S175/S157: Audit completion guidance

Pan-Lancashire advice and guidance to support schools and colleges completing the Section 175/157 self-audit requirements of the Education Act 2002

Children's Safeguarding Assurance Partnership

Blackburn with Darwen - Blackpool - Lancashire

Guide

This guidance has been developed to help support your setting through the completion of your online S175/S157 safeguarding self-assessment. It provides important information about using the online tool to complete your self-assessment as well as guidance about self-assessing your safeguarding provision.

Why is a Section 175/157 required? The requirements of the statutory guidance *Working Together to Safeguard Children [2018]* place a number of duties on Local Authorities and School Governing Bodies under Section 175 of the Education Act 2002. These include reference to the need to make arrangements to safeguard and promote the welfare of children. The Working Together to Safeguard Children [2018] statement in full reads:

Section 175 of the Education Act 2002 places a duty on: a) local authorities in relation to their education functions; and b) the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) in relation to their functions relating to the conduct of the school or the institution to make arrangements for ensuring that such functions are exercised with a view to safeguarding and promoting the welfare of children (in the case of the school or institution, being those children who are either pupils at the school or who are students under 18 years of age attending the further education institution).

A similar duty applies to proprietors of independent schools (which include academies/free schools) by virtue of regulations made under sections 94(1) and (2) of the Education and Skills Act 2008.

Regulations made under Section 342 of the Education Act 1996, set out the requirements for a non-maintained special school to be approved and continue to be approved by the Secretary of State. It is a condition of approval and continuing approval that arrangements must be in place for safeguarding and promoting the health, safety and welfare of pupils and when making such arrangements, the proprietor of the school must have regard to any relevant guidance published by the Secretary of State.

Note: A link to the full Working Together to Safeguard Children [2018] guidance is provided in the Useful References section below.

The Safeguarding Partnership Executive Group has therefore agreed that for the 2021/22 academic year, the S175/S157 process should be undertaken on behalf of the Local Authorities in Blackpool and Lancashire by the Children's Safeguarding Assurance Partnership.

NHS **Lancashire Constabulary** police and communities together **Blackburn with Darwen** BOROUGH COUNCIL **Blackpool Council** **Lancashire County Council**

Online assessment: Covering a large and diverse geographic area with in excess of 600 education settings brings both practical and logistical challenges. In order to make the process as manageable as possible, the self-assessment process is completed using a dedicated online survey platform. We fully appreciate that completing the self-assessment is a significant undertaking for schools and colleges and therefore the use of an online platform allows colleagues to input responses, save progress and print/save a copy of the completed self-assessment.

Timescales: The completion of the self-assessment will vary between settings and may involve various members of the school team. In order to provide sufficient time for the collation of required information, the S175/S157 online self-assessment will remain open throughout the Spring Term 2022 as highlighted below:

> Self-assessment Opens: Monday 10 January 2022 <08:00>
> Self-assessment Closes: Friday 01 April 2022 <17:00>

Getting Started: As illustrated in the structure at *Figure 1*, the S175/157 self-assessment includes an *Introduction* which requires the completion of setting-specific information. This is followed by four distinct Parts, namely: *1. The School Approach; 2. Effective Safeguarding; 3. Specific Safeguarding Issues ; 4. Statistical Information.* Each of these Parts is divided into a number of related Sections which contain the S175/157 self-assessment statements. i.e. Parts > Sections > Statements

Each Section contains multiple Statements ranging between 2 and 16 in number. Unless otherwise indicated, all Statements must be completed.

S175/S157 Introduction: ▼
Information about your school
Part One: The School Approach ▼
Section 1: Leadership & Management
Section 2: Safeguarding Governance
Section 3: Partnership working & training
Section 4: Early Help
Section 5: Site Safety
Part Two: Effective Safeguarding ▼
Section 6: Policy, Procedures and Recording
Section 7: Promoting the Welfare of Pupils
Section 8: Managing Allegations - Safer Working Practices
Section 9: Safeguarding and the curriculum
Section 10: Online Safety
Part Three: Specific Safeguarding Issues ▼
Section 11: Children Missing from Education (Pre 16 provision)
Section 12: Parental Responsibility and Private Fostering
Section 13: Elective Home Education
Section 14: FGM, HBA, Forced Marriage, Breast Ironing/Flattening
Section 15: Child Exploitation and Trafficking
Section 16: Child Sexual Abuse within the family (Intra-familial CSA)
Section 17: Gangs and County Lines
Section 18: Sexual Violence and Harassment, Peer on Peer Abuse
Section 19: Extremism and Radicalisation
Part Four: Statistical Information ▼
Section 20: Vulnerable Children
Section 21: Referrals
Section 22: Early Help
Section 23: Managing Attendance
Section 24: Dissent and Escalation

Figure 1: Section 175/157 Overarching Structure

Once the initial Introduction page has been completed, it is possible to navigate between the Sections as required. However, we would initially advise that

1.1 The Designated Lead/s/SLT and Governors are aware of the latest edition of **Keeping Safe in Education** ensuring that all staff have received and read the relevant parts in relation to their role. Staff have signed to confirm they have read and understood the information and a record is kept on file.

Statement is:

○ Not Met   ○ Partially Met   ○ Mostly met   ○ Fully Met

the self-assessment is worked through sequencially as presented to avoid possible repetition, omission or duplication. Once you are familiar with the different aspects of the assessment, you may wish to revisit earlier Sections as appropriate.

Unless otherwise indicated, the grading system used for Parts One, Two and Three is based upon a 4-point Likert scale ranging from Not Met through to Fully Met.

Self-assessment grading: To complete your self-assessment, consider each statement and assign a self-assessed grade that you believe most accurately reflects how your setting's arrangements comply with the statement at **the time of completing the audit**.

When assessing your current arrangements against the statements, consider what evidence you have that would support how you have arrived at your assessment. To further assist you, a description of each self-assessed grading level (see *Figure 2* illustration) is provided at Appendix 1 along with a number of suggested examples.

(1) Not Met	(2) Partially Met	(3) Mostly Met	(4) Fully Met
Statement compliance: Little to nothing currently in place	Statement compliance: Requirements partly achieved but mostly under development	Statement compliance: Requirements mainly achieved but requires some additional development	Statement compliance: Requirements fully achieved, in-place and embedded
Examples: There is little knowledge of this area in the school or amongst the staff. There is no evidence available to support compliance with the statement.	Examples: There is knowledge of this aspect within the school but it is not fully effective or embedded across relevant staff. A policy is being developed but is not yet agreed and in place. There is partial evidence but it is largely ad-hoc or is not directly applicable to the statement.	Examples: Knowledge is effective but is recognised as requiring further development or training in some areas. A policy or protocol has been agreed and is in place but is not yet fully embedded or requires some additional development. There is good evidence to support the statement requirements.	Examples: The aspect is well embedded within the school or curriculum (where applicable). An existing policy or protocol has been recently updated to improve its effectiveness or reflect developments and is fully implemented across the school. There is clear and robust evidence of positive practice to support the statement requirements.

Figure 2: Section 175/157 Self-Assessment Grading Descriptors

Useful Tip: You may find it helpful to keep the grading descriptors table available for reference as you work through your self-assessment. To support you with this, a full-size A4 grade descriptor reference page is provided at Appendix 1.

Each individual statement also includes a related *Comments* section – this section is provided solely for local school use to record any relevant observations, comments or actions you believe may be useful in supporting your development / assessment / action planning.

Note: Information entered in the comments section is **not** used in the overarching S175/157 summary assessment process.

Saving progress: The online platform used for the S175/157 returns allows those completing the self-assessment to save current progress and return to their existing responses later by providing a school e-mail address. Instructions to achieve this are included within the online self-assessment tool and involves a simple process highlighted at *Figure 3* below:

Step #1:

Save and Continue Later   Next

Step #2:

Save and Continue Later

You have chosen to save and continue your survey response at a later date. Please enter your email address below and we will email you a link for you to access the survey in future

Name:
Email:

Save

Step #3:

Save and Continue Later

Your progress has been saved. An email has been sent to the email address you provided. When you're ready, use the link in the email to continue your submission.

Figure 3: Saving progress

Useful Tip: The e-mail link to your saved progress will originate from <noreply@smartsurvey.co.uk>. If you cannot locate the e-mail in your Inbox, make sure to check the 'Junk Email' folder.

Authorisation: As the self-assessment progresses, it is advisable to confirm the authorisation arrangements in preparation for final submission. These will vary according to setting but it is **essential** that whoever is submitting the self-assessment is authorised to do so on behalf of the school or college.

Submission: Statement 24.1 is the final question of the 2021/22 self-assessment. Immediately after this question, a '**Submit Self-Assessment**' button is provided (*Figure 4*).

Important: Please note that once the self-assessment has been submitted, it is no longer possible to make further changes.
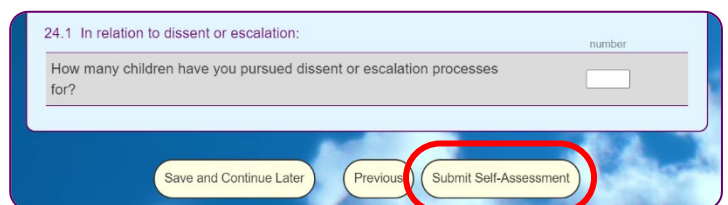

24.1 In relation to dissent or escalation:

How many children have you pursued dissent or escalation processes for?   number

Save and Continue Later   Previous   Submit Self-Assessment

Figure 4: Submit Self-Assessment

Should any statements remain incomplete on submission, the online platform will will halt the submission and highlight which statements require further attention before allowing progression.

Printing: On submitting your self-assessment, you will be presented with a final screen (*Figure 5*). At the bottom of this screen is a *Print Responses* button which provides you with the opportunity to print a copy of your submitted assessment responses.

By printing your submitted responses, this will provide a reference from which you can develop any resulting safeguarding Action Plan. This can also be used as a useful reference tool for future self-assessments and help to support evidencing local progression.
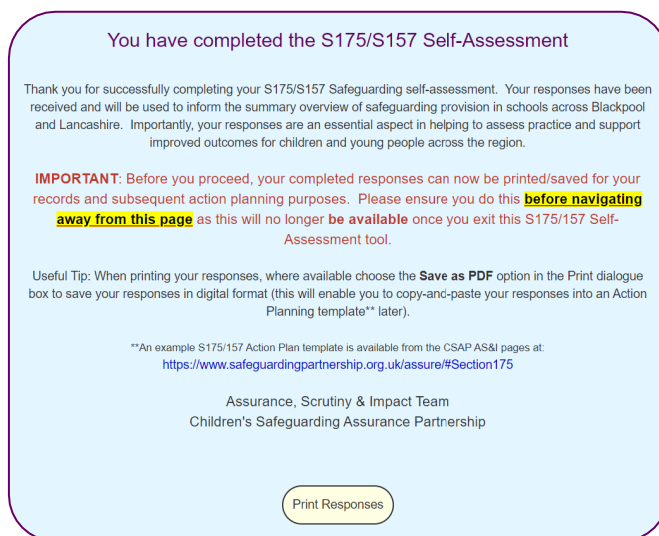
Figure 5: Final S175/157 Self-Assessment Screen

Important: Please note that once you navigate away from this final screen, you will no longer be able to print/save a copy of your completed responses.

Useful Tip: When printing your responses from the final screen, where available choose the **Save as PDF** option in the Print dialogue box. This will save a digital copy of your responses enabling you to copy-and-paste your submitted responses into your safeguarding action plan.

Contact: The Section 175/157 section on the CSAP website includes a variety of Frequently Asked Question (FAQs) which address a number of common enquiries. Should you have a question about completing the self-assessment which is not covered within the FAQs, a dedicated enquiry form (*Figure 6*) is available at the bottom of the S175/157 webpage.
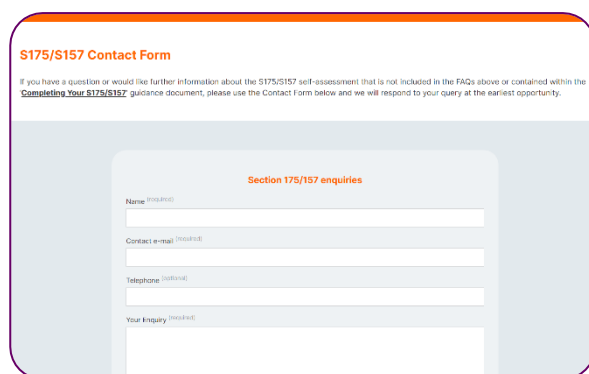

Figure 6: Dedicated S175/157 Enquiry Form

Action Planning: In completing your self-assessment, you will identify areas that require further development in order to achieve 'Fully Met'. As referenced above, each statement includes a *Comments* section where you may wish to include notes, observations or developments to support you with this.

Useful Tip: The Section 175/157 page on the CSAP website provides a freely-available example Action Planning template aligned to the self-assessment Sections.
safeguardingpartnership.org.uk/assure/s175

Useful references: Below you will find a series of references referred to in the self-assessment. These references are provided as they appear by section and include both statutory guidance, best-practice advice and resources to support you in developing your safeguarding provision.

Introduction: About Your Setting

- Introduction (School Number):
  - link: HM Govt – Get Information about Schools

Part ONE: The School Approach

- Section 1 (Leadership & Management):
  - link: DfE – Keeping Children Safe in Education 2021
- Section 3 (Partnership Working):
  - link: DfE – Working Together to Safeguard Children 2018
- Section 3 (Partnership Working):
  - link: DfE – Children Missing Education 2016
- Section 3: (Partnership Working):
  - link: HO/DfE – Mandatory reporting of FGM 2020
- Section 3: (Partnership Working):
  - link: DfE – The Prevent Duty
- Section 3: (Partnership Working):
  - link: CSAP – Tri.x Portal
- Section 3: (Partnership Working):
  - link: CSAP – Working Well with Children and Families (WWCF)
- Section 4 (Early Help):
  - link: Early Help Assessment Form 2021

Part TWO: Effective Safeguarding

- Section 8 (Managing Allegations):
  - 🗗 link: CSAP – Local Authority LADO Contacts 2021
- Section 10 (Online Safety):
  - 🗗 link: SWGfL – Online Safety Policy templates
- Section 10 (Online Safety):
  - 🗗 link: CSAP – Making Sense of…KCSIE 2021
- Section 10 (Online Safety):
  - 🗗 link: UKCIS – Sharing Nudes/Semi-Nudes Advice 2020

Part THREE: Specific Safeguarding Issues

- Section 17 (Gangs & County Lines):
  - 🗗 link: HO – Criminal Exploitation of children and vulnerable adults 2018
- Section 18 (Sexual Violence and Harassment):
  - 🗗 link: DfE – Sexual violence and sexual harassment 2021
- Section 18 (Sexual Violence and Harassment):
  - 🗗 link: Ofsted – Review of Sexual Abuse in schools and colleges 2021

Appendix 1: Section 175/157 Self-Assessment Grading Descriptors

(1) Not Met	(2) Partially Met	(3) Mostly Met	(4) Fully Met
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