

Link Area: Safeguarding	Date of visit: April 21st 2017	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 late April 2017 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.

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, have a deputy 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 from previous guidance include; Prevent training (anti-radicalisation) and female genital mutilation guidance (FGM). Julie Lennie has circulated this to all staff.

Staff training – There is a now a national requirement for annual training for all staff. 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.

Mental health awareness for both staff and students has been set as one of the schools development plan targets for 2016-17. Sessions will be planned to help all understand more about these issues. Governors will be invited to attend.

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

Lead staff training – Julie Lennie and her designated deputy (Tracey Doig) attend regular training in line with the present requirement which is now for annual training. Tracey is trained as a child protection officer. Julie Lennie and the Head Teacher will update 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.

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.

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 this training now be face to face and Julie Lennie is investigating this..

E-learning and safeguarding – The school safeguarding policy was developed in collaboration with the Heads of Year to include e-learning safety training requirements. This training is also included in the staff induction training. There is not a separate e-safety policy. E-safety procedures at school include 'nanny system' software which searches for key words and enables monitoring of student's screens and searches. At present there is no designated lead for e-safety. Julie Lennie and the Head Teacher will action this. It is also recommended that a governor link role for IT safety is appointed due to the expanding concern nationally 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.

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. These inclusive groups are co-ordinated by Julie Lennie and focus on a whole range of safeguarding/well-being topics – directed by the students. All year groups have been surveyed recently. Julie Lennie has shared the reports with me and the Welfare governor committee. No issues were noted in the feedback. Pupils reported they knew who to turn to in times of need. School also employs a trained student counsellor.

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. There is however a risk noted in the foreign exchange programme. The students are staying in homes with families that are unknown to our school. Julie Lennie and I discussed this at length in 2016 and it was fed back to the governing body for further discussion. School takes every possible risk assessment measure and a detailed check list is completed for every trip, however, this is an acknowledged grey area. School is now entering a voluntary agreement 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 (home and abroad). The information sent to parents should explain the safeguarding processes undertaken.

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. Action plans are in place for; reported self-harm, reported overdose, other mental health issues affecting schooling and legal highs. In year 11 there are 13 students who require special considerations for exams due to mental health issues. All students have an individual care pathway and are looked after. There are a couple of school refusers at present with individual circumstances. These students are being looked after by the counsellor and Julie Lennie.

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 student support 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 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.

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 are in the process of completing the monthly survey for this which is now a requirement by the LA.

Safeguarding Audit – the Local Authority has provided schools with a self-assessment tool for all safeguarding areas. Julie Lennie undertook this in April and we both discussed it at our meeting. Helpfully there is both a governor section and a traffic light system, alerting us to the areas for further work. The following areas are highlighted as requiring further action. Julie Lennie and the Head Teacher have an action plan and governors are asked to support and monitor progress:

- Appoint a designated e-safety officer
- Appoint a designated e-safety link governor (Amanda Dorkes has agreed to do this)
- School to consider developing a separate online safety policy
- Actively signpost parents to support and guidance re e-safety
- Actively signpost parents to the school child safeguarding policy
- School and governors to increase two-way communication with parents
- Pupils to receive anti-radicalisation awareness information
- Staff safer recruitment update training to take place face-to-face for key staff

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, 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 should be discussed by the senior team and at the full governing body and addressed collaboratively.

Jo Harcombe

June 2017