helps learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help.	Staff are confident in their role in offering early help. Any more formal support requirements are then passed to DSLs accordingly. DSLs then work creatively to source and provide help at an appropriate level.	x			
System in place for children to express their views and give feedback on how safeguarding is dealt with.	Children at the school recognise the physical and practical ways staff keep them safe and recognise that staff know them well. Children spoke about telling adults if they are worried and gave examples of when this had resulted in help being provided. Children were adamant that there were mechanisms in place to communicate their worries in other ways.	x			
Special consideration / system in place to ensure pupils with SEND have the same chance to express their views as their peers. Adaptations made as appropriate.	The school SENCO ensures that children with any additional needs can communicate in appropriate ways.	x			
There is an environment in which pupils feel safe.	Pupils overwhelmingly feel safe and were able to identify ways in which this was achieved.	x			
Inclusive environment that meets the needs of all pupils, irrespective of age, gender, race, religion, or sexual orientation.	From policies to practice, the school is fully inclusive and takes into consideration any form of difference in everything it does.	x			
Induction					

Induction process that includes: • Child protection / safeguarding policy • Behaviour policy • Staff behaviour policy (code of conduct) • Safeguarding response to children who go missing from education (attendance policy) • Role and identity of DSLs • Part One (or annexe A) of KCSIE • Access to other pieces of Statutory Guidance • Safeguarding training that includes online safety and what to do if a child tells them they're being abused.	There is a robust induction process that is individualised for different new starters. Induction information is retained on Google Forms. An Induction checklist is used to evidence induction. Some aspects are missing or outdated.	x			6. Add in CPOMS to induction checklist and update version of KCSIE or remove year to ensure it remains current. Complete
Consideration of induction for non-school staff such as supply, kitchen staff, sports coaches etc.	This is considered and thorough for supply staff and volunteers. All evidenced both on google forms and in paper file.	x			
Training					
Appropriate safeguarding and child protection training which is regularly updated.	Safeguarding is undertaken by all staff every year and updated regularly.	x			Dismissed someone for posting pictures on TikTok. Students brought it to light so now offer supervision for students.
At least annual updates via email, staff meetings etc.	Every Monday safeguarding is included in staff meeting with emerging issues.	x			
Biennial Prevent Training or in line with local safeguarding partnership advice.		x			
All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.		x			
Impact of training and induction is evident in practice and is evaluated by DSL/s.	DSLs run reports from CPOMS to monitor and evaluate both training needs and the impact of training already undertaken. The HT oversees and manages attendance at training.	x			Check CPOMS frequently and run reports to check users. Reminder to put things on pink slip / CPOMS. Reminders given to individuals and whole school when required.
DSLs have received training every two years to equip them with the skills to carry out the role.	All DSLs have received training within statutory timescales.	x			
DSLs have accessed relevant updates at least annually.	Me-learning done and training as required.	x			
DSL Role					
DSLs support staff to carry out their safeguarding duties.	Staff feel extremely supported by DSLs who they describe as approachable and knowledgeable.	x			
DSLs should be given the additional time, funding, training, resources, and support they need to undertake their role effectively.	Support to undertake the DSL role is afforded by leaders and governors. DSLs feel equipped to undertake different elements of the role.	x			HL done DT CIOC SEND training. Feels equipped to undertake the role.

DSLs liaise closely with other services such as Children's Social Care.	There is appropriate liaison with other agencies including CSC when necessary.	x			
DSLs should consider the context within which incidents/behaviours occur (contextual safeguarding) and provide information to CSC during assessments.	DSLs are aware of the contextual information about their school community and individual pupils. This informs referrals and assessments.	x			
Is there a DSL with specific understanding of safeguarding children with SEND?		x			
A DSL should always be available to discuss safeguarding concerns.		x			
Referrers should follow up CSC actions if information is not forthcoming.	DSLs are aware of thresholds, criteria for referral and escalation procedures. There is evidence of when concerns have been escalated in order to improve outcomes for children.	x			
Referrers should consider escalation procedures to ensure their concerns have been addressed and until the situation improves.	As above	x			
Understand responsibilities under WTTSC and their role in the new safeguarding partner arrangements.	There is a role relevant awareness of this.	x			
DSLs are aware of how to respond to low level concerns including a consistent format to document such concerns.	DSLs are aware of this requirement and it is adequately reflected in policies. Some staff were unaware of this term relating to adults so would benefit from further updates on this matter.	x			
DSLs are aware of the requirement for children to have an Appropriate Adult.	Aware of this requirement.	x			
Looked After Children					
Designated Teacher for LAC to promote the education of LAC pupils.	DT is DSL.	x			
This DT should have appropriate training and the relevant qualifications and experience.	Appropriate training has been accessed recently.	x			
DSL has details of the LAC's social worker and the name of the virtual school head in the authority that looks after the child.	Information about LAC is communicated effectively amongst the DSLs and with wider staff as appropriate.	x			
Are staff aware of Private Fostering and do DSLs understand how to refer to LA.	Staff were not familiar with this matter. Advice was given during the audit although further updates would be beneficial.		x		7. Staff briefing on private fostering to be undertaken. See attached 7 MB. Please be mindful that this is from a different local authority so processes/contacts will not be relevant. Complete
Attendance					
Who takes a lead and manages attendance on a day to day basis?	FSW leads on attendance.	x			

	Home visits undertaken. Supportive measures are in place alongside legal processes.				
Clear procedures and defined responsibility for non-attendance: First day response? During the course of the school day? CME? Return from exclusion, medical absence, extended leave?	Registers looked at by Attendance Lead daily. Vulnerable children phoned. Meeting and letters sent. New policy reflects this. Early Help is offered and CAFs used when appropriate.	x			
Home Visits are undertaken to ascertain safety of children who are absent/missing.	Home Visits undertaken on Day 2. School Phone Taken. There is currently not a home visits procedure in place.	x			8. Home visits procedure to be implemented with things such as code word for safety. Complete
Does the school hold more than one emergency contact number for each pupil or student, in addition to parents.	4 emergency contacts are requested for all children.	x			
Are there additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.	Where a child is particularly vulnerable, contact will be made with CSC when appropriate. Guidance given during audit on how to escalate attendance concerns. School liaise with local police to request welfare checks when there are concerns about safety.	x			
Recognition that Children Missing Education (CME) can be a warning sign of all forms of safeguarding issues, in particular CSE/CCE, neglect, sexual abuse, radicalisation etc.	DSLs were familiar with CME procedures. As previously noted, ensure that up to date processes are included in all relevant policies.	x			
Is early help offered for families with attendance issues?	There is a robust offer of Early Help with attendance matters. The FSW is working tirelessly with families to build relationships and break down barriers to attendance. CAFs are undertaken when appropriate.	x			
Prevent Duty					
Prevent Designated Safeguarding Lead who is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.	The HT is the identified Prevent Lead for school and has accessed relevant training. WRAP Training in Feb from Tim Horrobin. Coming in to do workshops for children and parents.	x			
Risk Assessment and Action Plan regarding risk of radicalisation and measures taken to minimise this risk.	On website.	x			
Awareness of how to make Prevent / Channel referral.	Not made any but would be aware of issues and procedures to follow relating to this. Aware of local context and vulnerabilities.	x			

Pupils are explicitly taught about FBV and in a way that is accessible and relevant to the child/setting.	As previously noted, the way children are taught about safeguarding matters, including FBV is a strength of the school.	x			
Pupils accept and engage with FBVs so they develop and demonstrate skills and attitudes that will allow them to participate fully and contribute to life in Modern Britain.	Children were familiar with the school values which are entwined with FBVs. Children's attitudes and behaviour are consistent with the values of respect and tolerance and the children were extremely articulate about how they embrace those who may be different in any way from themselves.	x			
Leaders promote FBV through curriculum, assemblies, wider opportunities, visits, discussions and literature.	Opportunities are sought out to meaningfully expose children to people from different cultures and faiths. This opens up opportunities for children to learn about the wider world and discuss matters that they may not have first-hand experience of.	x			
Online Safety					
The designated safeguarding lead should take lead responsibility for online safety.	Computing/ICT lead liaises regularly with DSLs and is extremely skilled and knowledgeable about online safety.	x			
Appropriate filters are in place to protect children from being exposed to illegal and potentially harmful content.	Computing Lead was unsure of this mechanism although the DSLs were confident that appropriate blocks are in place.	x			9. DSLs to share suspicious searches with Computing Lead. Complete
What monitoring systems are in place when children are using the internet or devices in school?	Robust physical monitoring and rules in place to prevent children misusing devices.	x			
Children are taught about online safety, in a way that is meaningful and accessible to them.	Online Safety is embedded across the curriculum. It is taught explicitly through the computing curriculum and reinforced regularly and when the opportunity arises.	x			
Pupils recognise the dangers of inappropriate use of the internet, mobile technology and social media and know how to report any concerns.	Children were very confident in being able to keep safe online, including using mobile technology and social media. They were able to give clear examples of how to do this and spoke at length about how they are taught to keep safe and tell an adult if they do not feel safe.	x			

Special consideration is given to those pupils who may struggle to understand the implications of online safety and that are more at risk of online grooming.	SENCO DSL ensures those with additional needs are safeguarded.	x			
Procedures and staff awareness					
All staff should be aware of their local early help process, understand their role in it and can identify children who may benefit from early help.	Staff were very familiar with the term Early Help and had a pragmatic knowledge about how they could support families within the remit of their role. They also know how and when to refer to DSLs for formal Early Help.	x			
EYFS SETTINGS ONLY Each child in EYFS must be assigned a key person.		x			
All staff should be aware of the process for making referrals to Children's Social Care, along with the role they may be expected to play in assessments.	Staff would ordinarily refer to the DSL to refer to CSC however they were aware that in the event this is not possible that they should contact CSC directly.	x			
Staff should support social workers and other agencies following any referral and allow access for CSC to conduct or consider whether to conduct a section 17 or 47 assessment.	Staff are familiar with the requirement to support agencies and professionals who work with or undertaken assessments on children and families.	x			
All staff should know what to do if a child tells them he/she is being abused or neglected.	Staff were extremely child centred in their response to this. Training on this matter had obviously been impactful and they were aware of confidentiality, body language and timely action.	x			
All staff should be aware that children can abuse other children (child on child abuse).	Staff initially said this would go straight to DSL and recorded on CPOMS. When prompted staff were able to recognise that both victim and alleged perpetrator would require support.	x			
Teachers are aware that if they discover that an act of FGM appears to have been carried out on a girl under 18, they MUST report this to the police.	Staff knew to report this to the police alongside normal safeguarding/CP procedures.	x			
Staff understand their responsibility to identify and report low-level concerns in accordance with the school policy.	Staff were not familiar with this terminology initially however when it was explained that it was related to adults, they were extremely confident in how they would respond to and report any behaviour that breached the school code of conduct.	x			

Staff are aware of when to share information and with whom and GDPR is not a barrier to sharing safeguarding information.	Good awareness and sensitively demonstrated around information sharing.	x			
All staff should have skills, knowledge and understanding to keep looked after children safe.		x			
Staff are aware of the role and function of the Local Authority Designated Officer.		x			
Staff should be aware of whistleblowing procedures.		x			
Allegations / Low Level Concerns					
It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately.	HT has a robust approach to staff conduct and behaviour and this is reflected in policies and practice, including the management of low-level concerns.	x			
All concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.	As above	x			
Staff should refer allegations about staff and volunteers to the headteacher. If concerns are about headteacher, this should be referred to the CoG, Chair of Management Committee or proprietor of an independent school.	Evidence seen of this process.	x			
Safer Recruitment					
	Safer Recruitment is held in high regard across the leadership team and is well managed by the HT and SBM. The SBM is fastidious in ensuring that relevant checks are undertaken and that processes are followed. Appropriate people have been trained, not only within recommended timescales but when gaps in knowledge have been identified.				
All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.		x			
The job advert and Application Form should contain relevant safeguarding information that would deter potentially unsuitable applicants from applying.		x			
Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.		x			
Those interviewing should agree structured questions including, motivation, relevant skills and probing any gaps in employment.		x			
Reference from current or most recent employer with reasons for leaving. If a school, this should be the headteacher.		x			
References obtained before interview, scrutinised and followed up either before, or at interview.		x			

Consider carrying out an online search as part of their due diligence on the shortlisted candidates.			x			
Single Central Record that is stored securely. Who has access to it? Is it password protected? Should be accessible by more than one person in case of absence etc.		'Online SCR' is used to retain all information pertaining to pre-employment checks. Some of the terminology on this platform is misleading however appropriate checks are undertaken.	x			
Single Central Record that includes:	All staff member's names		X			
	Identity check		X			
	Qualifications		X			
	DBS check		X			
	Barred List check		X			
	Prohibition from Teaching check		X			
	Section 128 Direction check		X			
	Overseas check		X			
	Right to Work in the UK check		X			
	Supply Staff checks		X			
	Date the individual check was undertaken and by whom (date of letter if agency/supply)		X			
Optional:	Declaration under the Child Care Act		X			
	Governors		X			
	Volunteers		X			
	Professional Visitors		X			
	Other					
Verification of identity is undertaken.		This is done at interview stage.	x			
Enhanced DBS check for all persons.		Enhanced DBS checks are undertaken for all adults. Currently being re-done. Advice given,	x			
Barred list check for those in regulated activity.		Clarification about governors not requiring this check.	x			
DBS certificate shown to potential employer as soon as received.			x			
If DBS Update Service is used by anyone (staff or supply etc) then original DBS certificate is seen.			x			
Right to work in the UK check.			x			
Overseas CRB check.			x			
Verification of professional/essential qualifications.			x			
Section 128 checks.			x			
SETTINGS WITH EYFS/CHILD CARE PROVISION FOR UP TO 8 YEARS OLD			x			
Disqualification under the Child Care Act declaration.						
Procedure for referral to DBS if a person in regulated activity has been dismissed due to safeguarding concerns.			x			

Risk assessments of volunteers.		x			
Schools and colleges should always check the identity of contractors, professional visitors and supply/agency staff on arrival at the school or college.		x			
Schools should be assured that the visitor has had the appropriate DBS check (or the person's employers have confirmed that their staff have appropriate checks. Schools and colleges should not ask to see the certificate in these circumstances)		x			
Where schools and colleges use contractors to provide services, they should set out their safeguarding requirements in the contract between the organisation and the school or college.		x			
If an individual working at a school or college is self-employed, the school or college should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.		x			
Supervision					
Providers must put appropriate arrangements in place for the supervision of EYFS staff who have contact with children and families.	Supervision is carried out internally for EYFS staff. This is well managed and meets the requirements of the framework.	x			
Early Help cases should be kept under constant review and consideration given to a referral to CSC if situation is not improving or is getting worse.	DSLs meet frequently to formally discuss and review vulnerable children and open cases.	x			
Effective supervision and support is offered to those staff members undertaking a designated safeguarding role.	DSL meetings have a supervision function. PWC is starting peer to peer supervision with a colleague in a local school.	x			
Is there support for staff most affected by challenging behaviour -trainee, supply, NQTs, teaching assistants, admin, catering...	There is a very supportive ethos and culture. Staff feel supported by leaders who have an open door policy.	x			
Record Keeping					
All safeguarding concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.	Entries into CPOMS are generally well written. DSLs use CPOMS well. There is a lack of clarity about categorisation and there are conflicting and confusing categories.	x			10. External review of CPOMS categories – completed Jan 23
Evidence of child's voice, wishes and feelings. Child centred, evidenced based records.	Records capture the voice of the child and concerns are written factually.	x			
Records of additional measures/support required to ensure there is evidence of SEND pupils' voice.	The ESNCO ensures that children with SEND are supported appropriately to have their voices heard and this is captured on CPOMS.	x			

Records and analysis of sexual harassment or sexual violence.	Categories are currently not clear and do not afford DSLs the opportunity to effectively monitor any incidents of child on child abuse. Although DSLs are confident that any issues are reported it appears that categories are not used consistently.		x		See 9. 11. Once categories have been organised, DSLs to run termly reports on CoC abuse. complete
Records and analysis of bullying, discrimination and prejudice behaviour (direct or indirect).	As above		x		See 10 and apply to bullying. complete
List of referrals made to the DSL and subsequent referrals to the LA including resolution.	Referrals to the LA are uncommon however DSLs are aware of this information and could obtain this information when required.	x			
List of pupils who have open cases with children's social care and for whom there is a multi-agency plan.	There is an up to date list of those pupils with vulnerabilities which is used to prompt review and actions.	x			
Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.	Records are transferred securely within timescales. Where this is not able to be an electronic transfer, records are sent securely or delivered by hand.	x			
The designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.	Transition for vulnerable children is an area of strength. Meetings are held with appropriate staff from both schools and information is shared appropriately in order for children to be safeguarded in a timely manner when they change schools.	x			
Use of reasonable force incidents are recorded appropriately and reviewed by DSLs.	Some staff are TEAM TEACH trained and there is oversight of any incidents by the HT.	x			
Additional					
Working with other agencies and using alternative strategies to reduce exclusion and minimise safeguarding risks to pupils who are excluded.	Exclusions are rare and there is a robust and supportive approach to preventing exclusions which includes DSLs.	x			
DSLs should be notified of all potential or actual EHE children and have an awareness of the vulnerabilities of potential EHE children. Consideration given to meeting with professionals prior to final decision being made about EHE.	DSLs are aware of procedure. DSLs have been involved in supporting families who have been EHE.	x			