

Link Area: Safeguarding	Date of visit: June 6th 2018	Governor: Jo Harcombe, link governor for safeguarding	Teacher: Julie Lennie, safeguarding lead for KGGS
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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 2018 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 April 2017 (Julie presented this to governors at a training event in summer 2017). An action plan was formed and progress is outlined below.

- Appoint a designated e-safety officer - **COMPLETE**
- Appoint a designated e-safety link governor - **COMPLETE**
- School to consider developing a separate online safety policy - **PUBLISHED**
- Actively signpost parents to support and guidance re e-safety – **ON SCHOOL WEBSITE**
- Actively signpost parents to the child safeguarding policy - **ON SCHOOL WEBSITE**
- School and governors to increase two-way communication with parents – **c/o 2017/18**
- Pupils to receive radicalisation awareness information - **ONGOING**
- Staff safer recruitment update training to take place face-to-face for key staff - **ONGOING**

Julie has undertaken the audit again this year and shared the details with me. The self-audit tool is a very robust tool and has enabled school to focus in on specific areas. This year the school has a self-assessment score of 92% and Julie has developed an action plan for 2017/18 which includes:

- Actively promoting 2-way communication with parents – suggestion made regarding sending a short electronic survey at year end via Wisepay
- Active signposting to safeguarding policies for parents
- Actively increasing staff awareness of certain policies and procedures (FGM, whistleblowing, physical contact, educational visits)
- Including pupil feedback in online safety training and events.

Policy – The safeguarding and whistleblowing policies are up-to-date, accessible and relevant.

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.

Keeping Children Safe in Education 2016 – this statutory document was released in 2016. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf. Additions in 2017 included; Prevent training (anti-radicalisation) and female genital mutilation guidance (FGM). Julie Lennie circulated this to all staff and it is part of staff induction.

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 regard to safeguarding training and a contemporaneous log of training is kept. Julie Lennie co-ordinates the training to ensure it is fit for purpose, reflects staff needs and is accessible. This year the update was ‘anti radicalisation’ training.

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

Lead staff training – Julie Lennie and Tracey Doig have attended face to face safeguarding lead training this year with the LA. This is in line with the present requirement for annual training. Tracey is trained as a child protection officer. Julie Lennie and the Head Teacher have also updated their safer recruitment training this year in line with national guidance.

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 Lennie 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, (not confidential detail) 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 visit.

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

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 and this has been planned for next year.

E-learning and safeguarding – School now has a separate e-safety policy and a designated e-safety lead and link governor for IT safety. This was an action from the last safe-guarding audit.

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.

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 Lennie 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. No issues were noted in the feedback this year.

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 Lennie 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 Lennie 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.

Links with other agencies – School maintains active links with many external agencies such as: CAMHS, LCC, Social workers, Nurses, GPs, Sexual Health, 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 Lennie.

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 this year,

Safeguarding themes specific to school - As the designated safeguarding lead for the school Julie Lennie, alongside her deputies 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 Lennie 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 2 years has been the rise in panic attacks and exam anxieties. The rise in exam anxieties exists this year but there has not been an escalation in other areas. 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.

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 Lennie and other external agencies.

How are children made aware of safeguarding issues – this is a new inclusion for the report and is a requirement for lead governors to discuss with the school lead. Julie Lennie is 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. This year for example Y7s had a set of 5 workshops as part of a

'stay safe' day, topics covered included: road, fire, IT and social media safety. In addition Y10 received a resilience education session delivered by Theatre in Education which evaluated very positively.

Prevent strategy – this is a new requirement for this report and relates to the need for schools to raise the issue of radicalisation with students and staff. Julie Lennie stated that staff will receive 2 yearly training in line with recommendations. Students have not received direct training as yet but some aspects are woven into their general student support sessions.

Reduced timetable - this relates to children who are in school for less than 25 hours per week. Julie Lennie stated that there are a few children at school in this category for various reasons. Julie Lennie 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. The actions arising from the audit will be discussed by the senior team and at the full governing body and addressed collaboratively.

Jo Harcombe

June 2018