

St. Stephen's C of E Primary School – Safeguarding Review 19th October 2018

This review is informed by:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018
- LSCB London Child Protection Procedures

Methodology:

Prior to visit:

- Review of policies on website: Anti-Bullying; Attendance and Punctuality; Behaviour; Complaints; Safeguarding and Child Protection; Educational Visits and Activities; E-Safety; Health and Safety; Inclusion and Equality; Safer Recruitment and DBS Checks; Sex and relationships; Spiritual, Moral, Social and Cultural Development; Supporting Children with Medical Conditions; Whistleblowing
- Review of website
- Review of Annual Safeguarding Audit dated September 2018

During the visit:

- Meeting with Designated Safeguarding Leads
- Meeting with Safeguarding Governor
- Meeting with School Business Manager
- Meetings with staff responsible for: health and safety; e-safety; medical arrangements; Single Central Record; PSHE; emotional well-being
- Meeting with a sample of staff Meeting with a sample of pupils
- Review of documentation: Single Central Record; recording of concerns; risk assessments; risk assessment for references; minor injury form; Safeguarding Guide for School Visitors and Volunteers

Documents reviewed after the visit: Positive Handling Policy; CCTV Policy; School Lettings Policy; Data Management and Data Retention Schedule Policy; Data Protection and Freedom of Information Policy; Privacy Notices for Parents and Pupils, Staff, Governors, Trainees, Supply, Contractors and Consultants; Parental Consent Form.

Leadership and Management:

The school has a Safeguarding Team consisting of a Designated Safeguarding Lead (Headteacher) and four Deputy Designated Safeguarding Leads (Deputy Headteacher, Assistant Headteacher, Assistant Headteacher/SENCo and a member of SLT). The roles of DSL and Deputy DSLs are explicit in their Job Descriptions.

The DSL is the Designated Teacher for Children Looked After. She is familiar with E-Peps but has not attended any specific training. The school has one pupil who is currently looked after and the DSL is planning to attend training.

There is a designated Governor for Safeguarding, who also has responsibility for Children Looked After. Information about the leads is displayed in the Safeguarding and Child Protection Policy, the Staff Handbook, the Reception area and on the website

The Safeguarding Team meets regularly to monitor cases and review any actions taken and there are weekly safeguarding meetings for all staff. The Office Administrator acts as the Attendance Officer and liaises regularly with members of the Safeguarding Team which ensures that the relationship between attendance issues and possible safeguarding concerns is regularly explored. The DSL provides the Attendance Officer with a list of vulnerable pupils to monitor. The school has purchased the services of an Education Welfare Officer who meets with the Attendance Officer half-termly.

There is good communication between the DSLs and the Governing Board with good mechanisms for sharing information. The termly Head Teacher's Report to the Governing Board includes safeguarding and health and safety issues.

The Safeguarding Governor visits the school and meets with the DSL at least termly. The Safeguarding Governor shows an excellent understanding of the issues within the school. Meetings with the DSL have included looking at types of cases and any emerging themes/trends, how staff are reporting concerns and escalating matters, induction training, premises safety and support for staff. The Safeguarding Governor regularly checks the Single Central Record and cross references it with the Visitor Book (for regular visitors). During her regular visits she also speaks to staff and pupils. She recently met with three different groups of pupils and asked questions about e-safety, safe adults, bullying, whether they feel safe at school and whether they are listened to. After each visit, the Safeguarding Governor submits a written report to the Full Governing Board (FGB) with recommendations if appropriate. This helps to evidence the effective monitoring and oversight of safeguarding procedures by the Governing Board.

The minutes of FGB meetings are published on the school website, however, when viewed on 17/10/18 the most recent minutes were dated 11/05/17. Although the Safeguarding Governor reported that safeguarding is discussed at every meeting, it is not a standing item on the agenda. It is recommended that Safeguarding is put as standing item for every meeting.

An annual Safeguarding Audit is completed by the DSLs and submitted to the LSCB and shared with the Safeguarding Governor who uses it as a basis for her safeguarding visits to the school. The most recent Audit is dated September 2018. It is recommended that the Safeguarding Governor is involved in the completion of the audit.

There is evidence of good relationships with external partners: other agencies are used to promote safeguarding through assemblies etc; rooms are regularly made available for any multi-agency meetings.

Safer Recruitment

The Headteacher, Deputy Headteacher and the Vice-Chair of Governors have attended Safer Recruitment Training. The new School Business Manager is due to attend the training in December 2018. At least one trained person is involved in every recruitment process. Questions about safeguarding are included in all interviews and any gaps in employment are explored.

The school has a Safer Recruitment and DBS Checks Policy which details the process for staff, agency, contractors, Governors, volunteers and student teachers. The document is not dated and there is no date for review.

Two references are sought for every appointment. For historic appointments where there may not be two references, a risk assessment has been completed stating what other measures etc. are in place.

A Comprehensive Single Central Record is kept for all staff and volunteers. The document is stored on a secure drive with access appropriately limited. There are separate tabs for: employees; Governors; parent helpers; contractors/agency/supply; former volunteers; former staff; former Governors. The record has all the appropriate columns and there are no gaps in the recording. The record also includes references, safeguarding training and Prevent training. Photographic ID is seen for everyone and recorded on the SCR. It is one of the best examples seen by the Reviewer. Advice was given regarding retaining information

regarding former staff, volunteers and Governors as some of this dates back a number of years. In order to comply with the General Data Protection Regulations (GDPR), careful thought needs to be given as to why this information is being kept and can this be justified. I would suggest that the information is deleted once the person leaves the school.

The SCR is checked at least twice a year by the Safeguarding Governor and any actions to be taken are recorded. The latest checks were conducted on 08/06/18 and 19/10/18. Records of these checks is evidence a person other than the inputter is confirming that all appropriate checks on former staff, volunteers and Governors took place, thus negating the need to keep their records.

All staff, Governors and volunteers are required to have a DBS check which is renewed every three years. In addition, there is a form that must be completed annually whereby any changes since the last DBS check must be declared. Relevant staff and volunteers are also required to declare whether they are disqualified under the Childcare Act.

Details of DBS checks are also seen for agency staff, students, contractors and staff of any clubs run by outside agencies. Any contractors without DBS checks are accompanied at all times. Individuals' DBS details and photographic ID are always checked against the information sent by their agency.

For all outside agencies the school obtains confirmation that they follow safer recruitment procedures, their Safeguarding Policy, details of Safeguarding training undertaken by staff and, where appropriate, details of the safeguarding lead for the agency. All outside agency staff who come into the school are required to read the school's Safeguarding and Child Protection Policy, and are briefed on school safeguarding procedures. The School Lettings Policy dated April 2016 makes reference to safeguarding and the requirement for a safeguarding induction.

Policies and Procedures and Website

The Policies that were reviewed prior to the visit are easily accessible on the school website. Most policies viewed are not dated and have no date for review. It is recommended that all policies have a front sheet or box at the beginning of the document that details: date of policy/most recent review; review cycle; date of next review.

The Attendance Policy is not dated and has no date for review. It is recommended that reference to the fact that lateness and poor attendance could be an indicator of a safeguarding issue is included.

The Complaints Policy dated July 2018 makes reference to safeguarding concerns and the appropriate Policy to follow. The school uses the London Borough of Richmond upon Thames Whistleblowing Policy. However, the version displayed on the website is dated is dated November 2011. The school must ensure that the most up to date version is used.

The school uses the AfC model Safeguarding and Child Protection Policy.

The Data Management and Data Retention Schedule Policy is not dated, but the following statement suggests that it was prior to 25/05/18: 'Managing records against the retention schedule is deemed to be "normal processing" under the Data Protection Act 1998 soon to be GDPR and the Freedom of Information Act 2000.' A point to note is that the GDPR is not the new Data Protection Act, the Data Protection Act 2018 and GDPR should be read side by side.

The Data Protection and Freedom of Information Policy states that it was agreed by Governors on 05/12/17 and reviewed in December 2018, should this be December 2017? I would recommend that the policy is reviewed to ensure that it complies with new regulations and that it makes reference to the Data Protection Act 2018 and the GDPR.

There are separate Privacy Notices for: Parents and Pupils; Staff; Governors; Trainees; Supply, Contractors and Consultants. None of them are dated but the wording suggest that this was after 25/05/18.

The school's Data Protection Officer is from the London Diocesan Board of Schools.

The school website has a separate Safeguarding section which includes: details of the DSLs; links to Safeguarding Policies; links to Keeping Children Safe in Education 2018 and St. Stephen's Step by Step Guide if you are concerned about a child; contact details for Richmond SPA and Hounslow EHA; link to

information regarding safer recruitment; information about anti-bullying ambassadors. It is suggested that a safeguarding statement and details of the Safeguarding Governor are also added. It was noted that the St. Stephen's Step by Step Guide made reference to Keeping Children Safe in Education 2016, this was amended during the Review.

The school website also has an E-Safety page which contains excellent information and links to further information and useful websites. It is recommended that the school checks all the links as when the website was accessed prior to the review not all the links worked.

Details of how the school promotes and teaches British Values are displayed on the Mission Statement and Vision page.

There is an excellent Visitor and Volunteer page which provides safeguarding information for: volunteers, parent helpers, teaching supply staff; unaccompanied visitors; contractors or external staff; prospective parents; club organisers.

Training

All members of the Safeguarding Team have up to date multi-agency safeguarding training (level 3) which is updated every 2 years. The DSL has attended the Signs of Safety training so is familiar with the framework used by AfC. The DSL also regularly attends the DSL Forums run by the LSCB. The DSL showed a good knowledge of contextual safeguarding.

All staff, including office staff, premises staff and SMSAs are required to attend level 2 safeguarding training annually. This training includes information regarding Prevent and FGM. In addition, all staff attended Prevent training in 2016 and the School Business Manager attended FGM training in 2017 and fed back to all staff. Staff confirmed that quizzes and scenarios are used during training sessions.

Anyone who misses the annual safeguarding training is required to book on a course as soon as possible. It was suggested that in these circumstances they could complete an online safeguarding course (the LSCB one is recommended) and have a briefing on school specific procedures.

Staff confirmed that additional safeguarding updates are given regularly through, staff meetings, briefings and emails. The DSL receives weekly safeguarding briefings from www.safeguardingschools.co.uk and the information is disseminated appropriately.

Catering staff are employed by Caterlink who provide them with safeguarding training. The school was able to produce a copy of the training and certificates for all staff.

All outside agencies and companies who provide staff for the school e.g. cleaning, supply, after school clubs are required to provide their own Safeguarding Policy and details of training undertaken by staff. In addition, all staff are required to read the school's Safeguarding Pack which contains relevant policies and procedures.

The Safeguarding Governor has undertaken Child Protection training for School Governors through the NSPCC which included information regarding Prevent and FGM, she has also undertaken her own research in these areas. She has booked to attend Online Safety Awareness training. It is recommended that, as she is the Designated Governor for Children Looked After, she attends the following training: The Role of School Governors in Championing the Needs of Children Looked After.

Staff confirmed that they are all required to read part 1 and Annex A of Keeping Children Safe in Education 2018 and relevant Safeguarding Policies and Procedures. Keeping Children Safe in Education 2018 is sent to all Governors with a recommendation to read part 1 and Annex A, it is recommended that the Governors are familiar with the whole document. The Safeguarding Governor shows an excellent knowledge of the document and perhaps she could provide a summary to the other Governors.

A record of Safeguarding training undertaken is recorded on the Single Central Record.

The school has a comprehensive induction procedure which is followed for all staff. As part of the process, staff are required to read a number of documents including: Staff, Visitor and Volunteer Guidelines; Guidance For Safer Working Practice For Those Working With Children And Young People In Education Settings; Safeguarding and Child Protection Policy; Educational Visits and Activities Policy; E-Safety Policy;

Intimate Care Policy; Keeping Children Safe in Education 2018; What to do if you are concerned about a child - A Step by Step Guide; Supporting Children with Medical Conditions Policy; Whistleblowing Policy; Health and Safety Policy

All volunteers, parent helpers and regular visitors to the school are required to read the Staff, Visitor and Volunteer Guidelines and relevant Safeguarding policies. The DSL has plans to ensure that they are fully briefed on school procedures, especially the raising of any concerns.

Staff were able to confirm the training they had received and showed an excellent understanding of abuse, neglect and harm, what to look for and how to report any concerns. They had a good understanding of what safeguarding meant in their particular roles. Staff were very clear that the child's welfare is paramount and were aware that, if necessary, they can contact SPA directly.

Knowledge gained from training is shared in staff meetings, briefings and communicated by email. The impact of training is evaluated through practice, for example, staff having more confidence to report concerns, knowledge of procedures and a heightened awareness of safeguarding issues.

Recording Systems

The school has a Concern Form for reporting any safeguarding concerns. Body maps are also used. These forms are emailed to the DSL and then deleted by the sender. There are paper forms available for those who are unable to access a computer. It is suggested that the day of the concern/disclosure is included as well as the date and time which will help to monitor any trends, patterns etc. The school is considering purchasing CPOMS which is a software application for monitoring and recording child protection, safeguarding, pastoral and welfare issues. It is essential that the school retains the paper copies of Concern Forms for those who will not have access, these can then be scanned to the system.

When details of a concern are received, the Safeguarding Team discuss the action to be taken, for example, monitor, speak to parents, refer to SPA. The DSL has a good understanding of the LSCB Child Neglect Toolkit which is used in the school. An electronic folder is started for each pupil, folders are stored by year group on a secure drive (to which only the Safeguarding Team have access) on the computer. Documents are scanned and added to the folders as necessary. A chronology is started on receipt of the first Concern Form which acts as an easy point of reference should a referral be needed to SPA.

Staff reported that they felt comfortable approaching the Safeguarding Team for advice and that they always receive appropriate feedback about any concerns that are reported. The Safeguarding Team have a good understanding of when issues, concerns etc. should be referred to Children's Services. The school reports a good working relationship with SPA (AfC), but has less confidence in the London Borough of Hounslow system. The school has been allocated a link Social Worker from AfC.

When pupils transfer to another school, the folder is printed and either hand delivered or posted using secure mail. A receipt is always obtained. Information about children joining the school is also requested. The school uses the London Grid for Learning Online Safety Policy which they last reviewed in September 2018. The LGfL filtering system is used to allow or block sites as appropriate. Staff and pupils have individual log-ins for the computer. An Acceptable Use Agreement is signed by staff, volunteers, Governors, contractors, pupils and parents.

USO FX2 and Egress are used for transferring sensitive/confidential information.

Staff are aware of the whistleblowing procedures and their responsibility to report any concerns regarding other staff members and volunteers to the Headteacher and that concerns/complaints regarding the Headteacher should be reported to the Chair of Governors. Staff reported that the culture of the school is such that they would feel able to raise concerns about other staff members and volunteers and are confident that they would be dealt with in a professional manner. The DSL is planning to conduct a quiz on the subject to ensure that all staff are fully aware of the issues, their responsibilities and the procedure for raising concerns.

School Site Safety

The main entrance to the school site remains locked at all times. There is an intercom system so Reception staff are able to monitor access. The door to the Reception area is also locked with an intercom system, access to the rest of the school requires a security access card. The school has a CCTV system. There is a CCTV Policy dated September 2017 and the school ensures it complies with the Information Commissioner's Office CCTV Code of Practice.

The pupil access gate is opened from 08:30 to 08:55, staff are always on duty. Parents/carers bring the children into the playground, when the bell sounds, they line up by class and enter the building. The Site Manager conducts a 'sweep' of the grounds and then ensures the gate is locked. Any latecomers are required to report to the office.

At the end of the school day the pupil access gate is opened between 15:05 and 15:40. Pupils are brought to the playground and dismissed directly to parents/carers. Any pupils from KS1 who are attending clubs or Energy Kidz after school care are collected by the organisers. Pupils from KS2 are delivered to the clubs by their teachers.

Pupils in years 5 and 6 are permitted to travel to and from school on their own with written permission from parents/carers.

All visitors are required to sign in and out at reception and are issued with a visitors' badge on a lanyard. Visitors are also asked to produce photographic ID and DBS check. Visitors with a DBS check are issued with a badge on a red lanyard which includes a security access card. Visitors without a DBS check are issued with a badge on a green lanyard and no security access card. All staff wear ID cards on red lanyards and have security access cards. The visitor badges have safeguarding information on the reverse and all visitors are required to read the Safeguarding Guide for School Visitors and Volunteers.

The pupils spoken to showed excellent knowledge of the procedures for visitors and the meaning of the different coloured lanyards. They were very clear about what action should be taken if they see an adult without a badge.

Health and Safety

The Headteacher has overall responsibility for the day to day management of health and safety. The School Business Manager and the Site Manager have responsibility for the operational side of health and safety. The Finance and Premises Committee is responsible for reporting to the full Governing Board on health and safety matters.

The school has a Health and Safety Policy which is not dated and has no date for review. It details roles and responsibilities for health and safety as well as arrangements within the school.

The school obtains its health and safety advice and support from the London Boroughs of Richmond and Wandsworth. The London Diocesan Board for Schools conducted a Health and Safety Audit in September 2018 and the school will follow the action plan. A Safer People, Safer Places audit is conducted annually by the School Business Manager and the Site Manager.

The School Business Manager has attended Health and Safety for Business Managers training and the Site Manager has attended the following training: Fire Safety Awareness with the Use of Extinguishers; Legionella Awareness; Asbestos Awareness; Manual Handling; Working at Heights.

The Site Manager conducts a daily visual check of the school site and ensures that all daily, weekly, monthly, three monthly, six monthly and annual in house and external checks are conducted to timescale. All checks undertaken are recorded on the computer. Any staff can email the Site Manager regarding health and safety matters, minor repairs etc. The Site Manager will email the School Business Manager to confirm that jobs have been completed.

Annual Health and Safety walks are conducted by members of the Finance and Premises Committee, the School Business Manager and the Site Manager.

The School Business Manager and the Site Manager attend all Finance and Premises Committee meetings to report and update on health and safety issues.

Health and safety signage is clearly visible throughout the school.

Fire alarms are tested weekly. Fire drills are held half-termly at different times of the day, for example, break times, when supply staff are on the premises and after school. Different scenarios have been used in fire drills including blocking off exits and staircases and pupils failing to report to meeting points. Personal Emergency Evacuation Plans (PEEPs) are completed for staff, volunteers or pupils who require assistance during an evacuation. The school has an Evac Chair the use of which has been practised.

All office staff, Teaching Assistants and learning Support Assistants have undertaken first aid training and the school nurse delivers annual epi-pen and asthma training to all staff. Staff and pupils are aware of the first aid arrangements in the school and details of first aiders are clearly displayed.

The school has a Medical Room. There is a specific form for minor injuries and separate first aid boxes (including the minor injuries forms) for playtimes and trips. First aiders wear pink tabards at playtimes and on trips so that they are easily recognisable. Other adults on duty at playtimes wear yellow tabards.

The school has a Supporting Children with Medical Conditions Policy dated March 2017 which details the roles, responsibilities and arrangements within the school regarding pupils with medical needs. Individual Healthcare Plans are completed and reviewed annually. The school has recently started using separate forms for the use of epi-pens and inhalers. Epi-pens and inhalers are stored in the relevant classrooms. Other medication is stored securely in the Medical Room and any medication administered is recorded on a separate register. Details are also recorded on a white pupils' wristband. Head injuries are recorded on a red wristband, in the Head Injuries File and a copy sent home to parents/ carers. If the head injury is deemed serious a phone call to the parent/carer would also be made.

Details and photographs of pupils with medical needs are stored in the Medical Room but are not on display. Dietary needs, allergies etc. are shared with the kitchen.

A Parental Consent Form is completed by all parents and includes: participation in on and off-site activities; first aid and sharing of medical information in an emergency; child release (people authorised to collect child, permission to walk to and from school unaccompanied); information and image usage rights; methods of communication; participation in the telephone tree system.

The school has a Critical incident Plan which is reviewed annually. Whole school evacuation would be to one of three sites, depending on the incident: All Souls Church; All Hallows Church; Orleans Park School. Registers are kept on iPads and all records are accessible on Integris.

A Lockdown Procedure is in place. All doors have locks and there are blinds on all windows. A bell is sounded for at least 5 seconds to signal a lockdown. Following a practice lockdown on 18/10/18 the arrangements for Reception pupils have been revised.

Risk assessments are completed for on and off-site activities and include identification of hazards, calculations of risks and actions to be taken to reduce risks. Arrangements for visits and journeys are detailed in the Educational Visits and Activities Policy. Staff are required to conduct a preview visit, complete a risk assessment and submit it to the Headteacher for approval. Risk assessments for residential trips or high risk activities are submitted to the Borough together with the risk assessment from the venue.

Risk assessments for individual pupils are completed as necessary. All risk assessments are working documents and are shared and discussed with helpers as appropriate. It is recommended that the school purchases a trips mobile phone for use on visits and journeys. This will ensure that members of staff's personal telephone numbers are not given to parent helpers. It is further recommended that the office email address is used for any correspondence between staff and parents.

The use of reasonable force is covered in the school's Positive Handling Policy which is dated December 2017. There is a separate form for recording any type of physical intervention and it is recommended that this includes a space for the pupil's voice.

All support staff attended de-escalation training in summer 2018. Two staff members who work with identified pupils have been trained in Team Teach techniques.

Teaching and Learning

The fundamental pupil expectations are: Build each other up in love and learning; Behave in an orderly and self-controlled way; Be respectful to all members of our school community; Use words and actions that always build each other up in love and learning; In class, make it possible for all pupils to learn; Move quietly around the school; Always try your best and be attentive during learning time; Treat the school buildings and school property with respect; Wear the correct uniform at all times; Accept sanctions when given. Each class agrees its own rules or charter based on the expectations.

The Behaviour Policy which is not dated emphasises promoting positive behaviour choices. There is a consistent approach to behaviour management across the school and the school requires all adults to act as positive role models. All classes display the 'traffic light' behaviour management tool.

The school has an Anti-Bullying Policy (also not dated) which has a pupil friendly version. Pupils are trained to act as anti-bullying ambassadors.

Pupils spoke very enthusiastically about the incentives for positive behaviour choices, for example, praise, gold points, table rewards, class rewards, House Points, excellent behaviour certificates, star certificates, merits. Certificates are presented in assembly. Merits are announced in assembly and published in the newsletter. Pupils were very knowledgeable about the consequences of poor behaviour choices which include: reflection; Behaviour Journal; missing playtimes; sent to the Headteacher or Deputy Headteacher. The school has a comprehensive PSHE curriculum. Topics covered include: personal safety; road safety; online safety; peer pressure; friendships; appropriate relationships; drug awareness; anti-bullying; trust; feelings; conflict; respecting our bodies; healthy eating; healthy living. Pupils in year 6 are introduced to the issues of FGM, radicalisation and extreme views and the impact of pornography. The NSPCC delivers the Speak out Stay Safe programme to pupils. The whole school takes part in Anti-Bullying week, Healthy Living week, Diversity week and Safety week. There is scope for any topical issues to be discussed both in PSHE lessons and assemblies.

Online safety has a high profile in the school and the school are committed to raising the awareness of staff, pupils and parents. The school has a separate E-Safety curriculum as well as the subject being woven in to all other subject areas. E-safety is regularly revisited throughout the school journey. AfC's ICT and Online Safety Adviser has delivered workshops to pupils and staff and is due to deliver a workshop to parents on 06/11/18. The Community Police Officers have delivered sessions for pupils on e-safety and social media. Pupils from Orleans Park School are due to come to speak to pupils about different aspects of e-safety. Information about E-safety and Social Media is regularly included in Newsletters

Pupils spoken to were knowledgeable about online safety and were able to clearly explain the 'SMART' rules.

Other agencies that have been involved in the delivery of sessions including Police, AfC, NSPCC, health professionals Stonewall, religious leaders.

The Child's Voice

Pupils reported that they feel safe in school and would feel comfortable talking to an adult in the school about any worries they may have. They were able to give examples of when they had spoken about their worries and stated that they were always listened to. Pupils explained that in PSHE lessons they drew two hands, one for home and one for school and wrote the name of a person they could speak to on each finger. There are Concern Boxes in every classroom and Circle Time can be used to discuss any worries and concerns that pupils may have. Childline posters are visible throughout the school and the pupils were able to recite the telephone number.

There is a strong emphasis on the emotional well-being of the pupils. The SENCo and support staff are able to offer group sessions to identified pupils. At present, there is a socially thinking group and there are plans for assertiveness workshops. Identified pupils can also be referred to yoga and other activities. Further groups are provided according to the needs within the school. Year 6 pupils participate in Harlequin's mental health resilience programme (METTLE). They have also been part of a six week well-being and mindfulness project run by a Governor as part of their study programme. Evaluation at the beginning and

the end of the six week period helps to measure the impact. It is hoped that the project will be developed to cover all year groups. Pupils take part in the Daily Mile.

The school has the services of a counsellor from CAMHS one day per week, there is an open door policy but referrals can also be made. All staff have received training regarding Zones of Regulation which are used throughout the school. Pupils were able to clearly explain the meaning of the different colours: blue – sad, sick, tired; green – happy, calm, ready to learn; yellow – worried, silly, excited; red – out of control, angry, mean.

A Lunchtime Club is run by the SENCo for those pupils who may find these times challenging. There is also the opportunity for quiet play at break times. The school is currently developing a Drawing Shed and a Reading Shed.

CAMHS runs a weekly well-being project to support parents with their child's behaviour and anxiety. Parents can either be 'signposted' by the school or they can self-refer. Both CAMHS and the school nurse have delivered workshops to parents on anxiety. The school nurse also offers a fortnightly drop in for parents.

There is an active School Council which meets monthly. The Council consists of two elected pupils from each class. All pupils are able to put forward ideas and issues to be discussed at Council meetings. The members feedback the decisions made to their classes. Pupils reported that they discuss ideas and improvements for the school and are currently discussing having a Friendship Bench in the playground.

Pupils from year 6 have the opportunity to act as House Captains and Sports Captains and take responsibility for collecting the House points across the school. Year 5 pupils have the opportunity to become Junior Safety Officers and run competitions and assemblies. All classes have monitors for various jobs including: book monitor; register monitor; computer monitor; eco monitor; chrome book monitor. In addition, each class has Class Ambassadors whose job is to welcome any visitors to the class.

The school conducts an annual pupil survey which includes questions about feeling safe and having an adult to talk to. The annual parent survey also includes questions regarding safety. All responses are analysed and negative answers are followed up. For example, the Behaviour Policy was reviewed as a result of the annual survey. There are plans to conduct both surveys again in March 2019 to measure the impact.

When asked to describe their school in one word, the responses were positive. Words used included: exciting; safe; fun; caring; learning; nice; big; kind; friendly; average; extraordinary; loving. Pupils spoken to stated that they would recommend their school to others.

Strengths

- Safeguarding is clearly a priority in the school with time and resources allocated to ensure that the children are safe and that their emotional needs are met.
- There is good communication between staff, the DSLs and the Governing Board.
- The Safeguarding Governor is clearly committed to this aspect of her duties and has established an effective system for monitoring and evaluating safeguarding practices and initiatives.
- Safer recruitment procedures are good. An excellent Single Central Record is maintained which is one of the best examples seen by the Reviewer.
- The school is particularly vigilant in ensuring that staff from outside agencies have undergone relevant checks, received safeguarding training and are aware of the school's safeguarding policies and procedures.
- There is a clear induction process for staff and volunteers which includes all relevant safeguarding information.
- There is a clear commitment to training. Staff receive regular safeguarding training and as a result are knowledgeable about safeguarding issues.
- The PSHE curriculum is comprehensive and ensures that pupils are well informed about a wide range of safeguarding topics including FGM and radicalisation.
- The school shows a strong commitment to online safety.

- There are robust measures in place to ensure the site is secure.
- Health and Safety is clearly a priority and systems are in place to ensure that all checks and inspections are conducted to timescale.
- Medical procedures are sound.
- There are procedures in place for whole school evacuation and lockdown.
- There is a strong emphasis on the emotional well-being of pupils.
- Pupils are encouraged to participate and the voice of the child can be seen throughout the school.
- The pupils report that they feel safe in school.

Recommendations

- Safeguarding Governor to be involved in the completion of the annual Safeguarding Audit.
- Safeguarding to be a standing item on the agenda for Governing Board meetings.
- Consider reasons for retaining information on SCR. Consider deleting information once person has left the school.
- All policies to have front sheets that detail: date of policy/most recent review; review cycle; date of next review.
- Attendance Policy to include reference to the fact that lateness and poor attendance could be an indicator of a safeguarding issue.
- Ensure that the Whistleblowing Policy used is the most recent version.
- Review Data Protection and Freedom of Information Policy.
- Check links on E-Safety page on website.
- Safeguarding Governor to attend: The Role of School Governors in Championing the Needs of Children Looked After.
- All Governors to be familiar with Keeping Children Safe in Education 2018 (whole document).
- Purchase a mobile phone to be used for trips and visits.
- Ensure office email address is used for all correspondence between staff and parents.
- Ensure that the pupil's voice is recorded following any physical intervention.

Suggestions

- Add a safeguarding statement and details of the Safeguarding Governor to the Safeguarding section on the school website.
- Add the day of the concern/disclosure to the Concern Form.

Linda Sheehan
Education Safeguarding Adviser