Link Area: Safeguarding	**Date of visit**: June 7th 2019	**Governor:** Jo Harcombe, link governor for safeguarding	**Teacher:** Julie Lennie, safeguarding lead for KGGS and Tracey Doig, deputy safeguarding lead for KGGS

Objective

Provide the Governing body with a synopsis report outlining how the school is carrying out its safeguarding function - including policy, practice and procedures.

Report

I met with Julie Lennie and Tracey Doig in early June 2019 to discuss the school safeguarding policy, procedure and practice. Outlined below are specific areas which have been checked and discussed in line with the role of the safeguarding link governor.

Safeguarding Self-Assessment Audit –

The Local Authority (LA) has provided schools with a voluntary self-assessment tool for all safeguarding areas. Julie Lennie undertook this in June 2018. An action plan was formed, and progress is outlined below:

1. Actively promoting 2-way communication with parents – suggestion made regarding sending a short electronic survey at year end via Wisepay – COMPLETE. Survey sent to all parents in 2018. High level of satisfaction and confidence in the school expressed. Julie was asked if she could make the results available to governors and possibly publish on the school website
2. Active signposting to safeguarding policies for parents – COMPLETE. Links made accessible on website homepage
3. Actively increasing staff awareness of certain policies and procedures (FGM, whistleblowing, physical contact, educational visits) – COMPLETE. Twilight time used to encourage staff to read the relevant policies
4. Including pupil feedback in online safety training and events – ONGOING. Year 7 safety event has taken place and the feedback is informing future sessions.

Julie and Tracy have undertaken the audit again this year and shared the report with me. The self-audit tool is very robust and has enabled school to focus in on specific areas. This year the school has an overall self-assessment score of 96% and Julie and Tracey have developed an action plan for 2019/20 which includes the following areas:

ACTION 1: Members of the governing body have received safeguarding training and are aware of their roles and responsibilities

- Invite Governors to attend Safeguarding face to face training with staff in Autumn term 2019. Governors who do not attend the training should read the training materials and sign to confirm that they have read and understood the content

ACTION 2: School staff have undertaken appropriate safer recruitment training

- Face to Face training will be completed by the Head teacher in academic year 2017-18
- New Headteacher requires Face to Face Training in academic year 2019-2020

ACTION 3: The school has policies and procedures in place for safeguarding children, young people and staff during educational visits (including sport, overnight and overseas) and home visits

- Investigate writing a 'lone visit' policy in 2019 (for when a member of staff visits a student in their own home or other environment outside of school)

ACTION 4: The school has procedures in place to ensure that staff are aware of personal and professional boundaries when delivering curriculum subjects that are of a sexually explicit, political or sensitive nature

- All staff to have read the spiritual, moral, social and cultural (SMSC) and sex and relationships education (SRE) policies

ACTION 5: The Governors of the school take responsibility for Online Safety

- The Online Safety Governor has left therefore we need to appoint a new one

ACTION 6: The school makes full use of the contribution young people make to Online Safety in and out of the school – continue with:

- Involve young people in e-safety campaigns and in peer mentoring, buddying and counselling schemes and as student researchers. Pupils are asked to provide feedback in reviews on e-safety related policies

- Encourage active contribution to parent information events with Online safety as their focus.

Policy – The school safeguarding and whistleblowing policies are up-to-date, accessible and relevant. The safeguarding policy has been updated recently.

Safeguarding Lead - The designated safeguarding lead (DSE) should be a member of the senior leadership team (Julie Lennie), have a deputy (Tracey Doig) and be available to staff during school hours. School meets these criteria. As Julie retires this year it has been agreed that Tracey will step into the lead role and two deputies have been appointed for 2019/20.

Keeping Children Safe in Education 2018 – this statutory document was updated and came into **force on the 3rd September 2018.**

This new version has some additional information which reflects the new version of Working Together to Safeguard Children which was published in July 2018. The safeguarding guidance was updated to account for changes following the Children and Social Work Act 2017 and an update to the government's guidance on information sharing under the new Data Protection Act 2018, and the General Data Protection Regulation (GDPR).

The new Keeping Children Safe in Education 2018 has therefore been updated to reflect this new legislation and guidance. One change from the Children and Social Work Act 2017 is the transition from Local Safeguarding Children Boards (LSCBs) to local safeguarding partnerships, so references have been changed to 'three safeguarding partners'.

Reference to the new GDPR legislation is included in the new version of Keeping Children Safe in Education along with new guidance set out in Information Sharing (2018). Both these documents stress that neither GDPR or the Data Protection Act 2018 prevents or limits the sharing of information to keep children safe. Paragraph 77 sets out the "Special Category Personal Data," which allows sharing information even without consent, in some circumstances.

Changes to the Disqualification under the Childcare Act 2006 have also been made and are reflected in the revised guidance. The new legislation came into force on 31st of August 2018.

In the past, staff providing child care could, in certain circumstances, be prohibited from working with children because of the convictions made by someone who lives in their household. This is no longer the case. Disqualification by Association now only applies in domestic premises, not to schools. However, staff working in child care may still be disqualified because of offences committed by themselves.

All staff must be aware their 'relationships and associations' (including online) may have a safeguarding implication. The guidance from Disqualification by Association and Keeping

Children Safe in Education 2018 says that schools should remind all staff, not just those working with under-8s, that their 'relationships and associations' (including online) may have an implication for the safeguarding of pupils, and if there are concerns about that, the school should be told. Schools should include this guidance in relevant policies and ensure that staff understand their duty Disqualification by Association September 2018).

Julie and Tracey are aware of this and ensuring this is incorporated in all school policies.

New Ofsted Education Inspection Framework for September 2019

Safeguarding will not be graded specifically in the new Ofsted Education Inspection Framework but it will be referenced in the 'Leadership and Management' section of the report - *'when safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement*'. However, if there are minor weaknesses in safeguarding arrangements that are easy to correct and do not leave children either at risk of harm then a *'requires improvement'* judgement may be made. (School inspection handbook 2019 section 5, paragraph 269).

Inspectors will be looking for evidence that *'the provider has a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed, and any allegations are dealt with appropriately.*

Mental Health and Behaviours in Schools, Nov 2018

This new guidance is for school staff and applies to all schools.

It gives advice on:

- how to create a whole school culture, including promoting positive mental health
- understanding the link between mental health and behaviour
- how to identify children with possible mental health problems
- where and how to put in place support, including working with external agencies where required

It also provides links to sources of further support and guidance. Julie, Tracey and I discussed this report and were confident that school policies and practice reflect the national guidance.

Staff training – There is a national requirement for annual 'update' training for all staff and full training every 3 years. All staff at KGGS are up-to-date with safeguarding training and a contemporaneous log of training is kept. Julie co-ordinates the training to ensure it is fit for purpose, reflects staff needs and is accessible. Julie is aware that staff will need an update in 2019 and her and Tracey are planning this.

Staff Induction –All new staff receive safeguarding training as part of their induction to KGGS.

Lead staff training – Julie and Tracey have attended face to face safeguarding lead training this year. This is in line with the present requirement for annual training. Tracey is trained as a child protection officer. The new Head teacher will require update training on appointment and Tracey will facilitate this.

Governor training – Alison Evershed is the designated governor training co-ordinator and maintains a contemporaneous database of all governor training. She flags up where there are any outstanding requirements and signposts governors to relevant training.

System to record, store and review welfare concerns – Heads of Year have a system for recording any concerns about pupils in the 'Pastoral' section of the individual pupil's record on the school IT system (SERCO). In addition, paper records are filed with the Head of Year and, once the issue is resolved, these are stored in the pupil's hard copy notes (main school file).

Specific child protection issues are managed by Julie and her deputy and records are kept securely in her office. A note outlining there is an ongoing issue will appear on the electronic records, (coded in line with GDPR) for completeness. The notes are securely archived once a child has either left school or the issue is resolved.

Staff Records – In line with national requirements KGGS keeps a confidential single central personnel record of all staff including sickness, disciplinary/HR matters, DRB checks, training etc. This is overseen by the Head Teacher. I can confirm that I have viewed this as part of the safeguarding governor duty.

Staff code of conduct – This document is updated annually and sent to all staff. It is also part of staff induction and staff appraisals.

Interview Procedure – KGGS is fully compliant with national safeguarding guidance regarding interviewing staff. This includes DRB checks, safer recruitment training, eligibility to work checks and qualification checks. New guidance recommends safer recruitment training is face to face. Tracey will undertake this in 2019.

E-learning and safeguarding – School now has a separate e-safety policy and a designated e-safety lead and link governor for IT safety. It is noted that a replacement link governor is needed in this area.

Sexting procedures – safety procedures are in place at school regarding sexually explicit images of under 18 year olds. This involves an escalation to the police by staff and proportionate engagement with staff (across schools) and parents. There have been a couple of episodes of this at school this year and all resolved appropriately via this process.

Pupil Voice – There is a requirement for schools to assess how safe pupils feel at school. This is achieved via forums such as Key Stage School Council and Whole School Council and student questionnaires. These inclusive groups are co-ordinated by Julie and focus on a whole range of safeguarding/well-being topics – directed by the students. Julie Lennie shares these reports with the Welfare governor committee. This year feedback has been sought from 2 representatives per class in each year group. The results are overwhelmingly positive regarding how safe pupils feel. However, it should be noted that the issue of a lack of fence/gate/open perimeter of school was mentioned by a few pupils.

Peer on Peer abuse – this term is used to cover behaviour that includes, but is not limited to, bullying, including cyber bullying, gender-based violence/assaults and sexting. Guidance states that all staff should be aware how child safeguarding issues can manifest in above behaviours. Julie ensures all staff are aware of the peer on peer abuse guidance. It is reflected in all relevant school policies and covered in staff training.

Attendance trends – Julie oversees weekly scrutiny of attendance trends, looking for trends that may be related to child safeguarding issues, if spotted she will instigate an investigation and appropriate action. The 'missing children' alert process is in line with statutory guidance. Attendance is not a concern at school at present and where there are issues with individual student's attendance it is due to known medical conditions.

Links with other agencies – School maintains active links with many external agencies such as: CAMHS, LCC, Social workers, Nurses, GPs, Sexual Heath, National Self Harm Network, Youth Workers, Spring Lodge (sexual assault referral centre), Food Bank, TAC, Relate, Pilgrim School, Occupational Therapists, Action for Young Carers, Centre for Grief & Loss, Counselling Services. The school works very effectively with many of these agencies.

Looked after children – A full multidisciplinary care package is in place for looked after children, led (for school) by Julie. There are no looked after children at school presently.

Safeguarding outside of school – school has a responsibility to maintain safeguarding when pupils are on residential trips or day trips outside of school. All residential trips are subjected to a rigorous risk assessment (in line with LA standard checking procedure for trips) and this policy and process is overseen by the Welfare Committee. In 2016 a risk was noted in the foreign exchange programme as students were staying in homes with families that are unknown to our school. To mitigate this risk school has entered into a voluntary arrangement with overseas schools to agree a reciprocal DRB (or equivalent in the host country) child safeguarding check on the homes students will be staying at (here and abroad). The information sent to parents now explains the safeguarding processes undertaken. This system has been in operation since 2016 and is now strengthened by school asking for DRB checks on all adults in the host homes as of 2019.

Safeguarding themes specific to school - As the designated safeguarding lead for the school Julie, alongside Tracey and the Head Teacher analyse all child protection/child welfare and safeguarding issues to see if there are themes emerging where targeted action/support is needed. Julie, Tracey and I spoke at length about this and it is very evident that a robust system is in place to both identify and tackle themes/trends on a continuous basis. An example of this is the 'log of self-harm reports'. One of the themes over the last 3 years has been the rise in exam anxieties and this is continuing to impact the school. The students are cared for during the exam period depending on their special circumstances. This requires considerable organisation which Julie's team manage exceptionally well but it is noted that further resource may be required should this demand on space and supervision continue to grow.

Action plans are in place for; reported self-harm, reported overdose, other mental health issues affecting schooling and legal highs. All students have an individual care pathway and are looked after. There are a couple of students being home schooled at present. These students are being looked after by the counsellor and Julie and other external agencies.

How are children made aware of safeguarding issues – Julie and Tracey are confident that students receive a wide variety of safeguarding information via the general curriculum and this is supported by Guidance lessons, held fortnightly, on topical issues, e.g., internet safety, personal safety etc. External speakers are also invited into school to speak about specific issues.

Prevent strategy – this relates to the need for schools to raise the issue of radicalisation with students and staff. Staff should receive 2 yearly training in line with recommendations. This took place in 2017. Students have a planned session via LCC next year. In addition, awareness raising is woven into their general student support sessions.

Reduced timetable - this relates to children who are in school for less than 25 hours per week. There are a few children at school in this category for various reasons. Julie and the Head Teacher complete the monthly survey for this which is now a requirement by the LA.

In conclusion I am confident that safeguarding policy, practice and procedure at KGGS is consistent with national guidance. School safeguarding practice is up-to-date, considered carefully and thoughtfully and co-ordinated to a very high standard. The safeguarding team, led by Julie Lennie and Tracey Doig, carry out their duties to a very high standard and this is apparent in all the documentation and action plans. It is commendable that school undertakes the self-assessment audit and takes prompt action on the outstanding areas. The actions arising from the audit, and the recommendations in this report, will be discussed by the senior team and at the full governing body and addressed collaboratively.

Jo Harcombe, June 2019