

ST. MICHAEL'S CE SCHOOL



LOCAL AUTHORITY SAFEGUARDING AUDIT REVIEW 2019



LOCAL AUTHORITY SCHOOLS SAFEGUARDING: AUDIT OF PRACTICE JULY 2019



SCHOOL	<u>ST. MICHAEL'S CE SCHOOL</u>	
Date of audit	2.07.19 (Local Authority Review with SLT and Stella Macaulay)	
DMS	Main DMS <u>Deputies:</u> Deputy Head: Assistant Heads: Phase Leaders: Inclusion Managers: Governors Representatives	Ann-Marie Grant James Bawn Jonathan Walters and Oliver Graves (leaving at end of summer term) Sharon Cunningham (EYFS) Gemma Jennings (Lower Phase), Angela Harris (Middle Phase) Hayley Bostock (Upper Phase) Helen Edie & Libby Brice (also responsible for overview of LAC) Gaby McWhinnie & Sarah Marshall (also responsible for overview of LAC)
Audit carried out by	Ongoing reviews carried out termly by AMG SLT Review: June 2019	

The school is compliant with the most recent DfE document 'Keeping Children Safe In Education (2018) [The school website and procedures have been updated accordingly to reflect any changes and staff training was delivered in September 2018 on the main changes to KCSiE 2018.](#)

Keeping Children Safe in Education provides statutory guidance to support schools and colleges in fulfilling their safeguarding responsibilities under the Education Act 2002. The Guidance is based on the national guidance documented in '*Working Together to*

Safeguard Children 2016, which applies to everyone who works with children and families and incorporates recent changes and learning from case reviews.

Essentially the guidance has not created any new responsibilities, although there is more emphasis on school staff being responsible for the early identification of children who need help and on challenging decisions they are unhappy with.

A key message is that safeguarding is not just about taking action where a child is at risk but is also about preventing harm, maintaining a safe school environment and supporting children who may need help or where there are some lower level concerns.

The guidance also sets out very clearly expectations on schools in relation to safer recruitment processes, including a definition of regulated activity, and dealing with allegations against staff members. The section relating to allegations replaces previous government guidance and should be used in all cases where an individual has behaved in a way which has harmed a child or could indicate that they pose a risk of harm to children.



TRAINING	EVIDENCE	ACTIONS NEEDED	BY WHOM & WHEN
<p>What training has DMS attended? (please give details with dates) Are certificates available to verify training?</p>	<ul style="list-style-type: none"> • AMG and JB have both attended a variety of training - they last attended DMS training in October 2018 and will be attending refresher in the Autumn 2019 • AMG safer Recruitment October 2016 and completed the online assessment • JB & JW attended safer recruitment training in March 2017 and completed the online assessment • JW & OG attended DMS training in the Spring term 2018 and have completed the online assessment. • Alex Johnstone (Chair of HR Committee) attended safer recruitment training in March 2017 	<p>Refresher to be completed in 2019 for all SLMT New Assistant Head to attend LA training in the Autumn 2019</p>	<p>N/A</p>
<p>Training undertaken by deputy DMS (include details as above)</p>	<ul style="list-style-type: none"> • As above • JB & JW attended safer recruitment training in March 2017 	<p>Refresher to be completed in 2019 / 2020 for all SLT members</p>	<p>End of academic year 2019</p>
<p>What safeguarding training has been delivered to whole school staff group? (include details and dates)</p>	<ul style="list-style-type: none"> • School has had regular training- most recent training was delivered Sept 2018 by the SLT. We have joint school training booked for the Inset in September 2019 from an external Safeguarding Advisor. • Prevent training is scheduled for the Autumn 2019. • Refresher training for KCSiE: September 2018 Inset • Spring term 2019 and Summer term 2019: Refresher training for all staff and re-signing of the code of conduct and safeguarding register • All Governors have received safeguarding updates and each term sign the termly code of conduct and safeguarding register. This has been published on the Governors tab on the website. 	<p>External Advisor training sourced for Autumn term</p>	<p>N/A</p>
<p>Have the staff undertaken Positive Handling training? (include detail and dates)</p>	<ul style="list-style-type: none"> • Yes. • All staff (teachers and support staff) had positive handling session from trained providers from Saint Cecilia's (May 2019) • Helen Edie has had physical intervention training. 	<p>None at present</p>	<p>N/A</p>

<p>Any other relevant training undertaken? <i>Eg anti-bullying; prevent; e-safety (give details)</i></p>	<ul style="list-style-type: none"> • Wide range: • Anti-bullying: The school has the Big Award re anti-bullying. School participates in Whole school participation in Anti-bullying week : November. 2018 'Respect' • 'BIG' re accreditation March 2017: Commended for policy and procedures in place • LADO training Spring term 2019 led by Chantel Langenhovan and Stella Macaulay • E-safety - is carried out each term • Workshops for e-safety took place in the Spring term 2018 for children • FGM - Sept 17 - will be incorporated into the September Inset training • Mental Health workshop for parents - Spring 2019 • Follow up in the Summer term of the class specific e-safety & pre-secondary transfer training for Year 6 	<p>None at present</p>	<p>N/A</p>
<p>What induction in safeguarding is provided for new staff and supply teachers?</p>	<ul style="list-style-type: none"> • All new staff have induction input over two days, which includes safeguarding training from AMG and JB. • All new staff are given access to the policy and part 1 of KCSiE. This was further updated by James and AMG in Sept 18 Inset. Governors were present for this. • The DMS Safeguarding poster has been updated to reflect changes in leadership • Supply staff are given the safeguarding leaflet and the DMS information. • There is also a poster displaying DMS info in each classroom / room/communal area within the school. • Students from Roehampton University receive induction prior to starting their block experience at St. Michael's and there is a reinforcement mid-way through block experience • Staff new to the school have safeguarding induction as part of their general induction and this is recorded on their induction record. 	<p>New staff induction training will take place July 11th & 12th</p>	<p>N/A</p>
<p>Have governors undertaken safeguarding training?</p>	<ul style="list-style-type: none"> • Yes. • Chair is also Safeguarding Governor and has regularly attended training over time. • Governors have a copy of the staff handbook and Part 1 of KCSiE • Governors have also attended Prevent training and some attended the e-safety evening for parents • The Governors have had a KCSiE briefing - focus on follow up of concerns etc 	<p>None at present</p>	<p>N/A</p>

	<ul style="list-style-type: none"> • Refresher training takes place each term - they have received termly updates from the Headteacher • Governors on the HR committee have attended the Safer Recruitment training 		
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POLICIES AND PROCEDURES	EVIDENCE	ACTIONS NEEDED	BY WHOM & WHEN
<p>Does the school have a CP and Safeguarding policy, which is in line with national guidance and ensures robust arrangements for safeguarding children in the school?</p>	<ul style="list-style-type: none"> • Yes • Updated using the Local Authority recommended model policy and adapted to suit the school. (Summer 2018) • Updated in the Autumn 2018 as a result of the Headteacher and Deputy Headteacher attending the LA Designated Lead training. Policy and procedures reviewed and implemented immediately. • Under review Summer 2019, awaiting further confirmation of any changes from the KCSiE update 	<p>The school is reviewing and updating procedures in light of the new Inspection framework and 2019 KCSiE /Knife Crime</p>	<p>September Inset 2019</p>
<p>When was it last reviewed / updated?</p>	<ul style="list-style-type: none"> • Drafted: Summer term 2018 • Autumn 18 - has been approved • Updating Summer 2019 for Autumn start 	<p>On-going review and monitoring</p>	<p>September Inset 2019</p>
<p>How are staff members able to access the policy?</p>	<ul style="list-style-type: none"> • Everyone has access • On the website and on the shared school system. • On display on the Safeguarding display in the staffroom and in the main office policy area. • All staff and Governors have copy of Part 1 KCSiE - • The new version is incorporated into the staff handbook for the Autumn / Spring / Summer terms. • Staff are aware of Part 1 and this was part of the training and discussed in Sept 18 inset and reinforced at the start of each term. • Reinforced January 2019 at Inset & Summer 1 first staff meetings of the term • Staff have re- signed the code of conduct and safeguarding agreement 	<p>None at present</p>	<p>N/A</p>

	<ul style="list-style-type: none"> • Governors have re-signed the code of conduct and safeguarding agreement and their copies are published on the school Governor website tab. • Staffroom display board which focuses upon safeguarding and its importance. Relevant documents are located here. 		
<p>Are parents informed about the policy and how can they access it?</p>	<ul style="list-style-type: none"> • Yes • The Safeguarding policy is on website • Attention is drawn to the policy and safeguarding practice in the school at each new parent meeting <p>Parental Safeguarding & Security Start of Term Letters /Updates</p> <ul style="list-style-type: none"> • Safeguarding to be included in first newsletter of new academic year • A safeguarding letter was sent out in September 2018 /January 2019 / April 2019 reminding parents of our duty and the policy / procedures we have in place. This is available on the school website under the safeguarding tab. • The most recent summer letter was sent out parents in April 2019 giving an update on safeguarding, security and Health & Safety procedures at our school. And including information on Lockdown procedures • There is a tab on the school website entitled: Safety First at St. Michael's and this outlines what policies and procedures we have in place. • There is a comprehensive Safeguarding Tab on the school website where all information is contained along with school policies and statements. • Lockdown: The policy and procedures are in place. Parents are aware of the systems. Most recent 'lockdown' took place in April 2019. Parents were pre-warned that this would take place and also received notification after the event. 	None at present	N/A
<p>Does the school have a policy (or policies) on staff conduct, including professional behaviour, positive handling and whistleblowing?</p>	<ul style="list-style-type: none"> • Whistleblowing - The LA model Council policy is used • Positive Handling - separate policy • Staff conduct protocol is signed by all staff (includes use of social media i.e. AUP) • Reviewed Summer 2018 and scheduled for review Summer 2019. 	None at present	N/A

<p>Does the policy on staff conduct include reference to staff conduct and behaviour outside school which might compromise child safeguarding issues or bring the school into disrepute?</p>	<ul style="list-style-type: none"> • Yes - included in staff handbook which is updated termly • Staff conduct was signed in September 2018 / January 2019 & April 2019 • There is a Staff Code of Conduct document, which all staff have read and signed - well embedded since September 2017. Reminders on a termly basis outlined in the Staff Termly handbook. 	<p>None at present</p>	<p>N/A</p>
<p>Do staff members understand what constitutes abuse of trust?</p>	<ul style="list-style-type: none"> • Yes - this has been made clear and is regularly reinforced through training and refresher pointers each term. • There are questions asked at Leadership level each week relating to safeguarding in order to ensure that leaders are aware of terminology and systems - this is in turn disseminated to Phases at the Phase meetings. Examples given include scenarios where staff have to 'think through' an issue and respond 	<p>Ongoing review and monitoring</p>	<p>N/A</p>

STAFF KNOWLEDGE AND AWARENESS	EVIDENCE	ACTIONS NEEDED	BY WHOM & WHEN
<p>Do all staff in the school know who the designated members of staff in the school are?</p> <p>Is the information clearly displayed?</p>	<ul style="list-style-type: none"> • Yes - clear view and reinforced each term as well as through the 'drip feed' random questioning at staff meetings • Yes - in each classroom / around the school • The designated overview is also on the school website safeguarding page and the name of the designated lead is published on the page. • Major display in the staffroom highlighting the key safeguarding message / DSL 	<p>None at present</p>	<p>N/A</p>
<p>Is the DSL role clearly stated in each relevant job description?</p>	<ul style="list-style-type: none"> • Each job description has a 'front page' outlining the safeguarding expectations and roles and responsibilities. Staff sign this page as part of their job description review. • Each member of the SLT/SLMT has a specific detail in their job description outlining their specific role and responsibility to safeguarding - this is extended beyond the teacher / member of staff. 		
<p>What supervision and support is provided for the staff team?</p>	<ul style="list-style-type: none"> • We recognise that safeguarding can be an emotionally training and upsetting issue and so the school offers specific session for reflection at staff /leadership and Phase meetings. • The Headteacher /Leadership is also available for pastoral support when dealing with safeguarding issues • The EYFS have time to reflect upon safeguarding issues and opportunities to ask questions/ stand back from children and discuss and concerns are reported to the Phase leader / discussed and also disseminated to Leadership 		
<p>Are staff confident about reporting child protection concerns? How do you know?</p>	<ul style="list-style-type: none"> • Yes • Evidenced by reporting of concerns and in S11 staff questionnaire responses (WBSB) - Spring term 2019 when Phases discussed the survey and then completed it as a Phase - this enabled the Phase leaders to address any concerns • Summer term 2019 Staff Safeguarding Survey: Results demonstrate that safeguarding is robust and rigorous and staff have a clear understanding. 	<p>None at present</p>	<p>N/A</p>

	<ul style="list-style-type: none"> • CPOMS recordings from staff show confidence in reporting child protection concerns and the compliance with the '10-minute rule'. 		
<p>Do staff know what to do if their concerns have not been acted upon appropriately by the designated lead or Headteacher?</p>	<ul style="list-style-type: none"> • Yes • S11 responses have been discussed with staff and expectations flagged up • Summer term 2019 Staff Safeguarding Survey: Results demonstrate that safeguarding is robust and rigorous and staff have a clear understanding. • At St. Michael's we have a 'drip feed effect' ensuring that staff are told this half termly and know where contact details of how to contact IPOC (formerly MASH) 	<p>None at present</p>	<p>N/A</p>
<p>Do all staff and volunteers feel able to raise concerns about poor or unsafe practice?</p>	<ul style="list-style-type: none"> • Yes • S11 and Summer Staff Survey responses 2019 answers reflect a clear understanding of expectations relating to safeguarding and security • All volunteers are given a safeguarding leaflet and there is an annual meeting for all those volunteering in the school to give information • At St. Michael's we have a 'drip feed effect' ensuring that staff are told this half termly and know where contact details of how to contact LADO, Head or Chair of Governors • LADO training ensures staff / volunteers are aware of how to raise concerns and what concerns to report to LADO 	<p>None at present</p>	<p>N/A</p>
<p>Where and how do staff members record their concerns? (ie what systems does the school have in place?)</p>	<ul style="list-style-type: none"> • There is a well embedded and extremely effective safeguarding system in place via the CPOMS system (Introduced December 2017) Any issues are flagged up immediately to the SLT/SLMT and there is the rule of the '<i>10-minute rule</i>' for alerting concerns. • Urgent concerns are flagged to ensure the Head or member of the SLT sees them immediately via the CPOMS system that is fully implemented and embedded across the school. • Once seen and reviewed it is initialled. / marked as read on CPOMS • All information relating to safeguarding is now maintained electronically online. 	<p>None at present</p>	<p>N/A</p>

<p>What supervision and support is provided for the staff team <i>Please give details</i></p>	<ul style="list-style-type: none"> • The need for staff in EYFS to receive regular safeguarding supervision was discussed- this can be in groups or individually • Other staff should have access to support / supervision if required 	<p>AMG to discuss what is already in place and ensure requirements are met</p>	<p>AMG Sept 19</p>
<p>Does the school have good and effective communication systems and open practice, including open communication with pupils and parents?</p>	<ul style="list-style-type: none"> • Yes. • All parents have access to a list of all staff with their key responsibilities and direct e-mail contact included. This facilitates contact with the correct member of staff. Parents are asked to cc info@ mailbox to any communication to ensure a record can be kept. • There are message books in the playground for parents to communicate through. • Every teacher is available am and pm to talk to parents. • There is a parental concerns tab on the school website where issues can be raised. • Parents complete the Ofsted Parent View survey (questions include 'do you feel involved / a partner in the school' and 'do you feel your child is safe in school') responses are positive. (each open evening) • Pupils also complete an annual survey - 94.5% answered yes to 'do you feel safe at school?' - 2019. Follow up in class and in assemblies • Pupils have a 'listening post' where they can post messages if they feel sad or unhappy or worried about anything - this is monitored daily by the inclusion team • All pupils, parents and staff are also aware of the 'paperweight code' - there is a paperweight on AMG's desk and urgent messages can be left here and will always be responded to promptly. • Year 6 pupils have safeguarding input in readiness for secondary transfer. (Saint Cecilia's Retreat Day - May 24th 2019) • The school safeguarding tab is comprehensive and transparent to all visitors to our school community. 	<p>None at present</p>	<p>N/A</p>

	<ul style="list-style-type: none"> • The pupils safeguarding survey 2019 demonstrates that the children feel safe at school, know who to go to if they feel unsafe and understanding how to keep safe. The survey is published on the Pupil Challenge/survey tab of the school website. • Parent View Ofsted Inspection Survey extremely positive: 92% state that their child feels safe at St. Michael's. 99% of parents say that their child is well looked after at St. Michael's. • The '1st of the month pupil challenge' is now well embedded and pupils are asked at random the question for the month about aspects relating to safeguarding, health and safety and well-being and their responses recorded. The results are published on the school website. 		
<p>Do staff understand e-safety, the risks to pupils online and acceptable use issues?</p>	<ul style="list-style-type: none"> • Yes • e-safety is high on the agenda and we have a specialist computing teacher to support the Middle and Upper Phase with e-safety and staying safe online • School has an e-safety policy and holds an e-safety week each year. • On-going e-Safety lessons in Computing • E-Safety Week in the Spring term 2019 • Input to parents re YouTube and Parental Workshops. • Website is comprehensive with information relating to 'keeping safe' • There is now a parental <i>e-safety working party</i> group which meets each term to discuss issues relating to e-safety with the Deputy Head. Their input is included in the <i>term e-safety newsletter</i> and published on the school website. • E-safety Course for parents in school led by an external provider. 	<p>None at present</p>	<p>N/A</p>
<p>Is information about specific safeguarding issues available to staff when needed? (include detail)</p>	<ul style="list-style-type: none"> • DMS would signpost staff to sources of information if needed. • All staff are aware of the link 'Thrive' on school website and have been shown this during the Inclusion staff meeting • The safeguarding tab at St. Michael's is very comprehensive with specific 'Points of Contact'. 	<p>None at present</p>	<p>N/A</p>

<p>Are staff aware of the following issues and would know how to respond?</p> <ul style="list-style-type: none"> • Bullying • FGM • Fabricated and induced illness • Child sexual exploitation • Trafficking • Domestic abuse • Impact of adult issues such as mental health and substance misuse and the impact • Forced marriage • Practices linked to culture, faith and beliefs and the risk factors that would indicate potential harm to children • Prevent 	<ul style="list-style-type: none"> • These areas were included in staff training, and some have been subject of additional training • Leaflets are available in respect of some of these issues • Staff discussions have shown that staff wanted more info / input re-signs to look out for re HBV and Domestic abuse by external provider - this will be provided by the inset trainer in September 2019 • Staff online safeguarding courses completed as well as statutory training 	<p>September Inset training</p>	<p>N/A</p>
<p>Are all staff aware of how to identify Privately Fostered Children and what action should be taken?</p>	<ul style="list-style-type: none"> • Yes, this was flagged up in training. • All staff aware that DMS should be informed of changes to a child's living arrangements or any concern that child may not be living with birth family. • Annual reminders given 	<p>None at present</p>	<p>N/A</p>

<p>Is information on Private Fostering available for parents / carers?</p>	<ul style="list-style-type: none"> • Yes, leaflets are available online 		
<p>How many pupils in the school are Privately Fostered? Are all these known to Children's Social care?</p>	<ul style="list-style-type: none"> • None known to be registered at school at present 	None at present	N/A
<p><u>CLA</u> Who is the DMS for CLA? Are all staff members aware of this? Has the DMS for CLA pupils attended specific training in relation to this role?</p>	<ul style="list-style-type: none"> • Helen Edie and Libby Brice (Inclusion Managers) & AMG (Headteacher) with support of Inclusion Managers who oversee meetings with the external agencies • Yes (included on DMS posters) and stated on the school website • All staff had training from rep from Fostering and Adoption service, focussing on needs of CLA, post-adoption issues and attachment. • There is a designated web tab for this area • The school has a designated Governor for supporting this area: The Chair of Governors 	None at present	N/A
<p>How many CLA pupils are currently in the school?</p>	<ul style="list-style-type: none"> • One (Post-adoption). • School has had a relatively high number of adopted children over the years and has a well embedded and clear support programme in place to support pupil and parents 	None at present	N/A
<p>Is the correct and up to date information for each CLA known to the school and recorded securely?</p>	<ul style="list-style-type: none"> • Yes, in their individual safeguarding files and on SIMS / CPOMS system 	None at present	N/A
<p>Do all CLA pupils have a recent PEP? Is the school invited to Care Reviews? Has someone attended?</p>	<ul style="list-style-type: none"> • Yes: As applicable • Yes, a member of the Leadership Team always attends 	None at present	N/A

RECORD KEEPING AND RISK ASSESSMENTS	EVIDENCE	ACTIONS NEEDED	BY WHOM & WHEN
<p>Is the single central record of all staff checks and information up to date and complete?</p> <p>Who is responsible for keeping the SCR updated?</p>	<ul style="list-style-type: none"> • Yes. Headteacher checks it on the 1ST Monday of every month and completes a monitoring sheet. This is followed up by the Chair of the Board of Governors on the 1st Tuesday of each month. • All volunteers are included (as school only use checked volunteers) and staff know they can check to see if a volunteer has been checked before inviting them on trips etc. • Jane Isaac (Office Manager) 	<p>None at present</p> <p>Training up 2nd person by Office Manager - 2nd September</p>	<p>N/A</p>
<p>What systems are in place for recording safeguarding concerns about pupils?</p>	<ul style="list-style-type: none"> • There is the '10 Minute Rule' in school whereby any concerns MUST be recorded on CPOMS and this alerts SLT/SLMT immediately. • Once concerns are raised, AMG looks at the information, discusses with Deputy Headteacher and the Inclusion Managers (if appropriate) and then takes the necessary action, including referrals if appropriate. • All actions are recorded and annotated on the schools CPOMS system • Advice is sought if unclear re best course of action • TAC might be called if referral is not indicated • Safeguarding and behaviour concerns accessible via CPOMS- secure and restricted to named staff. Various groups / categories indicated in list (SEN, CP, CiN, pupil premium, medical). 	<p>None at present</p>	<p>N/A</p>
<p>Are these records kept securely and who has access to them?</p>	<ul style="list-style-type: none"> • Safeguarding on CPOMS system with individual pupil records are kept securely in the main office pupil files. Other DMS have access if required upon the approval of the Headteacher. 	<p>None at present</p>	<p>N/A</p>
<p>Are these records up to date and distinguish between fact, opinion and hearsay?</p>	<ul style="list-style-type: none"> • Yes. • The CPOMS proforma used by staff makes it clear that this is required. 	<p>None at present</p>	<p>N/A</p>

<p>Are discussions with other colleagues and agencies, decisions and actions clearly recorded?</p>	<ul style="list-style-type: none"> • Yes • All discussions, actions and decisions are clearly recorded on the CPOMS 	<p>None at present</p>	<p>N/A</p>
<p>Are all incidents, allegations and complaints recorded?</p> <p>What system is used?</p> <p>How do you record any revisit or bullying incidences?</p>	<ul style="list-style-type: none"> • Yes - on CPOMS - clear system in place that is known to all staff 'The 10-minute rule' • Incidents are recorded on individual pupil records • Complaints of safeguarding nature are filed in child record, with copy of response, also kept in complaints folder. • Allegations are recorded on CPOMS (Behaviour and Safeguarding tracker), not in their pupil file, for tracking purposes. • CoG is informed of any complaints and allegations as a matter of course. • Any bullying concerns are taken very seriously. Leadership support staff to ascertain if it is deemed 'bullying' and appropriate action is put in place to support victim and perpetrator as applicable • Racist incidences are recorded on CPOMS alerting all relevant members of staff and Leadership. If there is a growing pattern - Leadership are alerted and advice will be sought on the way forward. Parents are invited in and kept informed 	<p>None at present</p>	<p>N/A</p>
<p>What procedures are in place to address safeguarding issues outside of school to assess risk and manage pupil safety during off-site activities, school trips and school journeys?</p>	<ul style="list-style-type: none"> • Class teacher in charge of trip carries out risk assessments. • All teachers have to carry out a pre- visit and complete a checklist. • All risk assessments are checked by Headteacher and Chair of Governors, and then filed in the Risk Assessment File in the Main Office • Residential trips - Wandsworth assessment and application form used, and sent to the LA. There is open communication between school and staff on trip (usually twice a day) and arrival and departure is logged. Staff on trips will use their own mobiles to keep in contact with school and each other. School Phone used for parents to access. • High Viz (School label): Worn by all pupils when out on a trip. All children have a pink hi-viz jacket for all trips. • Office Manager prints off the Year group point of contact booklet for each trip and this contains all pupil details. Given to staff on day of trip and returned to the office for secure shredding once the trip is over. 	<p>None at present</p>	<p>N/A</p>

PUPILS AND PARENTS	EVIDENCE	ACTIONS NEEDED	BY WHOM & WHEN
<p>Does the school ethos mean that children feel secure, their views are valued, they are encouraged to talk and listened to?</p> <p>How do you know?</p>	<ul style="list-style-type: none"> • Yes. Children are encouraged to participate, share their views and be listened to. This is seen with the listening post, Growth Mindset values and in pupil surveys • There is a school council with 2 reps from each class in Y1-Y6 and a Head Boy and Head Girl. The school council devised a 'child friendly' version of the anti-bullying policy and charter which was signed by the Chair of Governors and the Head Boy and Girl. • All children understand the <i>paperweight code</i> and can use it, as well as having the listening post. • There are playground champions and a buddy House system. • The Listening Post is established in the Reflection Area and children are aware of its purpose. Followed up by the schools Learning Mentor • The younger children have emotion boards to enable them to flag up if they are feeling sad or worried • Summer term 2019 Pupil Survey: Demonstrates that the children feel safe (94.5%) and understand what it means to keep safe if there is a fire alarm (97.8%) 	None at present	N/A
<p>Do pupils know how to access information, help and advice?</p>	<ul style="list-style-type: none"> • Via Listening Post • Also "Circle of Friends" (peer support) • Themed weeks stimulate discussion on a variety of topics • Assemblies • Direct approaches to adults in school • School website: points of contact tab • Members of staff: Survey demonstrated that pupils would go to a member of staff whom they trust to seek advice / guidance on keeping safe and if they are worried. 	None at present	N/A
<p>Are all pupils, including those with communication difficulties effectively supported to participate and have the opportunity to raise concerns?</p>	<ul style="list-style-type: none"> • Yes. • Listening post slips have option to use happy / sad/ worried/ angry etc faces which helps the younger children and those with additional needs to indicate their feelings. These are followed up by the Inclusion Nurture Mentor / ELSA Teaching Assistant • TA s support children with difficulties / additional needs and the children get to know them very well. TA can support a child to make their views heard. Some TA time is used just to provide an additional 'discreet eye' to observe relationships / interaction • ELSA and Inclusion team meet with vulnerable children to support and nurture. 	None at present	N/A

<p>Does the curriculum include raising pupil awareness of personal safety and explore a range of strategies for pupils to contribute to their own protection?</p>	<ul style="list-style-type: none"> • Yes • Focus weeks re used eg: <ul style="list-style-type: none"> - E-safety week - National Anti-bullying week (2018: Respect Week) - Healthy School week (2018) - Well-Being Week (2019) • Curriculum also provides input re issues such as road safety' stranger danger, drug and alcohol awareness (theatre group), graffiti, everyone is different / everyone is special (roles and responsibilities) supported by key professionals • Junior Citizen etc • Safety Sam / Healthy Harry Assembly and character getting the message across to the children in a fun way but also effective way. 	<p>None at present</p>	<p>N/A</p>
<p>Does the school promote safe relationships and personal resilience in pupils through enabling them to access appropriate advice and support?</p>	<ul style="list-style-type: none"> • Yes, as above and though SRE themed curriculum (Jigsaw) • Parents have also been invited in to attend staff led workshops on Mental Health & Wellbeing (February 4th 2019) and SRE (16th May 2019) extremely well attended by all groups of parents • School also works closely with Victoria Drive where needed (PRU) • There is an ELSA trained TA based with Inclusion 	<p>None at present</p>	<p>N/A</p>
<p>Does the school promote pupil safety and safe relationships in and out of school?</p>	<ul style="list-style-type: none"> • Yes, as detailed above and through transition work with older children (including a transition group run by a TA who has received specific training). <ul style="list-style-type: none"> - Stranger danger training - Jigsaw PSHE curriculum - ICT e-safety curriculum • Annual 1st Aid training for the pupils (most recent November 2018 -new booking for 2019) 	<p>(November booked for 20/11 & 21/11 2019)</p>	<p>N/A</p>
<p>Does the school have strategies for behaviour management which recognise that some pupils adopt challenging,</p>	<ul style="list-style-type: none"> • Yes. • There are also phase meetings which discuss the children and where concerns can be aired. • ELSA Teaching Assistant and Nurture Teacher to support children with social and behavioural needs 	<p>None at present</p>	<p>N/A</p>

<p>abusive or disruptive behaviour as a result of abuse and responds appropriately?</p>	<ul style="list-style-type: none"> • We have a newly introduced 'Sensory Room' and this is used to support the identified listed needs • Positive Handling training - Summer Term 2019 • Growth Mindset training for staff - Autumn 2019 		
<p>Does the school have a policy for intimate care of pupils if relevant?</p>	<ul style="list-style-type: none"> • Yes • Available on the website. Reviewed Summer 2019 • Revisited soiling and wetting processes- all staff are aware of updated processes. Guidance is included in handbook and in induction package • There is a policy statement on the school website 	<p>None at present</p>	<p>N/A</p>
<p>Are pupils with medical conditions / needs appropriately supported?</p>	<ul style="list-style-type: none"> • Yes. • Medical Policy is in place • Any child requiring an EHCP has one in place. • All staff have had training in basic areas required (epi pen /Level 3 1st Aid for all staff in January 2018 / asthma training) • Photographic information in strategic places in school for 1st Aider to know / recognise. • The Kitchen Staff are also aware of for allergies and have the poster information. • Each class has a list of any known medical conditions which may require support. • All staff had Level 3 1st Aid training in January 2018 and March 2018. • SLT and 1st Aiders had Defibrillator training on April 18th 2018. • Two members of staff have the 'Mental Health 1st Aid' qualification (Autumn 2018) 	<p>None at present</p>	<p>N/A</p>
<p>Does the school work with parents to build an understanding of the school's safeguarding responsibilities? How is this done?</p>	<ul style="list-style-type: none"> • New parent's meetings - dissemination of information and procedures • Safeguarding Letters for parents on a termly basis and published on the school website • Termly Safeguarding and Security Reminders newsletter (on the school website for reference) • Letters of Assurance from club providers • Comprehensive and transparent website tab outlining policy, procedures and monitoring. Also points of contact information tab as per LA training advice. • All parents who volunteer are DBS checked • All parents who help on trips have a pre-trip talk to explain safeguarding points 	<p>None at present</p>	<p>N/A</p>

<p>What systems are in place for communicating with parents?</p>	<ul style="list-style-type: none"> • Email • Newsletters / Weekly Web Update • Individual issues - parents are usually called in, and would meet with AMG and another staff member • School website is a wealth of information for parents/carers • Termly Safeguarding & Attendance Letter (including reference to DFE: Keeping Children Safe). All uploaded onto the school website and stated in the start of term web update and newsletter. • All parents who help on trips have a pre-trip talk to explain safeguarding points 	<p>None at present</p>	<p>N/A</p>
<p>How do school staff create and use opportunities to encourage parents to communicate about issues that concerns them, and ensure this is accessible to all parents regardless of religious, cultural or ethnic heritage?</p>	<ul style="list-style-type: none"> • Year group meetings are held at the start of each academic year • Staff are in the playground and approachable • Year group and Phase Coffee mornings with the Headteacher and Leadership Team • Translation is used where needed and some key letters are routinely translated • There is an Urdu speaking staff who provides support • There is a parent who is trained in strengthening families parenting approach and she encourages parents to participate • School use differentiated venues for meetings to support some parents who find it difficult to come into school • Biannual International Day (most recent was held on 17th July 2018) to raise awareness and appreciation of the society in which we live. (July 2020 is scheduled) • Parental meetings are not arranged for Fridays as recognise this is religious day for Muslim families • The planning of SRE considered the different cultures within our school and we were mindful of the Amadi community. The Headteacher invited in 2 community parent representatives to talk through the presentation and ask the parents to ask parents to attend. Furthermore, parents were offered the opportunity to send in questions before hand once in receipt of the policy which were sent prior the meeting. The presentation was extremely well attended and only 4 children were withdrawn from the lesson 	<p>None at present</p>	<p>N/A</p>

<p>Does the school offer briefings or workshops for parents about safeguarding issues (eg e-safety?)</p>	<ul style="list-style-type: none"> • E-safety • Anti-bullying • Helping in school meeting • Information talks • Curriculum weeks - parental involvement encouraged • Themed educational evenings • Keeping children safe talk • The school website has an overview of the workshops on over for the year and presentations are uploaded for parents who were unable to attend. 	None at present	N/A
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SPECIALIST AREAS - CHILD PROTECTION

<p>Attendance at CP conferences Who usually attends? % of CPC attended?</p>	<ul style="list-style-type: none"> • AMG or JB accompanied by Helen or Libby and / or the class teacher • 100% 	None at present	N/A
<p>Reports to CP conferences. Does the school always provide a written report? % reports provided?</p>	<ul style="list-style-type: none"> • Yes • 100% 	None at present	N/A
<p>How many children in the school are currently subject to CP plans</p>	<ul style="list-style-type: none"> • 1 Child (reinstated May 2019 and reconfirmed July 2019) • 1 child now 'Stepped Down' monitoring via TAC but under review in light of sibling at another school issue 	None at present	N/A
<p>Have 'step down' arrangements been put in place if a child is removed from a CP plan</p>	<ul style="list-style-type: none"> • Yes, 1 child was removed from CP plans and step-down TAC is in place 	None at present	N/A

MULTI-AGENCY WORKING	EVIDENCE	ACTIONS NEEDED	BY WHOM & WHEN
Which members of staff undertake Early Help assessments? Have all these received appropriate training?	<ul style="list-style-type: none"> • Inclusion Team • AMG and JB • JB and OG and JW have attended SOSWB training • Yes • James completed EHIT training • Inclusion Managers completed EHIT training 	None at present	N/A
How many EHA have been completed? Is a record kept?	<ul style="list-style-type: none"> • 4 during this academic year • Yes - in folder 	None at present	N/A
<u>TAC Meetings</u> Are they regularly attended by school? How many children are subjects of TAC meetings currently?	<ul style="list-style-type: none"> • Yes • 1 at present 	None at present	N/A
Is the school holding Lead Professional role for any pupils? Comments on LP role?	<ul style="list-style-type: none"> • Yes • It works well as Inclusion Managers are very good at working with other agencies. Important to be aware that school does not always have to be the LP 	None at present	N/A
Does the school have good links with relevant support agencies (health, family support, EWS)	<ul style="list-style-type: none"> • Yes. Positive links with external agencies and the school nurse, • Very good support from Stella (Safeguarding in Education Advisor) 	None at present	N/A

	<ul style="list-style-type: none"> • Very good 'bought in' external support from Jenny Rowley for Safeguarding Training (Sutton LA) • The school experienced a situation with one social worker for one LAC who was not very supportive or engaged with the school over this child and there are some concerns about this social worker and her relationship with the school an possible inequality towards the separated parents. The Headteacher raised this with the Safeguarding Officer and Line Manager but there was no response. This was then escalated to the Director of Education who, along with the Assistant Director, investigated the issue and removed the Social Worker form the case . 		
<p>How does the school ensure good communication with other relevant agencies?</p>	<ul style="list-style-type: none"> • Website has a page with key contacts • Cluster meetings in Southfields cluster are a useful resource and talks / presentations are held giving info re agencies and what support they can offer • Inclusion has good links with other agencies as do the Headteacher and Deputy Headteacher 	<p>None at present</p>	<p>N/A</p>
<p>Is safe recruitment practice always followed by the school?</p>	<ul style="list-style-type: none"> • Yes: Appointment paperwork retained on school files for audit purposes and school follows the LA recommended checklist for appointments. (Tick off list) 	<p>None at present</p>	<p>N/A</p>
<p>Have relevant staff members had accredited safer recruitment training?</p>	<ul style="list-style-type: none"> • Yes • Chair of The Board Governors and 2 other governors have attended as well as AMG / SLT members • AMG - attended refresher in October 16 • Deputy Head: March 2017 • Assistant Heads 2017 • Human Resources / Finances and Premises Chair: March 2017 	<p>Refresher to be completed in 2019/20</p>	<p>N/A</p>

<p>Are all staff aware of the procedures that must be followed if allegations of abuse are made against any adult working or volunteering in the school?</p>	<ul style="list-style-type: none"> • Yes • S11 responses / Summer term 2019 Staff Survey 	<p>None at present</p>	<p>N/A</p>
<p>Does the school know how to make a referral to the LADO?</p>	<ul style="list-style-type: none"> • Yes • Training received from Chantel Langenhoven in Spring 2019 • 	<p>None at present</p>	<p>N/A</p>
<p>Does the Head / DMS understand the threshold for LADO referrals?</p>	<ul style="list-style-type: none"> • Yes • Training received form Chantel Langenhoven in Spring 2019 • 	<p>None at present</p>	<p>N/A</p>
<p>Is there a member of the governing body nominated to follow the procedure in the event that an allegation is made against the Headteacher?</p>	<ul style="list-style-type: none"> • Yes, Chair of The Board of Governors 	<p>None at present</p>	<p>N/A</p>

Comments as of July 2nd 2019: As stated in previous reviews:

- The school is fully compliant with the requirements for safeguarding and child protection.
- The systems in school are well established and understood by staff. Furthermore, the school ensures that it is regularly reviewing systems and takes note of advice / guidance through the 'Andrew Hall Online Support' (Weekly)
- Roles and responsibilities are clear and explicit and all staff are aware of their roles and responsibilities in this area;
- Refresher training has taken place on a termly basis and the school is fully compliant;
- The school has a comprehensive safeguarding folder, with key information and the latest review was at the start of the Summer term 2019 and further reviewed as part of the '1st of the Month' procedures. This is overseen by the Headteacher and the Office Manager;
- The Board of Governors is fully compliant with safeguarding and it is an item on every main Board and Committee agenda;
- The school website is very comprehensive and the Headteacher maintains the tab relating to safeguarding and security. This is formally reviewed at the start of each term and a report is published on the school website to demonstrate compliance. An informal review takes place each month and is reported in the '1st of the Month Review';
- The school has subscribed to the external support from 'Andrew Hall safeguarding Briefing' online consultancy and receives weekly updates. As a result of these updates a weekly review is carried out to ensure that we are compliant and a 'drip feed' information feedback is given to Senior Leaders and staff.
- There is a well-embedded display in the staffroom specifically for safeguarding and prevent. There is a **Weekly challenge** in place for Staff and they are asked to review the challenge in the 'Start of Week' reminders mail and support staff each Week. This is a well embedded system to ensure that staff are 'on the ball'.
- External validation of safeguarding procedures: School Link Inspector on a termly basis.

Local Authority Review Comments as of July 2nd 2019

- School were able to show robust evidence of safeguarding procedures;
- There are regular surveys carried out and initiatives in school to keep safeguarding high on the agenda;
- Information on the website is comprehensive and parents are provided with input and guidance about a range of safeguarding issues
- School had identified ongoing training needs and policy reviews and updates already;
- School had analysed the s11 audit results and had acted to ensure staff have been updated in relation to any issues they felt less sure about;
- At the audit in summer 2018 I have that the DSL and deputy DSLs attend some of the specialist (specific safeguarding issues) training for DSL in Spring Term 2019 - but this did not happen. (now booked for 20/11/19, 21/1/20 & 5/2/20)
- The record of attendance at basic and refresher training remains excellent but in order to expand the knowledge and skills within the DSL team attendance at more specialist training will be beneficial. I am therefore carrying over my recommendation in relation to this aspect. I note that the school are making use of briefings from Andrew hall which will ensure they are kept up to date with any changes to guidance;
- We discussed supervision and support for staff and this is to be followed up by the Headteacher;
- The Headteacher was very open to challenge and was able to share some examples of excellent practice;
- The Head and other DSL in the school seek advice when appropriate.