

Safeguarding Self Evaluation

Extract from Ofsted: Inspecting in early years, educational and skills settings



2019-20

September 2019

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Inspectors should consider evidence that:	School's own self-evaluation with evidence statements and source
<p>leaders, governors and supervisory bodies (where appropriate) fulfil statutory requirements, such as those for disability, safeguarding, recruitment and health and safety</p>	<p>The school completes the 175 audit on an annual basis demonstrating that we are fully compliant with all statutory responsibilities. Any staff involved in the interview process have completed 'Safer Recruitment Training' provided by NSPCC. All appointments are made subject to necessary pre-employment checks (including a DBS check), we have a pre-employment check list (copy available on request) which is completed by our HR officer and once complete signed off by our Head of HR. We ensure that staff have had at least two references (including one from previous employment) returned and scrutinised before commencement of employment. Additional checks are carried out for candidates who have worked abroad. All staff complete a pre-employment health declaration as well as a disqualification declaration. Any staff who have QTS will have additional checks such as a Prohibition Order Check even if they are not in a teaching role. All teachers' qualifications are sighted by school and checked on DofE website. Staff are required to provide their passport as evidence of the right to work in the UK.</p>
<p>child protection/safeguarding and staff behaviour policies and procedures are in place, consistent with government guidance, refer to locally agreed multi-agency safeguarding arrangements and are regularly reviewed</p>	<p>Safeguarding policies are reviewed on an annual basis and are updated to reflect the latest national and local guidance. All staff are made aware of changes in legislation at the earliest opportunity. Policies are displayed on the school website.</p>
<p>staff, leaders and managers recognise that children and young people are capable of abusing their peers and this risk is covered adequately in the child protection or safeguarding policy</p>	<p>The safeguarding policy explicitly covers peer-on-peer abuse as required by the KCSiE September 2018 update. All staff were required to sign to indicate they had read this document.</p>

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Inspectors should consider evidence that:	School's own self-evaluation with evidence statements and source
the provider has trained staff to understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the Department for Education's guidance	All staff have been trained by the Head of Care and Safeguarding in all aspects of abuse including sexual violence and harassment between children and young people. The Safeguarding Team use appropriate assessment frameworks and threshold of need guidance to determine if a statutory referral is required.
the child protection or safeguarding policy reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities	As a specialist school, particular attention is given to the additional risks faced by children and young people with SEND. This has been explicitly covered in whole school training and induction training. Staff are aware that disabled children are three times more likely to suffer from abuse due to their needs and in depth training on Neglect and working with families was delivered to all staff by the Head of Care and Safeguarding. Staff have been made aware of the risks associated with 'disguised compliance' and understand the need to be highly vigilant at all times.
children and learners feel safe	Voice of the child is recorded via the Student Council and yearly questionnaires. In the most recent survey, 93% of students reported they felt safe at school and 7% were 'unsure'. No student identified they felt unsafe at school.
staff, leaders, governors and supervisory bodies (where appropriate) and volunteers receive appropriate training on safeguarding at induction followed by regular updates. In addition, they receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually. They demonstrate knowledge of their responsibilities relating to the protection of children, learners and vulnerable adults	The Head of Care and Safeguarding has delivered training to the whole school, new staff, regular visitors and the Governing Body. Regular announcements and briefings are made. Emails containing safeguarding updates, e-safety briefings and local issues are regularly circulated to all staff. Scrutiny of CPOMS indicates that all staff take their safeguarding responsibilities seriously as concerns are logged in a timely manner with relevant staff notified. The safeguarding team are always verbally notified in the event of a disclosure of abuse.
staff are supported to have a good awareness of the signs that a child or learner is being neglected or abused, as described in 'What to do if you're worried a child is being abused'	Signs and symptoms of abuse is covered in every training session. In particular, staff are trained in how to identify and evidence the impact of abuse to support statutory referrals. This is also explicitly covered in new staff safeguarding inductions.

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<p>staff are confident about what to do if a child reports that they have been sexually abused by another child</p>	<p>All staff have received safeguarding training covering sexual abuse (including peer-on-peer abuse). Staff would follow the school's safeguarding procedures by verbally informing a member of the safeguarding team and then recording in writing on CPOMS. Staff are aware that they cannot ask leading questions if they receive a disclosure of abuse. Immediate action would be taken in line with local procedures.</p>
<p>there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level and understands their responsibilities relating to the protection of children, young people and vulnerable adults and the safeguarding of all learners. Designated members of staff in schools and colleges should be a senior member of the school or college leadership team and they should do safeguarding training every two years and their knowledge and skills should be refreshed at regular intervals, but at least annually. Designated safeguarding leads in schools and colleges act as the main point of contact with the local multi-agency safeguarding partner arrangements. During term time, the designated safeguarding lead for a school or college, or an appropriately trained deputy, should be available during opening hours for staff to discuss safeguarding concerns</p>	<p>Head of Care and Safeguarding was appointed on 3.7.17 following a restructure of the school's Senior Leadership Team. Their job description explicitly details their safeguarding responsibilities.</p> <p>Additional team of Deputy Designated Safeguarding Leads includes 3 additional members of the SLT and 6 members of LT. Additionally, Family Adviser (not leadership post) is a member of the Safeguarding Team.</p> <p>DSL is appointed on a 52-week contract and is therefore available during a large proportion of the school holidays. They are contactable via email or mobile phone when not on site. DSL is available to attend safeguarding meetings during the school holidays (including LAC and CETR reviews).</p> <p>Headteacher is contactable by email or mobile phone outside of term time.</p> <p>DSL and Deputies are all available from 8.30am – 4pm during term time.</p> <p>DSL contact details have been made available to the MASH, Early Help and CAMHS for ease of contact during school holidays</p>
<p>staff know who their designated safeguarding lead is, what they are responsible for, and the names of any deputies</p>	<p>The safeguarding team is displayed in reception. All staff are aware that the Head of Care and Safeguarding in the DSL for the school. All staff are aware of the Deputy DSLs and understand that they can approach any member of the safeguarding team for advice and guidance.</p>

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the setting identifies children or learners who may be at risk of abuse or neglect, or who may need support with their mental health	The school uses the CPOMS system to record all incidents relating to individual children. Incidents are closely scrutinised by the class team, Key Stage Leader and Head of Care and Safeguarding. Additionally, monthly Safeguarding Team meetings are used to identify any students who are a cause for concern and agreed actions and interventions are immediately put in place. The school has commissioned a Psychotherapist to work with identified students with mental health issues and works closely with our allocated CAMHS worker to consider the appropriateness of referrals and early intervention.
school and college staff are alert to circumstances when a child may need early help	School staff received training in Early Help and the EHAT structure in 2017. The importance of Early Help has also been covered in whole school safeguarding training delivered by the Head of Care and Safeguarding. Since October 2018, the Family Adviser has taken on the role of school EHAT lead. EHATs are quality assured by the Head of Care and Safeguarding. All EHATs were audited on 18 Feb 2019 as part of the quality assurance cycle. New EHATs are only opened if appropriate and needs are not being met via the EHCP. Knowing the 'story' of our families is a priority as identified in the SDP
the setting has clear policies and procedures for dealing with children and learners who go missing from education, particularly those who go missing on repeat occasions. Leaders, managers and staff are alert to signs that children and learners who are missing might be at risk of abuse, neglect and/or exploitation. Where reasonably possible, a school or college should hold more than one emergency contact number for each pupil or student	A referral to the CME team would be made for any student who goes missing from education. Safe and Well checks are carried out by the EWO or a member of school staff for any students identified as vulnerable by the Safeguarding Team. School have identified those families who have not provided 3 contacts and are in the process of contacting them to gain further contact information.
appropriate action is taken when children and learners stop attending the setting or do not attend regularly; for schools, this includes informing the local authority when a pupil is going to be deleted from the register	PA students and non-attenders are closely monitored by the Head of Care and Safeguarding. Safe and Well checks are frequently carried out. Referral are made to the EWO where appropriate. The school ensures the reason/s for poor attendance are understood and an action plan is in place. School works closely with other agencies (in particular CAMHS) to support those

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	students whose attendance if affected by mental health issues. Statutory referrals would be made in cases of serious or repeated educational neglect.
action is taken to ensure that children are taught about safeguarding risks, including online risks	The Safeguarding Curriculum is under constant development in order to stay up-to-date with new trends in technology. Key Stage Leaders and the Head of Care and Safeguarding are meeting in October to review the current curriculum and ensure it remains fit for purpose. Students are regularly taught about online risks and all staff recognise the risks associated with the online world. Families are also provided with frequent e-safety updates to improve their ability to appropriately monitor their child's use of technology at home.
there is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism	<p>Joanna Fitzsimmons, Prevent Education Officer, delivered whole school training on 3 Sept 2018.</p> <p>DSL has completed Prevent training and WRAP.</p> <p>IT systems prevent students from accessing inappropriate content. When breaches occur, action is taken to block sites and investigate.</p> <p>E-safety is covered in the curriculum. Safer internet day activities and collapsed curriculum. Assemblies, particularly in the Secondary Department also address the issue of safety online.</p> <p>Prevent is referred to in the CP policy. Signs and indicators of radicalised behaviour are known and understood by all staff.</p> <p>Prevent training delivered to staff in CPD</p> <p>Pupil concerns are immediately recorded via CPOMS.</p>

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	Fundamental British values such as democracy, rule of law, individual liberty and respect and tolerance are delivered via the curriculum. Students are encouraged to explore issues and develop critical thinking skills
the setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic, sexist and racist language	All incidents of discriminatory language are recorded on CPOMS and appropriate action is taken by the class team. Students are supported to understand what language is inappropriate via the curriculum and assemblies. The use of Restorative Practice is encouraged in such incidents to help students identify how discriminatory language makes other people feel.
as part of the curriculum, children and learners are supported to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them.	The school has developed a thorough Safeguarding Curriculum designed to develop understanding across all areas and protect our students from being harmed. This curriculum was shared with our SIP who is also the Senior School Improvement Officer for Safeguarding and Inclusion. As a result, school was asked to share our curriculum with Headteachers and Designated Safeguarding Leads from across the city at the Safeguarding Focus Group. Our curriculum covers all areas of safeguarding at an age and SEND appropriate level. Student are encouraged to speak with staff and seek help when needed. Pictures of the Safeguarding Team are displayed around school.
staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, learners and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to recognise when they are at risk and how to get help when they need it	All school staff received explicit training on the dangers of the internet including adults and young people who bully, groom or seek to abuse. The grooming process was covered in explicit detail as part of whole staff Prevent training delivered by the Prevent Education Officer. Training materials are accessible to all staff
staff understand the importance of considering wider environmental factors that may be present in a child's life that are a threat to their safety and/or welfare	The need to identify and understand Contextual Safeguarding is a high priority for all school staff. The Safeguarding Team have received additional training in this area and all staff understand the importance of identifying the 'full picture' of a child's life, CPOMS is used to record all information relating

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	to a student allowing staff to view their needs holistically and spot any concerning patterns at an early stage.
teachers understand their mandatory duty to report to police any known case of female genital mutilation on a girl under the age of 18	<p>All staff were made aware of this requirement during the annual safeguarding training on 3 September 2018. Subsequently, all staff were required to read Part 1 of KCSiE and confirm in writing that they understood this guidance</p> <p>The mandatory duty is also covered in all safeguarding inductions for new staff, student teachers and student nurses</p>
staff, leaders and managers oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviours	The school has developed a Social Media Policy for staff and this is available on the school website. Students are taught about appropriate use of technology through the curriculum. Any concerning incidents are recorded on CPOMS and appropriate action taken.
appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material	IT systems prevent students from accessing inappropriate content. When breaches occur, action is taken to block sites and investigate. Students are closely monitored when using school technology and the curriculum is used to educate students about safe technology use.
appropriate arrangements are made with regards to health and safety to protect staff and learners from harm	The health and safety of staff and students is a high priority at all times. Any identification of a health and safety risk is immediately reported to the appropriate department and action taken to remedy this. Site risk assessments are frequently carried out to ensure a safe learning and working environment. Significant investments have been made to internal and external areas requiring upgrading. Staff are able to use the CPOMS system to record any injury resulting from supporting a child and HR is automatically alerted when follow-up action is required.

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staff in schools and colleges are supported to make reasonable judgements about when it may be appropriate to use physical contact with a child to protect them from injury	All staff were trained in the Use of Reasonable Force and Team Teach over two inset days in September 2019. All staff use of Team Teach is recorded on CPOMS and scrutinised by members of SLT. Staff are trained in de-escalation techniques and understand that any physical contact must be in the best interests of the child, with the least amount of force and for the least amount of time.
the setting's premises provide a safe learning environment with secure access	The school has taken steps to improve site security including the use of fingerprint entry to all buildings. Students are not taught in the main building where visitors report to reception and meetings are held. All visitors are required to sign in at reception and display a visible lanyard at all times. All staff are aware of the need to ensure exterior doors remain closed at all times to prevent access to intruders. Staff wear their identification lanyards at all times and challenge anyone who is not wearing a visitor badge. The school has practiced the 'lockdown' procedure this academic year and is constantly risk assessing the security of the site. The school gate is closed outside of transport times but staff remain aware that an intruder could gain access and are vigilant at all times. Extra staff are present at vulnerable times of the day (arrival and end of the day) to ensure all points of access and egress remain secure.

Alison Twomey

Head of Care and Safeguarding

30 September 2019